



Arkansas English Language Proficiency Standards

with Correspondences to K–12 English Language Arts (ELA), Mathematics, and Science Practices, Arkansas ELA Standards for K–12, and Arkansas Disciplinary Literacy Standards for 6–12 | Dec 2023



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Introduction

The Council of Chief State School Officers (CCSSO) has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4–5, 6–8, and 9–12 grades, highlight and amplify the *critical language*, *knowledge about language*, and *skills using language* that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be successful in schools.

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

How to Navigate this Document

The ELP Standards and supporting tools in this document are arranged in layers, with more detail added in each new layer. Use the hyperlinks in the bookmarks to the left of each page to navigate to the level of detail needed. The bookmark feature [in PDFs] and the navigation pane or Document Map [in Word documents] can be activated using the document tool bar. The ELP Standards with correspondences are labeled using the dot notation system (e.g., Standard 3 = ELP.K.3.).

Guiding Principles

1. Potential

ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate¹ curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs will produce language that includes features that distinguish them from their native-English-speaking peers, with appropriate instruction, ELLs can achieve the same academic standards as native-English speaking peers.

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

2. Funds of Knowledge

ELLs' primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their "funds of knowledge" [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities' valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELLs since "the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text" (National Standards in Foreign Language Education Project, 2006, p. 37).

3. Diversity in ELL Progress in Acquiring English Language Proficiency

A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., "Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development, for example, "a student at Level 1" or "a student whose listening performance is at Level 1." Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELLs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. "All EL students, regardless of language proficiency, benefit from engagement in activities that require them to make use of oral and print-based literacy skills as the development of one domain is dependent on the other three," (Neri, et. al, 2016, p. 14).

4. Scaffolding

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

5. Students with Limited or Interrupted Formal Education

ELLs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the [Arkansas ELA K–5 Grade-Level Standards'](#) Foundational Reading (FR) strand for this purpose.

6. Special Needs

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

7. Access Supports and Accommodations

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

8. Multimedia, Technology, and New Literacies

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

Design Features of the Standards

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

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

are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).

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

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

Organization of the Standards

For the purposes of clarity, the 10 ELP Standards are organized according to a schema that represents each standard’s importance to ELLs’ participation in the practices called for by college- and-career-ready ELA & Literacy, mathematics, and science standards.

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

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	<p><i>Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</i></p>
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	
3	speak and write about grade-appropriate complex literary and informational texts and topics	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	conduct research and evaluate and communicate findings to answer questions or solve problems	
6	analyze and critique the arguments of others orally and in writing	
7	adapt language choices to purpose, task, and audience when speaking and writing	
8	determine the meaning of words and phrases in oral presentations and literary and informational text	<p><i>Standards 8 through 10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.</i></p>
9	create clear and coherent grade-appropriate speech and text	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing	

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

Alternate Organization of the ELP Standards

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

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

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

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

Kindergarten. Standards 1–10

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

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

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>K.6</p> <p>An EL can ... analyze and critique the arguments of others orally and in writing ...</p>	<i>[Standard introduced at Level 4.]</i>	<i>[Standard introduced at Level 4.]</i>	<i>[Standard introduced at Level 4.]</i>	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or speaker gives to support a point. 	with prompting and support, <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points.
<p>K.7</p> <p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<i>[Standard introduced at Level 4.]</i>	<i>[Standard introduced at Level 4.]</i>	<i>[Standard introduced at Level 4.]</i>	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.
<p>K.8</p> <p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>K.9</p> <p>An EL can ... create clear and coherent grade-appropriate speech and text ...</p>	<p><i>[Standard introduced at Level 3.]</i></p>	<p><i>[Standard introduced at Level 3.]</i></p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell several events from experience or a familiar story <p>with developing control of some frequently occurring linking words (e.g., and, then).</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story <p>with increasingly independent control of frequently occurring linking words.</p>	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end <p>using frequently occurring linking words.</p>
<p>K.10</p> <p>An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs <p>understand and respond to simple questions.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences <p>in shared language activities.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences <p>in shared language activities.</p>	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences <p>in shared language activities.</p>	<p>with increasing independence,</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh- questions) produce and expand simple sentences <p>in shared language activities.</p>

Grade 1. Standards 1–10

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

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>1.3</p> <p>An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...</p>	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple messages about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events. 	<p>using simple sentences and drawings or illustrations,</p> <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts about a variety of texts, topics, experiences, or events. 	<p>including a few descriptive details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events.
<p>1.4</p> <p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express a preference or opinion about familiar topics or experiences. 	<ul style="list-style-type: none"> express an opinion about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> express an opinion give a reason for the opinion about familiar stories, experiences, or events. 	<ul style="list-style-type: none"> express opinions give a reason for the opinion about a variety of texts topics, experiences, or events. 	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety of texts, topics, experiences, or events.
<p>1.5</p> <p>An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information label information from provided sources showing limited control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize some key information from provided sources showing emerging control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information from provided sources showing developing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question from provided sources showing increasingly independent control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question from provided sources showing independent control.

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>1.6</p> <p>An EL can ... analyze and critique the arguments of others orally and in writing ...</p>	<p><i>[Standard introduced at Level 2.]</i></p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support a point. 	<ul style="list-style-type: none"> identify one or two reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify appropriate reasons an author or a speaker gives to support the main point.
<p>1.7</p> <p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<p><i>[Standard introduced at Level 3.]</i></p>	<p><i>[Standard introduced at Level 3.]</i></p>	<p>show a developing awareness of the difference between appropriate language for the playground and language for the classroom.</p>	<ul style="list-style-type: none"> show awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time use words learned through conversations, reading, and being read to.
<p>1.8</p> <p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>using sentence-level context and visual aids,</p> <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases <p>in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.</p>	<p>using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,</p> <ul style="list-style-type: none"> answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>	<p>using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as - ed, -ing, and some common prefixes),</p> <ul style="list-style-type: none"> answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

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

Grades 2–3. Standards 1–10

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

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>2–3.3</p> <p>An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 	<p>with some details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events.
<p>2–3.4</p> <p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> express an opinion about a familiar topic or story 	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion about a familiar topic or story. 	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions about a variety of topics. 	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement about a variety of topics.
<p>2–3.5</p> <p>An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects gather information from provided sources label information 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/observations in simple notes 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from multiple sources sort evidence into provided categories 	<ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>2–3.6</p> <p>An EL can ... analyze and critique the arguments of others orally and in writing ...</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or a speaker makes.
<p>2–3.7</p> <p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<p>recognize the meaning of some words learned through conversations, reading, and being read to.</p>	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom. use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English. (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts. (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts. (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
<p>2–3.8</p> <p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of less frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts</p>	<p>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as - ed, -ing, and some common prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral presentations and written texts about a variety</p>

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

Grades 4–5. Standards 1–10

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

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>4–5.3</p> <p>An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<p>Including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<p>Including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<p>Including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
<p>4–5.4</p> <p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
<p>4–5.5</p> <p>An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>4–5.6</p> <p>An EL can ... analyze and critique the arguments of others orally and in writing ...</p>	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at Grade 5) identify which reasons and evidence support which points.
<p>4–5.7</p> <p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions <p>in conversation, discussions, and short written text.</p>	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases <p>in speech and writing.</p>	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content specific words and phrases <p>in speech and writing.</p>
<p>4–5.8</p> <p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events.</p>

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>4–5.9</p> <p>An EL can ... create clear and coherent grade-appropriate speech and text ...</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., and, then) <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., next, because, and, also) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events <p>provide a concluding statement or section.</p>
<p>4–5.10</p> <p>An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.

Grades 6–8. Standards 1–10

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

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>6–8.3</p> <p>An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.
<p>6–8.4</p> <p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.
<p>6–8.5</p> <p>An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
					<ul style="list-style-type: none"> use a standard format for citations.
<p>6–8.6</p> <p>An EL can ... analyze and critique the arguments of others orally and in writing ...</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.
<p>6–8.7</p> <p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.
<p>6–8.8</p> <p>An EL can ... determine the meaning of words</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring 	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and roots words),</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and 	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
and phrases in oral presentations and literary and informational text ...	<ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. 	<p>words, phrases, and expressions</p> <p>in texts about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>content-specific words and phrases, and a growing number of idiomatic expressions</p> <p>in texts about a variety of topics, experiences, or events.</p>	<p>and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</p> <p>in texts about a variety of topics, experiences, or events.</p>
<p>6–8.9</p> <p>An EL can ... create clear and coherent grade-appropriate speech and text ...</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
<p>6–8.10</p> <p>An EL can ... make accurate use of standard English to</p>	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs <p>understand and respond to simple questions.</p>	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating 	<p>use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices</p> <ul style="list-style-type: none"> place phrases and clauses within a sentence 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
communicate in grade-appropriate speech and writing ...		produce simple and compound sentences.	conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences.	<ul style="list-style-type: none"> recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.	<ul style="list-style-type: none"> recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

Grades 9–12. Standards 1–10

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

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

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

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>9–12.7</p> <p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.
<p>9–12.8</p> <p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>
<p>9–12.9</p> <p>An EL can ... create clear and coherent grade-appropriate speech and text ...</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic 	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect 	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with 	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational

ELP Standard	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
	<ul style="list-style-type: none"> use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<ul style="list-style-type: none"> use common linking words to connect events and ideas (e.g., first, next, because) with emerging control. 	<ul style="list-style-type: none"> events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with developing control. 	<ul style="list-style-type: none"> facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control. 	<ul style="list-style-type: none"> topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
<p>9–12.10</p> <p>An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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

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

- 1. Correspondences with the Arkansas Academic Standards for Mathematics and Next Generation Science Standards (NGSS) Practices** Following the guidance found in the CCSSO *English language proficiency development (ELPD) framework* (the “[CCSSO ELPD Framework](#)”) (CCSSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The [Student Standards for Mathematical Practices a.k.a., The Mathematical Practices](#), are referenced on the [Arkansas Mathematics Standards and Courses webpage](#) and the [NGSS Science and Engineering Practices](#) are one of three dimensions in every NGSS standard. A set of ELA “Practices” was created for the CCSSO ELPD Framework since the Arkansas State Standards for ELA & Literacy did not include specific practices in their original form. (All three groups of practices are shown in Figure 1 below).
- 2. Correspondences with the Arkansas Academic Standards for English Language Arts & Disciplinary Literacy Standards**

A second type of correspondence analysis was conducted to show the relationship between the ELP Standards and the language demands found in the Arkansas State Standards for ELA & Literacy.² This second set of correspondences is particularly useful as the ELP Standards and the Arkansas State Standards for ELA & Literacy Standards have a similar internal construction (based on reading, writing, speaking, listening, and language).

² As noted in the Arkansas State Standards for ELA & Literacy, the K–5 standards focus on reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher; grades 6–12 are covered in two content area–specific sections, the first for English language arts teachers and the second for teachers of history/social studies, science, and technical subjects.

What are the practices?

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

The practices identified within the Arkansas State Standards for Mathematics and the NGSS are key parts of the standards themselves.³ Because the Arkansas Academic Standards for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA “Practices” was created for the CCSSO ELPD Framework through a close analysis of the priorities contained within the ELA standards themselves (CCSSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and ELA practices are shown in Figure 1.

³ States who are applying for flexibility regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, must have ELP Standards that correspond to the state’s college-and-career-ready standards.

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

Relationships and Convergences

Found in:

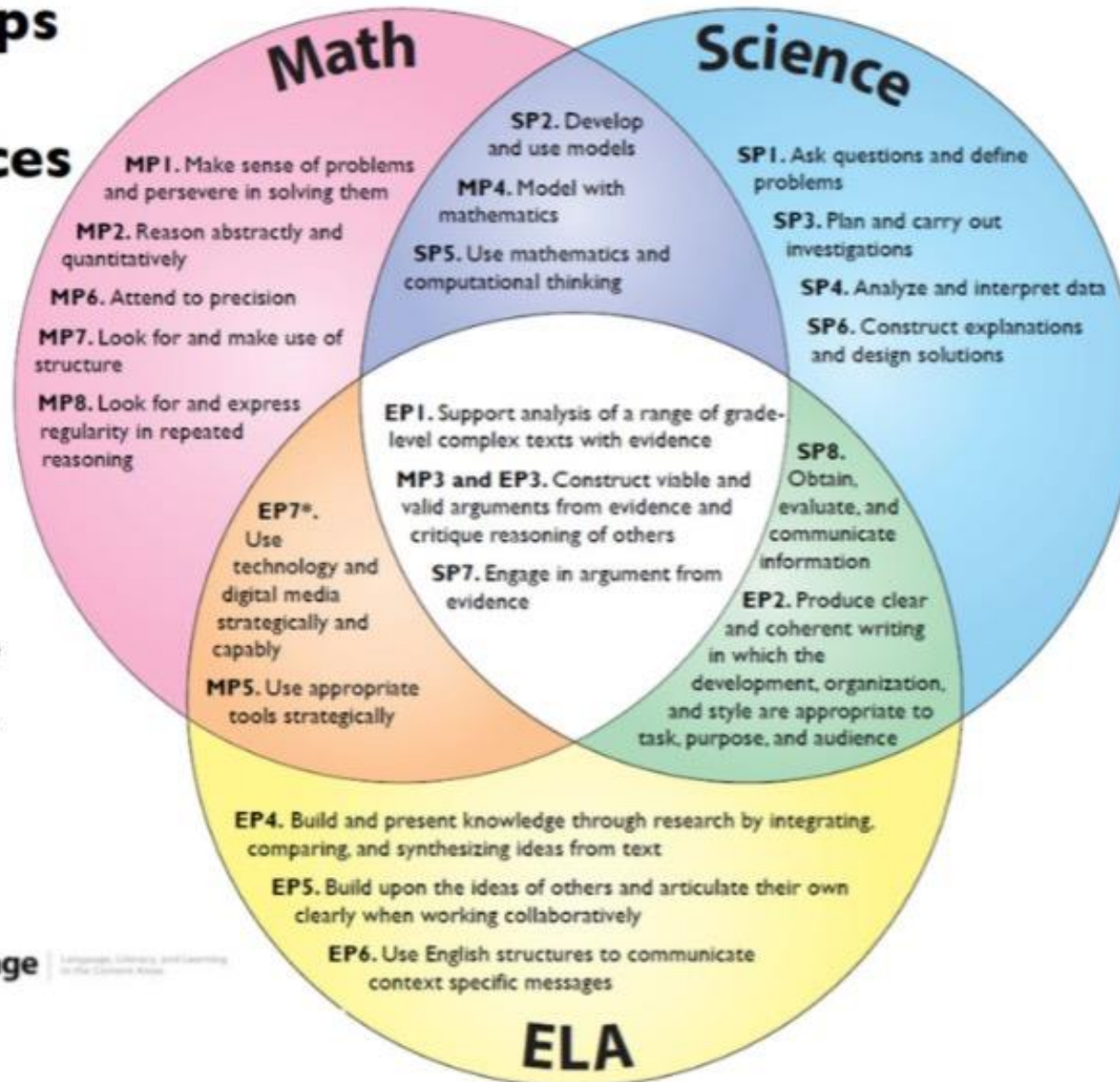
- 1. AR Mathematical Practices
- 2a. AR ELA & Literacy (student capacity)
- 2b. ELPD Framework (ELA "practices")
- 3. NGSS (science and engineering practices)

Notes:

- 1. MP1-MP8 represents AR Mathematical Practices.
- 2. SP1-SP8 represent NGSS Science and Engineering Practices.
- 3. EP1-EP6 represents AR ELA Practices as defined by the ELPD Framework.
- 4. EP7 represents ELA student "capacity".



Understanding Language | Language, Literacy, and Learning in the Common Core



Why are no correspondence analyses shown between the ELP Standards and the Arkansas Academic Standards for Standards for Mathematical Content and the NGSS Core Ideas?

In coordination with the ELPD Framework authors, the WestEd ELP Standards development team followed the ELPD Framework method for ELP Standards-to-Content Standards correspondences. This method is based on an analysis of the language demands found within the mathematics, science, and ELA practices. (See Section 2.3 Standards Match.) The ELPD Framework correspondence approach of focusing on the practices is a useful way to approach ELP Standards correspondences with mathematics [and science] because ...

The content of mathematics is not as fundamentally different from English language proficiency as much as it is a different granularity. Mathematics content is more interrelated and web-like and less hierarchic and linear than mathematicians used to think. If we think of the Mathematical Practices (MP) [the *Standards for Mathematical Practice*] as the reading and writing (R&W) of mathematics and the content standards (C) as the literature (L) —

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

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

How do the practices interrelate?

The Understanding Language Initiative Venn diagram shown in Figure 1 (Cheuk, 2013) depicts the relationships and convergences among the *student actions* described by the practices.⁴ For example, the central overlap of the three circles highlights the central role of evidence in the Arkansas Academic Standards and the NGSS. In comparison, the ELP Standards address the types of *language proficiency* that ELLs need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each ELP Standard than the groupings shown in Figure 1). “By explicitly calling attention to these practices, state ELP Standards [can be designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text” (CCSSO, 2012, p. 16).

⁴ See the “Found in” section of Figure 1 for information on the sources for this diagram. Background: The ELA “Practices” in the Venn diagram were originally based on an analysis of the CCSS for ELA student capacity portraits (Source 2a). For the purposes of the ELP Standards, the ELA “Practices” shown in the Venn diagram were reframed in relation to the particular ELA “Practices” created for the ELPD Framework (Source 2b).

What is the purpose of the two correspondence matrices shown on pp. 49 and 51?

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

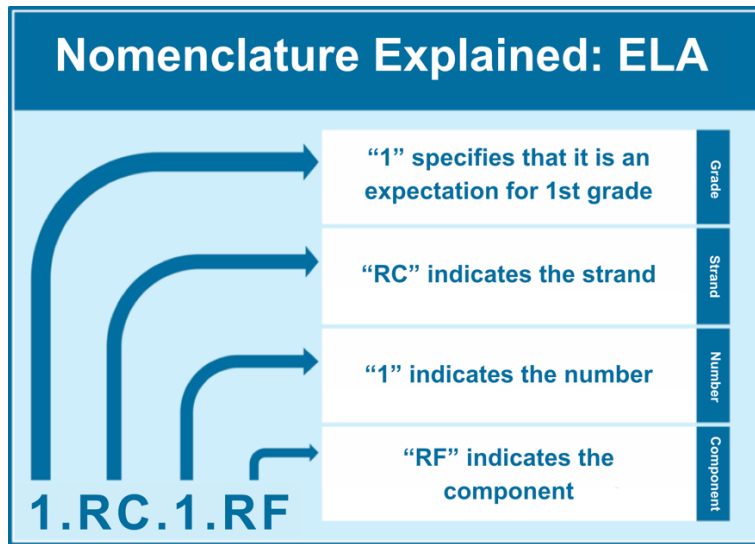
K–12 Practices Matrix

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

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

Reference Codes for ELA Standards Explained

The ELP/ELA standards correspondence documents include the abbreviated reference codes for the Arkansas ELA standards. To more easily navigate these documents, the graphics below explain the nomenclature for the ELA standards and provide descriptions of the abbreviated strand and component names as used in the ELA standard reference codes.



K – 5	
Strand	Component
RC - Reading Comprehension	RF - Reading Fundamentals
	RL - Reading Literature
	RI - Reading Information
V - Vocabulary	V - Vocabulary
W - Writing	S - Style
	P - Production
CC - Collaborative Communication	OL - Oral Language
	P - Presentation
L - Language	S - Structures
	C - Conventions

6 – 12	
Strand	Component
RC - Reading Comprehension	RF - Reading Fundamentals
	RL - Reading Literature
	RI - Reading Information
W - Writing	S - Style
	P - Production
	R - Research
V - Vocabulary	V - Vocabulary
CC - Collaborative Communication	SLC - Speaking and Listening Comprehension
	P - Presentation
L - Language	S - Structures
	C - Conventions

Kindergarten ELA Standards Matrix

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

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 6.RF, 8.RL, 9.RL, 10.RL, 12.RL, 14.RI, 15.RI, 16.RI	V.1, V.2			
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.OL, 2.OL, 5.P	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	1.RF, 2.RF, 3.RF, 5.RF, 7.RF, 10.RL, 11.RL, 14.RI, 17.RI		2.S, 3.S, 4.P	3.P, 4.P	
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1.S, 4.P, 5.P, 6.P	3.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			7.P		
6. Analyze and critique the arguments of others orally and in writing	13.RI				
7. Adapt language choices to purpose, task, and audience when speaking and writing			5.P		
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4.RF	V.1, V.2, V.3, V.4, V.5			

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
<u>9.</u> Create clear and coherent grade-appropriate speech and text				3.P	
<u>10.</u> Make accurate use of standard English to communicate in grade-appropriate speech and writing			4.P, 6.P		1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.C, 9.C, 10.C

*See page 49.

Kindergarten. ELP Standard 1

ELP.K.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words <p>from read-alouds and oral presentations of information or stories</p>	<p>with prompting and support (including context and visual aids), use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details or parts of stories • retell events <p>from read-alouds, picture books, and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a wide range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details • retell familiar stories <p>from read-alouds, picture books, and oral presentations.</p>

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

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

- K.RC.1.RF:** Ask questions about key details in a text.
- K.RC.2.RF:** Answer questions about key details in a text.
- K.RC.3.RF:** Orally retell a text after listening to it read aloud; include the main topic and key details.
- K.RC.6.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.
- K.RC.8.RL:** Identify the major characters in a text.

K.RC.9.RL: Identify settings and events in a text.

K.RC.10.RL: Compare and contrast the characters in texts.

K.RC.12.RL: Recognize literary texts, using text elements (e.g., title, illustrations, story elements, literary introductions such as “Once upon a time”).

K.RC.14.RI: Compare and contrast two texts on the same topic.

K.RC.15.RI: Recognize informational texts, using text elements (e.g., title, photographs, diagrams, descriptions).

K.RC.16.RI: Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).

K.V.1: Determine or clarify the meaning of words and phrases in a text read aloud.

K.V.2: Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.

Kindergarten. ELP Standard 2

ELP.K.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> listen with limited participation in short conversations respond to simple yes/no and some wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion about a variety of topics. 	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer questions follow rules for discussion about a variety of topics.

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

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

- K.CC.1.OL:** Participate in collaborative conversations.
- K.CC.2.OL:** Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.
- K.CC.5.P:** Speak audibly in collaborative communication and presentations.

Kindergarten. ELP Standard 3

ELP.K.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> communicate information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> tell or dictate simple messages about a variety of topics, experiences, or events. 	<ul style="list-style-type: none"> make simple oral presentations compose short written texts about a variety of topics, experiences, or events.

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

EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.	SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Kindergarten ELA Standards

- K.RC.1.RF:** Ask questions about key details in a text.
- K.RC.2.RF:** Answer questions about key details in a text.
- K.RC.3.RF:** Orally retell a text after listening to it read aloud; include the main topic and key details.
- K.RC.5.RF:** Explain the roles of both the author and the illustrator.
- K.RC.7.RF:** Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.
- K.RC.10.RL:** Compare and contrast the characters in texts.
- K.RC.11.RL:** Explain how visual images support understanding of a text.
- K.RC.14.RI:** Compare and contrast two texts on the same topic.
- K.RC.17.RI:** Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text.
- K.W.2.S:** Write an informative piece with facts.
- K.W.3.S:** Write a narrative with the events in chronological order.
- K.W.4.P:** Produce writing, using precise language and grade-appropriate conventions.
- K.CC.3.P:** Use specific details to orally describe people, places, things, and events.
- K.CC.4.P:** Use visual displays to provide additional detail.

Kindergarten. ELP Standard 4

ELP.K.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express a feeling or opinion about a familiar topic showing limited control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic showing emerging control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic or story showing developing control 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control.

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

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

K.W.1.S: Write an opinion piece about a topic or text, including a reason.

K.W.4.P: Produce writing, using precise language and grade-appropriate conventions.

K.W.5.P: Revise word choice in writing.

K.W.6.P: Edit writing to include grade-appropriate conventions for publishing (e.g., capitalize the first word in the sentence, capitalize the pronoun "I," use end punctuation marks).

K.CC.3.P: Use specific details to orally describe people, places, things, and events.

Kindergarten. ELP Standard 5

ELP.K.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	with prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or from a provided source. 	With prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. 	With prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing developing control.	With prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control.	With prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control.

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

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

K.W.7.P: Participate in teacher-led research projects and produce simple findings.

Kindergarten. ELP Standard 6

ELP.K.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<i>[Standard introduced at Level 4.]</i>	<i>[Standard introduced at Level 4.]</i>	<i>[Standard introduced at Level 4.]</i>	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or speaker gives to support a point. 	with prompting and support, <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Kindergarten ELA Standards

K.RC.13.RI: Identify the main points an author uses in a text.

Kindergarten. ELP Standard 7

ELP.K.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<i>[Standard introduced at Level 4.]</i>	<i>[Standard introduced at Level 4.]</i>	<i>[Standard introduced at Level 4.]</i>	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Kindergarten ELA Standards

K.W.5.P: Revise word choice in writing.

Kindergarten. ELP Standard 8

ELP.K.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

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

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

- K.RC.4.RF:** Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing
- K.V.1:** Determine or clarify the meaning of words and phrases in a text read aloud.
- K.V.2:** Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.
- K.V.3:** Sort and categorize objects and images by concepts.
- K.V.4:** Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance).
- K.V.5:** Use most common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -s) as clues to meaning.

Kindergarten. ELP Standard 9

ELP.K.9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... create clear and coherent grade-appropriate speech and text ...</p>	<p><i>[Standard introduced at Level 3.]</i></p>	<p><i>[Standard introduced at Level 3.]</i></p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell several events from experience or a familiar story <p>with developing control of some frequently occurring linking words (e.g., and, then).</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story <p>with increasingly independent control of frequently occurring linking words.</p>	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end <p>using frequently occurring linking words.</p>
<p>When engaging in one or more of the following content-specific practices</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
<p>When engaging in tasks aligned with the following Kindergarten ELA Standards</p>					
<p>K.CC.3.P: Use specific details to orally describe people, places, things, and events.</p>					

Kindergarten. ELP Standard 10

ELP.K.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences in shared language activities. 	with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences in shared language activities. 	with support (context and visual aids), <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences in shared language activities. 	with increasing independence, <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh- questions) produce and expand simple sentences in shared language activities.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Kindergarten ELA Standards

K.W.4.P: Produce writing, using precise language and grade-appropriate conventions.

K.W.6.P: Edit writing to include grade-appropriate conventions for publishing (e.g., capitalize the first word in the sentence, capitalize the pronoun "I," use end punctuation marks).

K.L.1.S: Use common nouns.

K.L.2.S: Use singular nouns.

K.L.3.S: Use plural nouns.

K.L.4.S: Use pronoun "I."

K.L.5.S: Use regular action verbs.

K.L.6.S: Use singular nouns with verbs that agree in basic sentences (e.g., He hops.).

K.L.7.S: Produce simple sentences independently.

K.L.8.C: Capitalize the first word in a sentence.

K.L.9.C: Capitalize the pronoun "I."

K.L.10.C: Use all end punctuation marks.

Grade 1 ELA Standards Matrix

Use the Grade 1 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
<u>1.</u> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RF, 7.RL, 8.RL, 9.RL, 11.RL, 12.RL, 14.RI, 15.RI, 16.RI, 18.RI	V.1, V.2			
<u>2.</u> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.OL, 2.OL, 5.P	
<u>3.</u> Speak and write about grade-appropriate complex literary and informational texts and topics	1.RF, 2.RF, 3.RF, 6.RF, 9.RL, 10.RL, 14.RI, 17.RI		2.S, 3.S, 4.P	3.P, 4.P	
<u>4.</u> Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1.S, 4.P, 5.P, 6.P, 7.P, 8.P	3.P	
<u>5.</u> Conduct research and evaluate and communicate findings to answer questions or solve problems			9.P		
<u>6.</u> Analyze and critique the arguments of others orally and in writing	13.RI				
<u>7.</u> Adapt language choices to purpose, task, and audience when speaking and writing			7.P		
<u>8.</u> Determine the meaning of words and phrases in oral presentations and literary and informational text	4.RF	V.1, V.2, V.3, V.4, V.5			

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
9. Create clear and coherent grade-appropriate speech and text			5.P, 6.P	3.P	
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing			4.P, 8.P		1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.S, 9.S, 10.S, 11.S, 12.S, 13.C, 14.C, 15.C, 16.C, 17.C, 18.C

*See page 49.

Grade 1. ELP Standard 1

ELP.1.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...	with prompting and support (including context and visual aids), use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words from read-alouds, picture books, and oral presentations.	use an emerging set of strategies to: <ul style="list-style-type: none"> identify key words and phrases from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: <ul style="list-style-type: none"> identify main topics, answer questions about key details retell some key details or events from read-aloud texts, simple written texts, and oral presentations.	use an increasing range of strategies to: <ul style="list-style-type: none"> identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: <ul style="list-style-type: none"> identify main topics ask and answer questions about key details retell stories, including key details from read-alouds, written texts, and oral presentations.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 1 ELA Standards

- 1.RC.1.RF:** Ask questions about key details in a text.
- 1.RC.2.RF:** Answer questions about key details in a text.
- 1.RC.3.RF:** Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic
- 1.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.
- 1.RC.7.RL:** Describe the major characters and settings in a text.
- 1.RC.8.RL:** Describe the settings (when and where) and events in a text.
- 1.RC.9.RL:** Compare and contrast the adventures and experiences of characters in texts.
- 1.RC.11.RL:** Identify the narrator at various points in a text.

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- 1.RC.12.RL:** Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics).
 - 1.RC.14.RI:** Compare and contrast two texts on the same topic.
 - 1.RC.15.RI:** Identify text elements (e.g., title, captions, photographs, diagrams, descriptions) in an informational text.
 - 1.RC.16.RI:** Use text features (e.g., title, author, illustrator, table of contents, bold font, italics) to locate key facts and information.
 - 1.RC.18.RI:** Identify the author's purpose of a text.
 - 1.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud.
 - 1.V.2:** Use sentence-level clues to identify the meaning of words or phrases.
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Grade 1. ELP Standard 2

ELP.1.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> listen to short conversations respond to simple yes/no and some wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations take turns respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions about familiar topics. 	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow rules for discussion ask and answer questions respond to the comments of others make comments of his or her own about a variety of topics and texts. 	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others contribute his or her own comments about a variety of topics and texts.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 1 ELA Standards

- 1.CC.1.OL:** Participate in collaborative conversations, following class created discussion guidelines.
- 1.CC.2.OL:** Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.
- 1.CC.5.P:** Speak audibly in collaborative communication and presentations.

Grade 1. ELP Standard 3

ELP.1.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple messages about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events. 	using simple sentences and drawings or illustrations, <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts about a variety of texts, topics, experiences, or events. 	including a few descriptive details, <ul style="list-style-type: none"> deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 1 ELA Standards

- 1.RC.1.RF:** Ask questions about key details in a text.
- 1.RC.2.RF:** Answer questions about key details in a text.
- 1.RC.3.RF:** Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic.
- 1.RC.6.RF:** Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.
- 1.RC.9.RL:** Compare and contrast the adventures and experiences of characters in texts.
- 1.RC.10.RL:** Explain how visual images support a text by clarifying story elements (settings, characters, and events).
- 1.RC.14.RI:** Compare and contrast two texts on the same topic.
- 1.RC.17.RI:** Explain how visual images (e.g., charts, graphs, illustrations) support a text by clarifying or providing key details.
- 1.W.2.S:** Write an informative or explanatory piece about a topic, using facts from a source.
- 1.W.3.S:** Write a narrative, using a logical sequence of events.
- 1.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions.
- 1.CC.3.P:** Use relevant details to express ideas and feelings when orally describing people, places, things, and events.
- 1.CC.4.P:** Use visual displays to clarify ideas, thoughts, and feelings.

Grade 1. ELP Standard 4

ELP.1.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express a preference or opinion about familiar topics or experiences. 	<ul style="list-style-type: none"> express an opinion about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> express an opinion give a reason for the opinion <p>about familiar stories, experiences, or events.</p>	<ul style="list-style-type: none"> express opinions give a reason for the opinion <p>about a variety of texts topics, experiences, and events.</p>	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure <p>about a variety of texts, topics, experiences, or events.</p>

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 1 ELA Standards

- 1.W.1.S:** Write an opinion piece about a topic or text, including at least one supporting reason.
- 1.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions.
- 1.W.5.P:** Organize writing to include a sense of closure.
- 1.W.6.P:** Use transitional words to connect ideas.
- 1.W.7.P:** Revise writing to expand simple sentences by adding details as appropriate.
- 1.W.8.P:** Edit writing to include K–1 language conventions for publishing.
- 1.CC.3.P:** Use relevant details to express ideas and feelings when orally describing people, places, things, and events.

Grade 1. ELP Standard 5

ELP.1.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information label information from provided sources showing limited control. 	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize some key information from provided sources showing emerging control. 	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information from provided sources showing developing control. 	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question from provided sources showing increasingly independent control. 	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question from provided sources showing independent control.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 1 ELA Standards

1.W.9.P: Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response.

Grade 1. ELP Standard 6

ELP.1.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<i>[Standard introduced at Level 2.]</i>	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support a point. 	<ul style="list-style-type: none"> identify one or two reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify appropriate reasons an author or a speaker gives to support the main point.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 1 ELA Standards

1.RC.13.RI: Identify reasons an author provides to support the main points in a text.

Grade 1. ELP Standard 7

ELP.1.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<p><i>[Standard introduced at Level 3.]</i></p>	<p><i>[Standard introduced at Level 3.]</i></p>	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time use words learned through conversations, reading, and being read to.
<p>When engaging in one or more of the following content-specific practices</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
<p>When engaging in tasks aligned with the following Grade 1 ELA Standards</p>					
<p>1.W.7.P: Revise writing to expand simple sentences by adding details as appropriate.</p>					

Grade 1. ELP Standard 8

ELP.1.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>using sentence-level context and visual aids,</p> <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases <p>in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.</p>	<p>using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,</p> <ul style="list-style-type: none"> answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>	<p>using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes),</p> <ul style="list-style-type: none"> answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 1 ELA Standards

- 1.RC.4.RF:** Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.
- 1.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud.
- 1.V.2:** Use sentence-level clues to identify the meaning of words or phrases.
- 1.V.3:** Sort and categorize words by concepts.
- 1.V.4:** Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified).
- 1.V.5:** Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes and suffixes (e.g., re-, pre-, -ful, -less) as clues to meaning.

Grade 1. ELP Standard 9

ELP.1.9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	<i>[Standard introduced at Level 2.]</i>	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> retell an event present simple information with emerging control of some frequently occurring linking words.	with support (including modeled sentences), <ul style="list-style-type: none"> retell (in speech or writing) a simple sequence of events in the correct order present simple information with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).	<ul style="list-style-type: none"> recount two or three events in sequence present simple information about a topic with increasingly independent control of some temporal words (e.g., next, after), and some frequently occurring linking words (and, so).	<ul style="list-style-type: none"> recount a more complex sequence of events in the correct order introduce a topic provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 1 ELA Standards

- 1.W.5.P:** Organize writing to include a sense of closure.
- 1.W.6.P:** Use transitional words to connect ideas.
- 1.CC.3.P:** Use relevant details to express ideas and feelings when orally describing people, places, things, and events.

Grade 1. ELP Standard 10

ELP.1.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs, understand and use very simple sentences respond to simple questions. 	<p>with support (including visual aids and sentences)</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) produce simple sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some singular and plural nouns use verbs in the present and past tenses use frequently occurring prepositions and conjunctions produce and expand simple sentences in response to prompts. 	<ul style="list-style-type: none"> use an increasing number of singular and plural nouns, and verbs use past and present verb tenses with appropriate subject-verb agreement use frequently occurring prepositions and conjunctions produce and expand simple and some compound sentences in response to prompts. 	<ul style="list-style-type: none"> use singular and plural nouns with matching verbs, use past, present, and future verb tenses use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences in response to prompts.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 1 ELA Standards

- 1.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions.
- 1.W.8.P:** Edit writing to include K-1 language conventions for publishing.
- 1.L.1.S:** Use concrete nouns.
- 1.L.2.S:** Use proper nouns.
- 1.L.3.S:** Use irregular plural nouns (e.g., children, mice).
- 1.L.4.S:** Use singular possessive common and proper nouns.
- 1.L.5.S:** Use personal pronouns.
- 1.L.6.S:** Use pronoun/antecedent agreement.
- 1.L.7.S:** Use common adjectives.

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- 1.L.8.S:** Use article adjectives (a, an, the).
 - 1.L.9.S:** Use regular past, present, and future tense verbs.
 - 1.L.10.S:** Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.).
 - 1.L.11.S:** Use conjunctions (and, but, or).
 - 1.L.12.S:** Produce and expand simple sentences independently, using simple and compound subjects and predicates.
 - 1.L.13.C:** Capitalize the first word in a sentence.
 - 1.L.14.C:** Capitalize the pronoun “I.”
 - 1.L.15.C:** Capitalize dates.
 - 1.L.16.C:** Capitalize names of people.
 - 1.L.17.C:** Use all end punctuation marks.
 - 1.L.18.C:** Use commas in dates.
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Grade 2 ELA Standards Matrix

Use the Grade 2 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RF, 7.RL, 8.RL, 9.RL, 11.RL, 12.RL, 14.RI, 15.RI, 16.RI, 18.RI	V.1, V.2			
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.OL, 2.OL, 5.P	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	1.RF, 2.RF, 3.RF, 6.RF, 9.RL, 10.RL, 14.RI, 17.RI		2.S, 3.S, 4.P	3.P, 4.P	
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1.S, 4.P, 5.P, 6.P, 7.P, 8.P	3.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			9.P		
6. Analyze and critique the arguments of others orally and in writing	13.RI				
7. Adapt language choices to purpose, task, and audience when speaking and writing			7.P		
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4.RF	V.1, V.2, V.3, V.4, V.5, V.6			

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
<u>9.</u> Create clear and coherent grade-appropriate speech and text			5.P, 6.P	3.P	
<u>10.</u> Make accurate use of standard English to communicate in grade-appropriate speech and writing			4.P, 8.P		1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.S, 9.S, 10.S, 11.S, 12.S, 13.S, 14.C, 15.C, 16.C, 17.C, 18.C, 19.C, 20.C

*See page 48.

Grade 2. ELP Standard 1

ELP.2-3.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify some key words and phrases identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic or message answer questions retell some key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or message tell how key details support the main idea retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 2 ELA Standards

- 2.RC.1.RF:** Ask questions about key details in a text.
- 2.RC.2.RF:** Answer questions about key details in a text.
- 2.RC.3.RF:** Retell (orally or in writing) a text read aloud including main idea and key details to demonstrate understanding of the central message or topic.
- 2.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.
- 2.RC.7.RL:** Describe a character's traits.
- 2.RC.8.RL:** Identify the main story elements (characters, settings, events, problem, and solution) in a text.

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- 2.RC.9.RL:** Compare and contrast two versions of the same story (e.g., Three Little Pigs vs. The True Story of the Three Little Pigs).
 - 2.RC.11.RL:** Identify differences in the perspectives of characters.
 - 2.RC.12.RL:** Describe the overall structure of a story and the purpose of the parts (e.g., paragraphs, sections, chapters, stanzas, lines).
 - 2.RC.14.RI:** Compare and contrast two texts on the same topic.
 - 2.RC.15.RI:** Determine the purpose of a section of a text (e.g., paragraphs, sections).
 - 2.RC.16.RI:** Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information.
 - 2.RC.18.RI:** Identify the author's purpose of a text.
 - 2.V.1:** Determine or clarify the meaning of words and phrases in a text read aloud or independently.
 - 2.V.2:** Use sentence-level clues to identify the meaning of words or phrases.
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Grade 2. ELP Standard 2

ELP.2-3.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions. about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments about familiar topics and texts. 	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute his or her own ideas about a variety of topics and texts. 	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas about a variety of topics and texts.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 2 ELA Standards

- 2.CC.1.OL:** Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.
- 2.CC.2.OL:** Ask and answer questions about what a speaker says to gather additional information and clarify understanding.
- 2.CC.5.P:** Speak audibly in collaborative communication and presentations.

Grade 2. ELP Standard 3

ELP.2-3.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 	with some details, <ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 2 ELA Standards

- 2.RC.1.RF:** Ask questions about key details in a text.
- 2.RC.2.RF:** Answer questions about key details in a text.
- 2.RC.3.RF:** Retell (orally or in writing) a text read aloud including main idea and key details to demonstrate understanding of the central message or topic.
- 2.RC.6.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 2.RC.9.RL:** Compare and contrast two versions of the same story (e.g., Three Little Pigs vs. The True Story of the Three Little Pigs).
- 2.RC.10.RL:** Explain how specific visual images contribute to and clarify story elements (setting, characters, and events).
- 2.RC.14.RI:** Compare and contrast two texts on the same topic.
- 2.RC.17.RI:** Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text.
- 2.W.2.S:** Write an informative or explanatory piece about a topic, using facts from a source.
- 2.W.3.S:** Write a narrative, using a logical sequence of events.
- 2.W.4.P:** Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions.
- 2.CC.3.P:** Use relevant, descriptive details to orally share a story or experience that includes appropriate facts.
- 2.CC.4.P:** Use visual displays to clarify ideas, thoughts, and feelings.

Grade 2. ELP Standard 4

ELP.2-3.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> express an opinion about a familiar topic or story 	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion about a familiar topic or story. 	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions about a variety of topics. 	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement about a variety of topics.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 2 ELA Standards

- 2.W.1.S:** Write an opinion piece about a topic or text with details to support the opinion.
- 2.W.4.P:** Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions.
- 2.W.5.P:** Organize writing logically, constructing an introduction, body, and a sense of closure.
- 2.W.6.P:** Use transitional words to connect ideas.
- 2.W.7.P:** Revise writing to expand and combine simple sentences to create compound sentences.
- 2.W.8.P:** Edit writing to include K-2 language conventions for publishing.
- 2.CC.3.P:** Use relevant, descriptive details to orally share a story or experience that includes appropriate facts.

Grade 2. ELP Standard 5

ELP.2-3.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	with prompting and support, <ul style="list-style-type: none"> carry out short individual or shared research projects gather information from provided sources label information 	with prompting and support, <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/observations in simple notes 	with prompting and support, <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes 	with prompting and support, <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from multiple sources sort evidence into provided categories 	<ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 2 ELA Standards

2.W.9.P: Participate in shared research projects to gather information from experiences and/or provided sources to produce writing.

Grade 2. ELP Standard 6

ELP.2-3.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	with prompting and support, <ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or a speaker makes.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaged in tasks aligned with the following Grade 2 ELA Standards

2.RC.13.RI: Explain how an author uses reasons/evidence to support main ideas in a text.

Grade 2. ELP Standard 7

ELP.2-3.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom. use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English. (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts. (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts. (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 2 ELA Standards

2.W.7.P: Revise writing to expand and combine simple sentences to create compound sentences.

Grade 2. ELP Standard 8

ELP.2-3.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of less frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), <ul style="list-style-type: none"> determine the meaning of less frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as - ed, -ing, and some common prefixes), <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.

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

EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 2 ELA Standards

- 2.RC.4.RF:** Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.
- 2.V.1:** Determine or clarify the meaning of words and phrases in a text read aloud or independently.
- 2.V.2:** Use sentence-level clues to identify the meaning of words or phrases.
- 2.V.3:** Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type).
- 2.V.4:** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 2.V.5:** Distinguish the literal and nonliteral meanings of words and phrases in context.
- 2.V.6:** Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional).

Grade 2. ELP Standard 9

ELP.2-3.9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., and, then) with emerging control. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. 	<p>with increasingly independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (before, after, soon) use linking words (e.g., because, and, also) to connect ideas or events. 	<p>with independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., because, and, also) to connect ideas and events provide a concluding statement about the topic.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 2 ELA Standards

- 2.W.5.P:** Organize writing logically, constructing an introduction, body, and a sense of closure.
- 2.W.6.P:** Use transitional words to connect ideas.
- 2.CC.3.P:** Use relevant, descriptive details to orally share a story or experience that includes appropriate facts.

Grade 2. ELP Standard 10

ELP.2-3.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g., group) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g., childhood) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 2 ELA Standards

- 2.W.4.P:** Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions.
- 2.W.8.P:** Edit writing to include K-2 language conventions for publishing.
- 2.L.1.S:** Use abstract nouns (e.g., love, peace, joy).
- 2.L.2.S:** Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep).
- 2.L.3.S:** Use singular possessive common and proper nouns.

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- 2.L.4.S:** Use subject pronouns (e.g., I, he, she).
 - 2.L.5.S:** Use possessive pronouns (e.g., mine, his, hers)
 - 2.L.6.S:** Use pronoun/antecedent agreement.
 - 2.L.7.S:** Use common adjectives.
 - 2.L.8.S:** Recognize words adjectives modify.
 - 2.L.9.S:** Use irregular verbs (e.g., sang, came).
 - 2.L.10.S:** Use subject/verb agreement for singular and plural nouns.
 - 2.L.11.S:** Use adverbs.
 - 2.L.12.S:** Use conjunctions (and, but, or) in compound sentences.
 - 2.L.13.S:** Expand and combine simple sentences to create compound sentences, using two independent clauses.
 - 2.L.14.C:** Capitalize holidays.
 - 2.L.15.C:** Capitalize product names.
 - 2.L.16.C:** Use all end punctuation marks.
 - 2.L.17.C:** Use commas with words and items in a series.
 - 2.L.18.C:** Use commas in greetings.
 - 2.L.19.C:** Use commas in closing of letters.
 - 2.L.20.C:** Use commas before a coordinating conjunction in a compound sentence.
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Grade 3 ELA Standards Matrix

Use the Grade 3 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
<u>1.</u> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RF, 7.RL, 8.RL, 9.RL, 11.RL, 12.RL, 14.RI, 15.RI, 16.RI, 18.RI	V.1, V.2			
<u>2.</u> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.OL, 2.OL, 5.P	
<u>3.</u> Speak and write about grade-appropriate complex literary and informational texts and topics	1.RF, 2.RF, 3.RF, 6.RF, 9.RL, 10.RL, 14.RI, 17.RI		2.S, 3.S, 4.P	3.P, 4.P	
<u>4.</u> Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1.S, 4.P, 5.P, 6.P, 7.P, 8.P	3.P	
<u>5.</u> Conduct research and evaluate and communicate findings to answer questions or solve problems			9.P, 10.P		
<u>6.</u> Analyze and critique the arguments of others orally and in writing	13.RI				
<u>7.</u> Adapt language choices to purpose, task, and audience when speaking and writing			7.P		
<u>8.</u> Determine the meaning of words and phrases in oral presentations and literary and informational text	4.RF	V.1, V.2, V.3, V.4, V.5, V.6			

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
9. Create clear and coherent grade-appropriate speech and text			4.P, 5.P, 6.P	3.P	
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing			4.P, 8.P		1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.S, 9.S, 10.S, 11.S, 12.S, 13.S, 14.S, 15.S, 16.S, 17.S, 18.C, 19.C, 20.C, 21.C, 22.C, 23.C

*See page 48.

Grade 3. ELP Standard 1

ELP.2-3.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify some key words and phrases identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic or message answer questions retell some key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or message tell how key details support the main idea retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

- 3.RC.1.RF:** Ask questions about key details in a text.
- 3.RC.2.RF:** Answer questions about key details in a text.
- 3.RC.3.RF:** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.
- 3.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.
- 3.RC.7.RL:** Describe how characters respond to major events and challenges.
- 3.RC.8.RL:** Describe the main story elements (plot), including characters, setting, events, problem, and solution.

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- 3.RC.9.RL:** Compare and contrast stories from the same author with the same or similar characters.
 - 3.RC.11.RL:** Distinguish the reader’s perspective from that of the author, narrator, or character(s).
 - 3.RC.12.RL:** Describe the major differences in the structural elements of poems, dramas, and stories.
 - 3.RC.14.RI:** Compare and contrast two texts on the same topic, identifying key details from each text.
 - 3.RC.15.RI:** Describe how each successive part or paragraph builds on earlier sections.
 - 3.RC.16.RI:** Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.
 - 3.RC.18.RI:** Distinguish the reader’s perspective from that of the author of the text.
 - 3.V.1:** Determine or clarify the meaning of words and phrases in a text read aloud or independently.
 - 3.V.2:** Use context clues to identify the meaning of words or phrases.
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Grade 3. ELP Standard 2

ELP.2-3.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions. about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments about familiar topics and texts. 	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute his or her own ideas about a variety of topics and texts. 	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas about a variety of topics and texts.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

- 3.CC.1.OL:** Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.
- 3.CC.2.OL:** Ask and answer questions about what a speaker says to gather additional information and clarify understanding.
- 3.CC.5.P:** Speak audibly in collaborative communication and presentations.

Grade 3. ELP Standard 3

ELP.2-3.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 	with some details, <ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

- 3.RC.1.RF:** Ask questions about key details in a text.
- 3.RC.2.RF:** Answer questions about key details in a text.
- 3.RC.3.RF:** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic
- 3.RC.6.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 3.RC.9.RL:** Compare and contrast stories from the same author with the same or similar characters.
- 3.RC.10.RL:** Explain how information gained from visual images in a text contributes to understanding the text.
- 3.RC.14.RI:** Compare and contrast two texts on the same topic, identifying key details from each text.
- 3.RC.17.RI:** Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text.
- 3.W.2.S:** Write informative or explanatory pieces about a topic, using sources.
- 3.W.3.S:** Write a narrative with a logical plot (sequence of events, characters, and setting).
- 3.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 3.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.
- 3.CC.4.P:** Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.

Grade 3. ELP Standard 4

ELP.2-3.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> express an opinion about a familiar topic or story. 	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion about a familiar topic or story. 	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions about a variety of topics. 	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement about a variety of topics.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

- 3.W.1.S:** Write an opinion to convince the reader to take an action or adopt a position with logical reasons supported by evidence from various sources.
- 3.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 3.W.5.P:** Organize writing logically, constructing an introduction, body, and conclusion.
- 3.W.6.P:** Use transitional words and phrases to connect ideas.
- 3.W.7.P:** Plan and revise writing, using words, phrases, and sentences for effect.
- 3.W.8.P:** Edit writing to include K-3 language conventions for publishing.
- 3.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.

Grade 3. ELP Standard 5

ELP.2-3.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	with prompting and support, <ul style="list-style-type: none"> carry out short individual or shared research projects gather information from provided sources label information 	with prompting and support, <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/ observations in simple notes 	with prompting and support, <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes 	with prompting and support, <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from multiple sources sort evidence into provided categories 	<ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from multiple sources sort evidence into categories

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

- 3.W.9.P:** Conduct short research by gathering information from relevant experiences and/or print and digital sources to produce a response.
- 3.W.10.P:** Take notes from sources and sort evidence into categories.

Grade 3. ELP Standard 6

ELP.2-3.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	with prompting and support, <ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or a speaker makes.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

3.RC.13.RI: Explain how an author uses reasons and evidence to support specific points in a text.

Grade 3. ELP Standard 7

ELP.2-3.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

3.W.7.P: Plan and revise writing, using words, phrases, and sentences for effect.

Grade 3. ELP Standard 8

ELP.2-3.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of less frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), <ul style="list-style-type: none"> determine the meaning of less frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.

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

EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 3 ELA Standards

- 3.RC.4.RF:** Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.
- 3.V.1:** Determine or clarify the meaning of words and phrases in a text read aloud or independently.
- 3.V.2:** Use context clues to identify the meaning of words or phrases.
- 3.V.3:** Generate synonyms and antonyms for common nouns, verbs, and adjectives.
- 3.V.4:** Distinguish shades of meaning among related words.
- 3.V.5:** Distinguish the literal and nonliteral meanings of words and phrases in context.
- 3.V.6:** Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable, comfortable/uncomfortable; company/companion).

Grade 3. ELP Standard 9

ELP.2-3.9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., and, then) with emerging control. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events <p>use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.</p>	<p>with increasingly independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (before, after, soon) use linking words (e.g., because, and, also) to connect ideas or events. 	<p>with independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., because, and, also) to connect ideas and events provide a concluding statement about the topic.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

3.W.4.P: Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.

3.W.5.P: Organize writing logically, constructing an introduction, body, and conclusion.

3.W.6.P: Use transitional words and phrases to connect ideas.

3.CC.3.P: Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.

Grade 3. ELP Standard 10

ELP.2-3.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g., group) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g., childhood) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 3 ELA Standards

- 3.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 3.W.8.P:** Edit writing to include K-3 language conventions for publishing.
- 3.L.1.S:** Use abstract nouns (e.g., justice, freedom).
- 3.L.2.S:** Use collective nouns (e.g., group, flock, herd).
- 3.L.3.S:** Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).

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- 3.L.4.S:** Use indefinite pronouns (e.g., all, any, many, each).
 - 3.L.5.S:** Use object pronouns (e.g., me, him, her).
 - 3.L.6.S:** Use possessive pronouns (e.g., their, whose).
 - 3.L.7.S:** Use pronoun/antecedent agreement.
 - 3.L.8.S:** Use proper adjectives (e.g., French, Spanish).
 - 3.L.9.S:** Use comparative and superlative adjectives (e.g., larger, largest).
 - 3.L.10.S:** Use regular and irregular verbs in past and present tenses.
 - 3.L.11.S:** Use subject/verb agreement.
 - 3.L.12.S:** Use adverbs.
 - 3.L.13.S:** Use coordinating conjunctions (FANBOYS).
 - 3.L.14.S:** Use interjections (e.g., ouch, boo).
 - 3.L.15.S:** Use prepositional phrases.
 - 3.L.16.S:** Form contractions, using an apostrophe.
 - 3.L.17.S:** Create, expand, and combine independent clauses to create compound sentences.
 - 3.L.18.C:** Capitalize words in titles.
 - 3.L.19.C:** Capitalize proper adjectives.
 - 3.L.20.C:** Capitalize geographic names.
 - 3.L.21.C:** Use commas in items in a series.
 - 3.L.22.C:** Use commas in addresses.
 - 3.L.23.C:** Use a comma before a coordinating conjunction in a compound sentence.
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Grade 4 ELA Standards Matrix

Use the Grade 4 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RF, 7.RL, 8.RL, 9.RL, 10.RL, 12.RL, 13.RL, 16.RI, 18.RI	V.1, V.2			
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.OL, 2.OL, 5.P	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	1.RF, 2.RF, 3.RF, 6.RF, 10.RL, 11.RL, 15.RI, 17.RI		2.S, 3.S, 4.P	3.P, 4.P	
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1.S, 4.P, 5.P, 6.P, 7.P, 8.P	2.OL, 3.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			9.P, 10.P		
6. Analyze and critique the arguments of others orally and in writing	14.RI			2.OL	
7. Adapt language choices to purpose, task, and audience when speaking and writing			7.P		
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4.RF	V.1, V.2, V.3, V.4, V.5, V.6, V.7			

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
9. Create clear and coherent grade-appropriate speech and text			4.P, 5.P, 6.P	3.P	
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing			4.P, 8.P		1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.S, 9.S, 10.S, 11.S, 12.S, 13.S, 14.S, 15.C, 16.C, 17.C, 18.C, 19.C, 20.C, 21.C, 22.C, 23.C

*See page 48.

Grade 4. ELP Standard 1

ELP.4-5.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and retell a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and explain how some key details support the main idea or theme summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text <p>from read-alouds, written texts, and oral presentations.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.RC.1.RF:** Ask questions about key details in a text.
- 4.RC.2.RF:** Answer explicit and inferential questions, using details from a text.
- 4.RC.3.RF:** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.
- 4.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.
- 4.RC.7.RL:** Describe how a character changes throughout a story.
- 4.RC.8.RL:** Explain how the setting contributes to the plot of a story.
- 4.RC.9.RL:** Determine the theme of a story.

4.RC.10.RL: Compare and contrast stories with similar central messages and topics.

4.RC.12.RL: Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations.

4.RC.13.RL: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

4.RC.16.RI: Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution).

4.RC.18.RI: Compare and contrast a firsthand and secondhand account of the same event or topic.

4.V.1: Determine or clarify the meaning of words and phrases in texts read aloud or independently.

4.V.2: Use context clues to infer the meaning of words or phrases.

Grade 4. ELP Standard 2

ELP.4-5.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh- questions about familiar topics and texts. 	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions about familiar topics and texts. 	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence about a variety of topics and texts. 	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed about a variety of topics and texts.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.CC.1.OL:** Participate in collaborative conversations following class created guidelines to expand upon conversations.
- 4.CC.2.OL:** Identify the reasons and evidence a speaker provides to support specific points.
- 4.CC.5.P:** Speak audibly, using standard English as appropriate to the task and/or situation.

Grade 4. ELP Standard 3

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

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.RC.1.RF:** Ask questions about key details in a text.
- 4.RC.2.RF:** Answer explicit and inferential questions, using details from a text.
- 4.RC.3.RF:** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.
- 4.RC.6.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 4.RC.10.RL:** Compare and contrast stories with similar central messages and topics.
- 4.RC.11.RL:** Explain what information is gained from adding multimedia elements to the reading of a text.
- 4.RC.15.RI:** Integrate information from two texts on the same topic when writing or speaking about the topic.
- 4.RC.17.RI:** Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.
- 4.W.2.S:** Write informative or explanatory pieces about a topic, using sources.
- 4.W.3.S:** Write a narrative, using a logical plot (sequence of events, characters, and setting) and strong voice.
- 4.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 4.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.
- 4.CC.4.P:** Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.

Grade 4. ELP Standard 4

ELP.4-5.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.W.1.S:** Write an opinion (argument) to convince the reader to take action or adopt a position, including logical reasons supported by evidence from relevant sources.
- 4.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 4.W.5.P:** Organize writing logically, constructing an introduction, body, and conclusion.
- 4.W.6.P:** Use transitional words, phrases, and clauses to connect ideas.
- 4.W.7.P:** Plan and revise writing to convey ideas precisely.
- 4.W.8.P:** Edit writing to include K-4 language conventions for publishing.
- 4.CC.2.OL:** Identify the reasons and evidence a speaker provides to support specific points.
- 4.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.

Grade 4. ELP Standard 5

ELP.4-5.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.W.9.P:** Conduct short research by gathering and paraphrasing information from relevant experiences and/or from sources to produce a written response.
- 4.W.10.P:** Take notes, sort evidence into categories, and include a list of sources.

Grade 4. ELP Standard 6

ELP.4-5.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at Grade 5) identify which reasons and evidence support which points.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.RC.14.RI:** Explain how an author uses reasons and evidence to support specific points in a text.
- 4.CC.2.OL:** Identify the reasons and evidence a speaker provides to support specific points.

Grade 4. ELP Standard 7

ELP.4-5.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	with developing control, <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing.	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content specific words and phrases in speech and writing.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 4 ELA Standards

4.W.7.P: Plan and revise writing to convey ideas precisely.

Grade 4. ELP Standard 8

ELP.4-5.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.RC.4.RF:** Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.
- 4.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud or independently.
- 4.V.2:** Use context clues to infer the meaning of words or phrases.
- 4.V.3:** Consult reference materials to clarify pronunciation and/or precise meaning of words.
- 4.V.4:** Use the relationship between a word and its antonyms and synonyms to deepen understanding.
- 4.V.5:** Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions.
- 4.V.6:** Explain the meaning of figurative language, including similes, metaphors, and idioms.
- 4.V.7:** Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity).

Grade 4. ELP Standard 9

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

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 4.W.5.P:** Organize writing logically, constructing an introduction, body, and conclusion.
- 4.W.6.P:** Use transitional words, phrases, and clauses to connect ideas.
- 4.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.

Grade 4. ELP Standard 10

ELP.4-5.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 4 ELA Standards

- 4.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 4.W.8.P:** Edit writing to include K-4 language conventions for publishing.
- 4.L.1.S:** Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).
- 4.L.2.S:** Use relative pronouns (e.g., who, which, that, whose, whom).
- 4.L.3.S:** Use possessive pronouns as adjectives (e.g., their house, her dog).
- 4.L.4.S:** Use royal order when arranging adjectives (i.e., opinion-size-age-shape-color-origin-material-purpose noun).
- 4.L.5.S:** Use comparative and superlative adjectives (e.g., funnier, funniest).

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- 4.L.6.S:** Use verb tense to convey various times, sequences, states, and conditions.
 - 4.L.7.S:** Use progressive verb tenses (i.e., helping verbs).
 - 4.L.8.S:** Use subject/verb agreement.
 - 4.L.9.S:** Use comparative and superlative adverbs (e.g., farther, farthest).
 - 4.L.10.S:** Use subordinating conjunctions to produce complex sentences.
 - 4.L.11.S:** Use interjections (e.g., eek, yikes).
 - 4.L.12.S:** Use prepositional phrases.
 - 4.L.13.S:** Use contractions.
 - 4.L.14.S:** Produce complex sentences, using dependent clauses and subordinating conjunctions
 - 4.L.15.C:** Use correct capitalization.
 - 4.L.16.C:** Capitalize words for emphasis (e.g., WOW! NO!).
 - 4.L.17.C:** Capitalize dialogue.
 - 4.L.18.C:** Use end marks in dialogue.
 - 4.L.19.C:** Use commas in dialogue.
 - 4.L.20.C:** Use commas in quotations from a text.
 - 4.L.21.C:** Use commas to separate an introductory element.
 - 4.L.22.C:** Use quotation marks in dialogue.
 - 4.L.23.C:** Use quotation marks in quotations from a text.
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Grade 5 ELA Standards Matrix

Use the Grade 5 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RF, 7.RL, 8.RL, 9.RL, 10.RL, 12.RL, 13.RL, 16.RI, 18.RI	V.1, V.2			
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.OL, 2.OL, 5.P	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	1.RF, 2.RF, 3.RF, 6.RF, 10.RL, 11.RL, 15.RI, 17.RI		2.S, 3.S, 4.P	3.P, 4.P	
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1.S, 4.P, 5.P, 6.P, 7.P, 8.P	2.OL, 3.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			9.P, 10.P		
6. Analyze and critique the arguments of others orally and in writing	14.RI			2.OL	
7. Adapt language choices to purpose, task, and audience when speaking and writing			7.P		
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4.RF	V.1, V.2, V.3, V.4, V.5, V.6, V.7			

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Vocabulary	Writing	Collaborative Communication	Language
<u>9.</u> Create clear and coherent grade-appropriate speech and text			4.P, 5.P, 6.P	3.P	
<u>10.</u> Make accurate use of standard English to communicate in grade-appropriate speech and writing			4.P, 8.P		1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.S, 9.S, 10.S, 11.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.C, 18.C, 19.C, 20.C

*See page 48.

Grade 5. ELP Standard 1

ELP.4-5.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and retell a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and explain how some key details support the main idea or theme summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text <p>from read-alouds, written texts, and oral presentations.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.RC.1.RF:** Ask questions about key details in a text.
- 5.RC.2.RF:** Answer explicit and inferential questions, using details from a text.
- 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.
- 5.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.
- 5.RC.7.RL:** Describe how a character's traits, motivations, and feelings contribute to the sequence of events.
- 5.RC.8.RL:** Analyze how one element of the plot was developed over the course of a text (e.g., how the problem was created, grew, changed, and was resolved).
- 5.RC.9.RL:** Identify text evidence that supports the theme.

5.RC.10.RL: Compare and contrast similar themes of two or more texts of the same genre.

5.RC.12.RL: Explain how point of view and /or perspective influence how events are described.

5.RC.13.RL: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

5.RC.16.RI: Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).

5.RC.18.RI: Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented.

5.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently.

5.V.2: Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).

Grade 5. ELP Standard 2

ELP.4-5.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh- questions about familiar topics and texts. 	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions about familiar topics and texts. 	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence about a variety of topics and texts. 	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed about a variety of topics and texts.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.CC.1.OL:** Participate in collaborative conversations, following class-created discussion guidelines to expand upon conversations.
- 5.CC.2.OL:** Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.
- 5.CC.5.P:** Speak audibly, using standard English as appropriate to the task and/or situation.

Grade 5. ELP Standard 3

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

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.RC.1.RF:** Ask questions about key details in a text.
- 5.RC.2.RF:** Answer explicit and inferential questions, using details from a text.
- 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.
- 5.RC.6.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 5.RC.10.RL:** Compare and contrast similar themes of two or more texts of the same genre.
- 5.RC.11.RL:** Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.
- 5.RC.15.RI:** Integrate information from several texts on the same topic when writing or speaking about the topic.
- 5.RC.17.RI:** Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support the meaning and tone of a text.
- 5.W.2.S:** Write informative or explanatory pieces, using multiple sources to examine a topic.
- 5.W.3.S:** Write a narrative, incorporating literary elements (characters, plot, setting, conflict, and dialogue) and strong voice.
- 5.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 5.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.
- 5.CC.4.P:** Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.

Grade 5. ELP Standard 4

ELP.4-5.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.W.1.S:** Write an argument to persuade the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant evidence from sources.
- 5.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 5.W.5.P:** Organize writing logically, constructing an introduction, body, and conclusion.
- 5.W.6.P:** Use transitional words, phrases, and clauses to connect ideas.
- 5.W.7.P:** Plan and revise writing by expanding or combining sentences for meaning, interest, and style.
- 5.W.8.P:** Edit writing to include K–5 language conventions for publishing.
- 5.CC.2.OL:** Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.
- 5.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.

Grade 5. ELP Standard 5

ELP.4-5.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.W.9.P:** Conduct short research, using quotations and summaries from relevant sources or experiences to produce a written product.
- 5.W.10.P:** Take notes, sort evidence into categories, and include a list of sources

Grade 5. ELP Standard 6

ELP.4-5.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at Grade 5) identify which reasons and evidence support which points.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.RC.14.RI:** Identify which reasons and evidence an author uses to support which points.
- 5.CC.2.OL:** Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.

Grade 5. ELP Standard 7

ELP.4-5.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	with developing control, <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing.	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content specific words and phrases in speech and writing.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 5 ELA Standards

5.W.7.P: Plan and revise writing by expanding or combining sentences for meaning, interest, and style.

Grade 5. ELP Standard 8

ELP.4-5.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.RC.4.RF:** Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.
- 5.V.1:** Determine or clarify the meaning of words and phrases in a text read aloud or independently.
- 5.V.2:** Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).
- 5.V.3:** Consult reference materials to clarify pronunciation and/or precise meaning of words.
- 5.V.4:** Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.
- 5.V.5:** Identify the difference between the denotation and connotation of a word or phrase in context.
- 5.V.6:** Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification.
- 5.V.7:** Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis).

Grade 5. ELP Standard 9

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

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 5.W.5.P:** Organize writing logically, constructing an introduction, body, and conclusion.
- 5.W.6.P:** Use transitional words, phrases, and clauses to connect ideas
- 5.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.

Grade 5. ELP Standard 10

ELP.4-5.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 5 ELA Standards

- 5.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 5.W.8.P:** Edit writing to include K–5 language conventions for publishing.
- 5.L.1.S:** Use relative pronouns (e.g., who, which, that, whose, whom).
- 5.L.2.S:** Use demonstrative adjectives (e.g., this, that, these, those).
- 5.L.3.S:** Use verb tense to convey various times, sequences, states, and conditions.
- 5.L.4.S:** Use forms of be (e.g., am, is, are, was, were).
- 5.L.5.S:** Use subject/verb agreement.
- 5.L.6.S:** Use comparative and superlative adverbs (e.g., worse, worst).

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- 5.L.7.S:** Use conjunctions to produce compound and complex sentences.
 - 5.L.8.S:** Use correlative conjunctions (e.g., either/or; neither/nor).
 - 5.L.9.S:** Use prepositional phrases as adjectives (e.g., The house on the left ...).
 - 5.L.10.S:** Produce a variety of simple, compound, and complex sentences.
 - 5.L.11.C:** Use correct capitalization.
 - 5.L.12.C:** Capitalize dialogue.
 - 5.L.13.C:** Use end marks in dialogue.
 - 5.L.14.C:** Use end marks in quotations.
 - 5.L.15.C:** Use commas in dialogue.
 - 5.L.16.C:** Use commas in quotations from a text.
 - 5.L.17.C:** Use commas to separate an introductory element.
 - 5.L.18.C:** Use commas with words “yes” and “no.”
 - 5.L.19.C:** Use quotation marks in dialogue.
 - 5.L.20.C:** Use quotation marks in quotations from a text.
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Grade 6 ELA Standards Matrix

Use the Grade 6 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RL, 6.RL, 7.RL, 8.RL, 9.RL, 10.RL, 11.RI, 12.RI, 13.RI, 14.RI, 16.RI, 17.RI		V.5		
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.SLC, 2.SLC, 3.SLC, 4.SLC, 5.SLC, 6.SLC, 7.SLC	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	4.RF	2.S, 3.S, 5.P, 7.P, 8.P, 11.P		10.P, 12.P, 15.P	
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence		1.S, 4.P		9.P, 10.P, 11.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems		13.R, 14.R, 15.R, 16.R		2.SLC	
6. Analyze and critique the arguments of others orally and in writing	15.RI			8.SLC	
7. Adapt language choices to purpose, task, and audience when speaking and writing		10.P, 12.P	V.1	13.P	
8. Determine the meaning of words and phrases in oral presentations and literary and informational text			V.2, V.3, V.4, V.6		

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
9. Create clear and coherent grade-appropriate speech and text		4.P, 5.P, 7.P, 8.P			
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing		6.P, 12.P		14.P	1.S, 2.S, 3.S, 4.S, 5.S, 6.S 7.C, 8.C, 9.C, 10.C

*See page 48.

Grade 6. ELP Standard 1 (w/ ELA Correspondences)

ELP.6-8.1.	By the end of each English language proficiency level, an EL can...				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 6 ELA Standards

- 6.RC.1.RF:** Provide an objective summary of a text.
- 6.RC.2.RF:** Determine how a central idea and/or theme of a text is conveyed through supporting details.
- 6.RC.3.RF:** Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text.
- 6.RC.5.RL:** Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.
- 6.RC.6.RL:** Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.

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- 6.RC.7.RL:** Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.
- 6.RC.8.RL:** Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is: • Imagined when reading a text. • Observed when listening and/or watching.
- 6.RC.9.RL:** Examine two texts of varying structures or genres that have similar themes and/or topics.
- 6.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.
- 6.RC.11.RI:** Describe how a central individual, event, or idea is introduced and developed in a text.
- 6.RC.12.RI:** Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
- 6.RC.13.RI:** Determine how an author’s purpose, point of view, and/or perspective is conveyed in a text.
- 6.RC.14.RI:** Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
- 6.RC.16.RI:** Compare and contrast two authors’ presentations of an event.
- 6.RC.17.RI:** Identify the central idea in a non-fiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.
- 6.V.5:** Determine how word choice contributes to the meaning, style, and/or tone of a text.
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Grade 6. ELP Standard 2 (w/ ELA Correspondences)

ELP 2	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 ELA Standards

6.CC.1.SLC: Express ideas in a collaborative setting, using effective discussion strategies.

6.CC.2.SLC: Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

6.CC.3.SLC: Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include: • One-on-one • In small groups
• Teacher-led

6.CC.4.SLC: Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue.

6.CC.5.SLC: Contribute to the topic, text, or issue, responding to questions with relevant information.

6.CC.6.SLC: Paraphrase multiple perspectives.

6.CC.7.SLC: Describe how non-textual information enhances the understanding of a topic, text, or issue.

Grade 6. ELP Standard 3 (w/ ELA Correspondences)

ELP.6-8.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 ELA Standards

- 6.RC.4.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 6.W.2.S:** Write to inform about a topic. • Organize ideas, concepts, and information. • Use relevant facts, definitions, concrete details, and quotations.
- 6.W.3.S:** Write to express real or imagined experiences and/or events. • Use relevant descriptive details. • Organize well-structured event sequences. • Use narrative techniques (e.g., dialogue, sequencing, description, characterization).
- 6.W.5.P:** Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
- 6.W.7.P:** Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.
- 6.W.8.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 6.W.11.P:** Include headings and graphics to clarify information.
- 6.CC.10.P:** Sequence ideas logically.
- 6.CC.12.P:** Include multimedia and visuals to clarify information.
- 6.CC.15.P:** Recite a passage from a well-known poem, play, or speech.

Grade 6. ELP Standard 4 (w/ ELA Correspondences)

ELP.6-8.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<p>construct a claim about a variety of topics</p> <ul style="list-style-type: none"> introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<p>construct a claim about a variety of topics</p> <ul style="list-style-type: none"> introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 ELA Standards

- 6.W.1.S:** Write an argument, using clear reasons and supporting evidence. • Introduce claims. • Support claims with credible sources
- 6.W.4.P:** Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
- 6.CC.9.P:** Present claims and evidence.
- 6.CC.10.P:** Sequence ideas logically.
- 6.CC.11.P:** Use accurate descriptions, facts, and/or details to support central ideas and/or themes.

Grade 6. ELP Standard 5 (w/ ELA Correspondences)

ELP.6-8. 5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 ELA Standards

- 6.W.13.R:** Conduct research to answer a question.
- 6.W.14.R:** Assess credible sources.
- 6.W.15.R:** Quote or paraphrase data and conclusions, crediting sources and/or authors.
- 6.W.16.R:** Provide basic and consistent bibliographic information for sources.
- 6.CC.2.SLC:** Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

Grade 6. ELP Standard 6 (w/ ELA Correspondences)

ELP.6-8.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 ELA Standards

- 6.RC.15.RI:** Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not.
- 6.CC.8.SLC:** Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence.

Grade 6. ELP Standard 7 (w/ ELA Correspondences)

ELP.6-8.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 6 ELA Standards

- 6.W.10.P:** Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.
- 6.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing
- 6.V.1:** Use general academic and content-specific words and phrases accurately.
- 6.CC.13.P:** Use eye contact, adequate volume, and clear pronunciation in consideration of the audience.

Grade 6. ELP Standard 8 (w/ ELA Correspondences)

ELP.6-8.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...	relying heavily on context, visual aids, and knowledge of morphology in their native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and roots words), <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

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

EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 6 ELA Standards

6.V.2: Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

6.V.3: Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: • Use common Greek or Latin affixes and roots (i.e., morphology) • Trace the origins of words (i.e., etymology) • Use context • Consult reference materials to clarify pronunciation and/or parts of speech • Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of a word.

6.V.4: Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings.

6.V.6: Demonstrate an understanding of figurative language in context, including extended metaphor and personification.

Grade 6. ELP Standard 9 (w/ ELA Correspondences)

ELP.6-8.9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand</i>, <i>from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 6 ELA Standards

6.W.4.P: Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

6.W.5.P: Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

6.W.7.P: Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.

6.W.8.P: Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Grade 6. ELP Standard 10 (w/ ELA Correspondences)

ELP.6-8.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices <ul style="list-style-type: none"> place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 ELA Standards

- 6.W.6.P:** Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).
- 6.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
- 6.CC.14.P:** Demonstrate command of standard English when indicated or appropriate.
- 6.L.1.S:** Use nouns effectively:
 - Direct objects
- 6.L.2.S:** Use pronouns properly:
 - Intensive and reflexive pronouns
 - Relative pronouns
- 6.L.3.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.
- 6.L.4.S:** Use verbs effectively:
 - Perfect verb tenses
 - Shifts in mood
 - Subject/verb agreement
 - Linking/be verbs
- 6.L.5.S:** Use modifiers effectively:
 - Proper adjectives
 - Predicate adjectives
- 6.L.6.S:** Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

6.L.7.C: Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes.

6.L.8.C: Use commas to set off series, phrases and clauses, and direct address.

6.L.9.C: Indicate dialogue, quotes, and titles, using quotation marks.

6.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Grade 6 Disciplinary Literacy Standards Matrix

Use the Grade 6 Disciplinary Literacy Standards Matrix to identify an Arkansas Disciplinary Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. See Grade 6 ELA Standards Matrix for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

ELP Standards	Arkansas Disciplinary Literacy Standards		
	Reading in History/Social Studies (RH)	Reading in Science/Technical Subjects (RST)	Writing in History/Social Studies, Science and Technical Subjects (WHST)
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7	
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6
3. Speak and write about grade-appropriate complex literary and informational texts and topics			2
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9
6. Analyze and critique the arguments of others orally and in writing	8	8	1b
7. Adapt language choices to purpose, task, and audience when speaking and writing			5
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4	
9. Create clear and coherent grade-appropriate speech and text			1c, 2c, 4
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing			

Grade 6. ELP Standard 1 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Science/Technical Subjects</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
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RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grade 6. ELP Standard 2 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

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

Grade 6. ELP Standard 3 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

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

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 6. ELP Standard 4 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	construct a claim about a variety of topics <ul style="list-style-type: none"> introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	construct a claim about a variety of topics <ul style="list-style-type: none"> introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

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

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Grade 6. ELP Standard 5 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

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

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

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

Grade 6. ELP Standard 6 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>Science/Technical Subjects</p> <p>RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>
<p>WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	

Grade 6. ELP Standard 7 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

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

Grade 6. ELP Standard 8 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>
<p>When engaging in one or more of the following content-specific practices</p>					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>			<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards</p>					
<p>History/Social Studies</p> <p>RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>			<p>Science/Technical Subjects</p> <p>RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>		

Grade 6. ELP Standard 9 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

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

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

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

Grade 6. ELP Standard 10 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices <ul style="list-style-type: none"> place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 6 Disciplinary Literacy Standards

See **Grade 6 ELA Standards Matrix** for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

Grade 7 ELA Standards Matrix

Use the Grade 7 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RL, 6.RL, 7.RL, 8.RL, 9.RL, 10.RL, 11.RI, 12.RI, 13.RI, 14.RI, 16.RI, 17.RI		V.5		
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.SLC, 2.SLC, 3.SLC, 4.SLC, 5.SLC, 6.SLC	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	4.RF	2.S, 3.S, 4.P, 5.P, 8.P, 11.P		8.P, 10.P, 13.P	10.S
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence		1.S, 7.P		7.P, 8.P, 9.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems		13.R, 14.R, 15.R, 16.R		2.SLC	
6. Analyze and critique the arguments of others orally and in writing	15.RI			6.SLC	
7. Adapt language choices to purpose, task, and audience when speaking and writing		10.P, 12.P	V.1	11.P	10.S
8. Determine the meaning of words and phrases in oral presentations and literary and informational text			V.2, V.3, V.4, V.6		

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
9. Create clear and coherent grade-appropriate speech and text		4.P, 5.P, 7.P, 8.P			
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing		6.P, 12.P		12.P	1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.S, 9.S, 11.C, 12.C, 13.C, 14.C, 15.C

*See page 48.

Grade 7. ELP Standard 1 (w/ ELA Correspondences)

ELP.6-8.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.RC.1.RF:** Provide an objective summary of a text.
- 7.RC.2.RF:** Determine how a central idea and/or theme of a text is developed through supporting details.
- 7.RC.3.RF:** Cite text evidence to support an analysis of what a text states, using background knowledge to justify inferences drawn from the text.
- 7.RC.5.RL:** Examine how the interaction of literary elements impacts a story or drama, including how setting shapes the characters or plot or how imagery affects the mood of a text.
- 7.RC.6.RL:** Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning.
- 7.RC.7.RL:** Determine how an author develops multiple points of view and perspectives of characters or narrators in a text.

7.RC.8.RL: Recognize the differences between reading a text, listening to an audio recording of a text, and/or watching a multimedia version of a text; differences of which:

- Literary elements are imagined when reading a text, and
- Multimedia techniques are observed when listening and/or watching.

7.RC.9.RL: Compare and contrast a fictional portrayal of a time, place, or character with the historical account of the corresponding time, place, or character.

7.RC.10.RL: Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.

7.RC.11.RI: Describe how the interactions between individuals, events, and ideas impact the development of a text.

7.RC.12.RI: Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments.

7.RC.13.RI: Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions.

7.RC.14.RI: Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia.

7.RC.16.RI: Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted.

7.RC.17.RI: Identify the central idea in a nonfiction work from or about American literature (beginnings through 1850), explaining its historical and/or contemporary significance.

7.V.5: Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text.

Grade 7. ELP Standard 2 (w/ ELA Correspondences)

ELP.6-8.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 7.CC.2.SLC:** Come to discussions prepared, referring to researched evidence on the topic, text, or issue.
- 7.CC.3.SLC:** Follow rules for collegial discussions, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Collegial discussions should include:
 • One-on-one • In small groups • Teacher-led
- 7.CC.4.SLC:** Acknowledge new information expressed by others and modify one’s own views as needed.
- 7.CC.5.SLC:** Explain how central ideas and supporting details from non-textual sources clarify a topic, text, or issue.
- 7.CC.6.SLC:** Articulate a speaker’s argument and specific claims, evaluating the accuracy of the evidence.

Grade 7. ELP Standard 3 (w/ ELA Correspondences)

ELP.6-8.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.RC.4.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 7.W.2.S:** Write to inform about a topic. • Introduce a topic with a preview of what is to follow. • Convey ideas, concepts, and information. • Choose relevant facts, definitions, concrete details, quotations, and examples.
- 7.W.3.S:** Write to express real or imagined experiences and/or events. • Establish the topic, context, narrative elements, and point of view and/or perspective. • Use relevant, descriptive details and precise language. • Develop well-structured event sequences. • Use narrative techniques (e.g., dialogue, pacing, description).
- 7.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 7.W.5.P:** Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.
- 7.W.8.P:** Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.
- 7.W.11.P:** Include headings, graphics, and various multimedia to clarify information.
- 7.CC.8.P:** Sequence ideas logically.
- 7.CC.10.P:** Include relevant multimedia to clarify claims and findings.
- 7.CC.13.P:** Recite a passage from a well-known poem, play, or speech.
- 7.L.10.S:** Choose language that precisely expresses ideas, eliminating redundancy.

Grade 7. ELP Standard 4 (w/ ELA Correspondences)

ELP.6-8.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.W.1.S:** Compose an argument, using clear reasons and supporting evidence. • Introduce claims. • Acknowledge alternate or opposing claims. • Support claims with credible sources.
- 7.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, reasons, and/or evidence about a topic.
- 7.CC.7.P:** Present claims and evidence, emphasizing primary points in a focused, coherent manner.
- 7.CC.8.P:** Sequence ideas logically.
- 7.CC.9.P:** Support claims, central ideas, and/or themes with descriptions, facts, details, and examples.

Grade 7. ELP Standard 5 (w/ ELA Correspondences)

ELP.6-8. 5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.W.13.R:** Conduct research to explore a topic and/or answer a question, refocusing the inquiry for further research, investigation, or refinement.
- 7.W.14.R:** Assess the credibility and accuracy of sources.
- 7.W.15.R:** Quote or paraphrase data and conclusions, crediting sources and/or authors.
- 7.W.16.R:** Follow a standard format for citation, including bibliographic information.
- 7.CC.2.SLC:** Come to discussions prepared, referring to researched evidence on the topic, text, or issue.

Grade 7. ELP Standard 6 (w/ ELA Correspondences)

ELP.6-8.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.
- 7.CC.6.SLC:** Articulate a speaker's argument and specific claims, evaluating the accuracy of the evidence.

Grade 7. ELP Standard 7 (w/ ELA Correspondences)

ELP.6-8.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.W.10.P:** Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on audience.
- 7.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
- 7.V.1:** Use general academic and content-specific words and phrases accurately.
- 7.CC.11.P:** Adapt speech to a variety of contexts and tasks, using appropriate eye contact, tone, and pacing.
- 7.L.10.S:** Choose language that precisely expresses ideas, eliminating redundancy.

Grade 7. ELP Standard 8 (w/ ELA Correspondences)

ELP.6-8.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...	relying heavily on context, visual aids, and knowledge of morphology in their native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

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

EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.V.2:** Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.
- 7.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: • Use common Greek or Latin affixes and roots (i.e., morphology), • Trace the origins of words (i.e., etymology), • Use context, • Consult reference materials to clarify pronunciation and/or parts of speech, and/or • Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
- 7.V.4:** Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.
- 7.V.6:** Demonstrate an understanding of figurative language in context, including allusions and analogies.

Grade 7. ELP Standard 9 (w/ ELA Correspondences)

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

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 7 ELA Standards

7.W.4.P: Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

7.W.5.P: Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

7.W.7.P: Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, reasons, and/or evidence about a topic.

7.W.8.P: Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.

Grade 7. ELP Standard 10 (w/ ELA Correspondences)

ELP.6-8.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 ELA Standards

- 7.W.6.P:** Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).
- 7.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
- 7.CC.12.P:** Demonstrate command of standard English when indicated or appropriate.
- 7.L.1.S:** Use nouns effectively: • Direct and indirect objects
- 7.L.2.S:** Use pronouns properly: • Intensive and reflexive pronouns • Relative pronouns
- 7.L.3.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.
- 7.L.4.S:** Use verbs effectively: • Perfect verb tenses • Shifts in mood • Active and passive voice • Subject/verb agreement • Linking verbs
- 7.L.5.S:** Use verbals (gerunds, participles, infinitives) correctly.

7.L.6.S: Use modifiers effectively: • Proper adjectives • Predicate adjectives

7.L.7.S: Correct misplaced and dangling modifiers.

7.L.8.S: Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

7.L.9.S: Identify types of phrases and clauses based on their functions in sentences.

7.L.10.S: Choose language that precisely expresses ideas, eliminating redundancy.

7.L.11.C: Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes.

7.L.12.C: Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.

7.L.13.C: Join elements of a series when individual items of the series already include commas, using a semicolon.

7.L.14.C: Indicate dialogue, quotes, and titles, using quotation marks.

7.L.15.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Grade 7 Disciplinary Literacy Standards Matrix

Use the Grade 7 Disciplinary Literacy Standards Matrix to identify an Arkansas Disciplinary Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. See Grade 7 ELA Standards Matrix for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

ELP Standards	Arkansas Disciplinary Literacy Standards		
	Reading in History/Social Studies (RH)	Reading in Science/Technical Subjects (RST)	Writing in History/Social Studies, Science and Technical Subjects (WHST)
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7	
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6
3. Speak and write about grade-appropriate complex literary and informational texts and topics			2
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9
6. Analyze and critique the arguments of others orally and in writing	8	8	1b
7. Adapt language choices to purpose, task, and audience when speaking and writing			5
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4	
9. Create clear and coherent grade-appropriate speech and text			1c, 2c, 4
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing			

Grade 7. ELP Standard 1 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Science/Technical Subjects</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
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Grade 7. ELP Standard 2 (w/ Disciplinary Literacy Correspondences)

ELP 6-8.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

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

Grade 7. ELP Standard 3 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

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

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 7. ELP Standard 4 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	construct a claim about a variety of topics <ul style="list-style-type: none"> introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	construct a claim about a variety of topics <ul style="list-style-type: none"> introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

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

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Grade 7. ELP Standard 5 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

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

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

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

Grade 7. ELP Standard 6 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>Science/Technical Subjects</p> <p>RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>
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WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Grade 7. ELP Standard 7 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

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

Grade 7. ELP Standard 8 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>
<p>When engaging in one or more of the following content-specific practices</p>					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>			<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards</p>					
<p>History/Social Studies</p> <p>RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>			<p>Science/Technical Subjects</p> <p>RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>		

Grade 7. ELP Standard 9 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement with emerging control. 	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a conclusion with developing control. 	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section with increasingly independent control. 	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

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

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

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

Grade 7. ELP Standard 10 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices <ul style="list-style-type: none"> place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 7 Disciplinary Literacy Standards

See **Grade 7 ELA Standards Matrix** for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

Grade 8 ELA Standards Matrix

Use the Grade 8 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RL, 6.RL, 7.RL, 8.RL, 9.RL, 10.RL, 11.RI, 12.RI, 13.RI, 14.RI, 16.RI, 17.RI		V.5	5.SLC	
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions		10.P		1.SLC, 2.SLC, 3.SLC, 4.SLC	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	4.RF, 5.RL, 6.RL, 7.RL, 8.RL, 9.RL	2.S, 3.S, 4.P, 5.P, 8.P, 11.P		9.P, 12.P	9.S
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence		1.S, 7.P		7.P, 8.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems		13.R, 14.R, 15.R, 16.R		2.SLC	
6. Analyze and critique the arguments of others orally and in writing	3.RF, 15.RI			6.SLC	
7. Adapt language choices to purpose, task, and audience when speaking and writing		10.P, 12.P	V.1	10.P	9.S
8. Determine the meaning of words and phrases in oral presentations and literary and informational text			V.2, V.3, V.4, V.6		

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
9. Create clear and coherent grade-appropriate speech and text		4.P, 5.P, 7.P, 8.P			
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing		6.P, 12.P		11.P	1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.S, 10.C, 11.C, 12.C, 13.C, 14.C, 15.C

*See page 48.

Grade 8. ELP Standard 1 (w/ ELA Correspondences)

ELP.6-8.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.RC.1.RF:** Provide an objective summary of a text.
- 8.RC.2.RF:** Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details.
- 8.RC.3.RF:** Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.
- 8.RC.5.RL:** Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character's decision.
- 8.RC.6.RL:** Distinguish how the structure of a text contributes to its overall meaning and style.
- 8.RC.7.RL:** Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor.

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- 8.RC.8.RL:** Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.
- 8.RC.9.RL:** Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.
- 8.RC.10.RL:** Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850–1930), explaining its historical and/or contemporary significance.
- 8.RC.11.RI:** Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories.
- 8.RC.12.RI:** Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea.
- 8.RC.13.RI:** Describe how the author acknowledges and responds to conflicting evidence or viewpoints.
- 8.RC.14.RI:** Describe the efficacy of various multimedia used to present information.
- 8.RC.16.RI:** Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation.
- 8.RC.17.RI:** Identify the central idea in a non-fiction work from or about American literature (1850–1930), explaining its historical and/or contemporary significance.
- 8.V.5:** Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text.
- 8.CC.5.SLC:** Examine the reasons for using multimedia to present a topic, text, and/or issue.
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Grade 8. ELP Standard 2 (w/ ELA Correspondences)

ELP.6-8.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.W.10.P:** Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose and audience.
- 8.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 8.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion.
- 8.CC.3.SLC:** Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
- 8.CC.4.SLC:** Acknowledge new information expressed by others, qualifying or justifying one’s own views after new evidence is presented.

Grade 8. ELP Standard 3 (w/ ELA Correspondences)

ELP.6-8.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.RC.4.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 8.RC.5.RL:** Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character’s decision.
- 8.RC.6.RL:** Distinguish how the structure of a text contributes to its overall meaning and style.
- 8.RC.7.RL:** Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor.
- 8.RC.8.RL:** Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.
- 8.RC.9.RL:** Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.
- 8.W.2.S:** Write to inform about a topic. • Introduce a topic with a clear preview of what is to follow. • Organize ideas, concepts, and information, using broad categories. • Select well-chosen facts, definitions, concrete details, quotations, and examples. • Maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.
- 8.W.3.S:** Write to express real or imagined experiences and/or events. • Develop a topic, context, narrative elements, and point of view and/or perspective. • Select well-chosen, descriptive details and use sensory language and precise language. • Develop well-structured event sequences to show the relationships among ideas and experiences. • Use narrative techniques effectively, utilizing dialogue, pacing, sensory language, and description.
- 8.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

8.W.5.P: Organize writing logically, composing an introduction, body, conclusion, and/or reflection when appropriate.

8.W.8.P: Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

8.W.11.P: Include headings, graphics, and various multimedia to support ideas and information.

8.CC.9.P: Include relevant multimedia to clarify claims and findings.

8.CC.12.P: Recite a passage from a well-known poem, play, or speech.

Grade 8. ELP Standard 4 (w/ ELA Correspondences)

ELP.6-8.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.W.1.S:** Compose an argument, using clear reasons and supporting evidence. • Introduce claims supported by credible sources. • Distinguish alternate or opposing claims.
• Maintain a cohesive structure
- 8.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
- 8.CC.7.P:** Present claims and evidence, emphasizing important points in a focused, coherent manner.
- 8.CC.8.P:** Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.

Grade 8. ELP Standard 5 (w/ ELA Correspondences)

ELP.6-8.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

8.W.13.R: Conduct research to explore a topic, describe an idea, and/or answer a question, refocusing the inquiry to generate further questions or to allow for multiple avenues of exploration.

8.W.14.R: Assess the credibility and accuracy of sources.

8.W.15.R: Avoid plagiarism when quoting or paraphrasing data and conclusions, crediting sources and/or authors.

8.W.16.R: Follow a standard format for citation, including a works cited/references.

Grade 8. ELP Standard 6 (w/ ELA Correspondences)

ELP.6-8.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.RC.3.RF:** Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.
- 8.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced.
- 8.CC.6.SLC:** Articulate a speaker's argument and specific claims, evaluating the accuracy and adequacy of the evidence.

Grade 8. ELP Standard 7 (w/ ELA Correspondences)

ELP.6-8.7	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.W.10.P:** Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose and audience.
- 8.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
- 8.V.1:** Use general academic and content-specific words and phrases accurately.
- 8.CC.10.P:** Adapt speech to a variety of contexts and tasks, using appropriate eye contact, tone, and pacing.
- 8.L.9.S:** Choose language that precisely expresses ideas, eliminating redundancy.

Grade 8. ELP Standard 8 (w/ ELA Correspondences)

ELP.6-8.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.V.2:** Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.
- 8.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: • Use common Greek or Latin affixes and roots (i.e., morphology), • Trace the origins of words (i.e., etymology), • Use context, • Consult reference materials to clarify pronunciation and/or parts of speech, and/or • Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
- 8.V.4:** Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.
- 8.V.6:** Demonstrate an understanding of figurative language in context, including verbal irony and puns.

Grade 8. ELP Standard 9 (w/ ELA Correspondences)

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

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 8.W.5.P:** Organize writing logically, composing an introduction, body, conclusion, and/or reflection when appropriate.
- 8.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
- 8.W.8.P:** Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

Grade 8. ELP Standard 10 (w/ ELA Correspondences)

ELP.6-8.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...</p>	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 ELA Standards

- 8.W.6.P:** Use a variety of sentence types effectively.
- 8.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.
- 8.CC.11.P:** Demonstrate command of standard English when indicated or appropriate.
- 8.L.1.S:** Use nouns effectively: • Direct and indirect objects • Predicate nouns
- 8.L.2.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.
- 8.L.3.S:** Use verbs effectively: • Shifts in mood and voice • Active and passive voice • Subject/verb agreement • Linking verbs

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- 8.L.4.S:** Use verbals (gerunds, participles, infinitives) correctly.
- 8.L.5.S:** Use modifiers effectively: • Proper adjectives • Predicate adjectives
- 8.L.6.S:** Correct misplaced and dangling modifiers.
- 8.L.7.S:** Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
- 8.L.8.S:** Use prepositional phrases effectively: • Adjectival • Adverbial
- 8.L.9.S:** Choose language that precisely expresses ideas, eliminating redundancy.
- 8.L.10.C:** Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.
- 8.L.11.C:** Introduce a list, quotation, or clarification, using a colon.
- 8.L.12.C:** Join elements of a series when individual items of the series already include commas, using a semicolon.
- 8.L.13.C:** Indicate an omission, using an ellipsis.
- 8.L.14.C:** Indicate a pause or break, using commas, ellipses, and dashes.
- 8.L.15.C:** Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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Grade 8 Disciplinary Literacy Standards Matrix

Use the Grade 8 Disciplinary Literacy Standards Matrix to identify an Arkansas Disciplinary Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. See Grade 8 ELA Standards Matrix for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

ELP Standards	Arkansas Disciplinary Literacy Standards		
	Reading in History/Social Studies (RH)	Reading in Science/Technical Subjects (RST)	Writing in History/Social Studies, Science and Technical Subjects (WHST)
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7	
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6
3. Speak and write about grade-appropriate complex literary and informational texts and topics			2
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9
6. Analyze and critique the arguments of others orally and in writing	8	8	1b
7. Adapt language choices to purpose, task, and audience when speaking and writing			5
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4	
9. Create clear and coherent grade-appropriate speech and text			1c, 2c, 4
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing			

Grade 8. ELP Standard 1 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Science/Technical Subjects</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
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RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grade 8. ELP Standard 2 (w/ Disciplinary Literacy Correspondences)

ELP 6-8.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

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

Grade 8. ELP Standard 3 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

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

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 8. ELP Standard 4 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.4.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct grade-appropriate oral and written claims and support them with reasoning and evidence ...	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	construct a claim about a variety of topics <ul style="list-style-type: none"> introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	construct a claim about a variety of topics <ul style="list-style-type: none"> introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

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

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Grade 8. ELP Standard 5 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

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

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

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

Grade 8. ELP Standard 6 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>Science/Technical Subjects</p> <p>RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>
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WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Grade 8. ELP Standard 7 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

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

Grade 8. ELP Standard 8 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Science/Technical Subjects</p> <p>RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
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Grade 8. ELP Standard 9 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

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

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

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

Grade 8. ELP Standard 10 (w/ Disciplinary Literacy Correspondences)

ELP.6-8.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices <ul style="list-style-type: none"> place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grade 8 Disciplinary Literacy Standards

See **Grade 8 ELA Standards Matrix** for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

Grade 9–10 ELA Standards Matrix

Use the Grade 9-10 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RL, 6.RL, 7.RL, 8.RL, 9.RL, 10.RL, 11.RI, 12.RI, 13.RI, 14.RI, 16.RI, 17.RI		V.5		
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.SLC, 2.SLC, 3.SLC, 4.SLC,	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	4.RF, 5.RL, 6.RL, 7.RL, 8.RL, 9.RL	2.S, 3.S, 4.P, 5.P, 8.P, 11.P		9.P, 12.P	
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence		1.S, 7.P		7.P, 8.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems		13.R, 14.R, 15.R, 16.R		2.SLC, 5.SLC	
6. Analyze and critique the arguments of others orally and in writing	3.RF, 15.RI			6.SLC	
7. Adapt language choices to purpose, task, and audience when speaking and writing		10.P, 12.P	V.1	10.P	
8. Determine the meaning of words and phrases in oral presentations and literary and informational text			V.2, V.3, V.4, V.6		

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
9. Create clear and coherent grade-appropriate speech and text		4.P, 5.P, 7.P, 8.P			
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing		6.P, 12.P		11.P	1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.S, 8.S, 9.S, 10.C, 11.C, 12.C, 13.C

*See page 48.

Grade 9–10. ELP Standard 1 (w/ ELA Correspondences)

ELP.9-12.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>in oral communications and simple oral and written texts.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details <p>in oral presentations and simple oral and written texts.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

9.RC.1.RF: Provide an objective summary of a text.

9.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

9.RC.3.RF: Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

9.RC.5.RL: Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.

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- 9.RC.6.RL:** Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
- 9.RC.7.RL:** Describe how a character’s point of view (POV) and/or perspective is shaped through experiences.
- 9.RC.8.RL:** Compare and contrast the representation of a subject or key scene in two artistic mediums, including what is emphasized or absent in each treatment.
- 9.RC.9.RL:** Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.
- 9.RC.10.RL:** Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.
- 9.RC.11.RI:** Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
- 9.RC.12.RI:** Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
- 9.RC.13.RI:** Describe how an author uses rhetoric to advance the purpose, point of view, or perspective of a text.
- 9.RC.14.RI:** Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account.
- 9.RC.16.RI:** Compare and contrast two or more texts, noting how they address related themes and concepts.
- 9.RC.17.RI:** Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
- 9.V.5:** Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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Grade 9–10. ELP Standard 2 (w/ ELA Correspondences)

ELP.9-12.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using effective discussion strategies.
- 9.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 9.CC.3.SLC:** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
- 9.CC.4.SLC:** Summarize points of agreement and/or disagreement from various perspectives, justifying one’s understanding of evidence and reasoning presented.

Grade 9–10. ELP Standard 3 (w/ ELA Correspondences)

ELP.9-12.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	with support (including modeled sentences), <ul style="list-style-type: none"> communicate information about familiar texts, topics, and experiences. 	with support (including modeled sentences), <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	with support (including modeled sentences), <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.RC.4.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 9.RC.5.RL:** Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
- 9.RC.6.RL:** Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
- 9.RC.7.RL:** Describe how a character’s point of view (POV) and/or perspective is shaped through experiences.
- 9.RC.8.RL:** Compare and contrast the representation of a subject or key scene in two artistic mediums, including what is emphasized or absent in each treatment.
- 9.RC.9.RL:** Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.

9.W.2.S: Write to inform about a complex topic: • Develop a topic with a clear preview of what is to follow. • Organize ideas, concepts, and information, using major sections

- Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
- Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

9.W.3.S: Write to express real or imagined experiences and/or events: • Develop the topic, context, narrative elements, and point of view and/or perspective. • Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. • Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences. • Use narrative techniques effectively.

9.W.4.P: Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

9.W.5.P: Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

9.W.8.P: Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

9.W.11.P: Include headings, graphics, and various multimedia to support ideas and information.

9.CC.9.P: Include relevant multimedia to enhance understanding of findings, reasoning, and/or evidence.

9.CC.12.P: Recite a passage from a well-known poem, play, or speech.

Grade 9–10. ELP Standard 4 (w/ ELA Correspondences)

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

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.W.1.S:** Compose an argument about a complex topic: • Develop claims supported by credible sources. • Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns. • Maintain a cohesive argumentative structure throughout. • Provide commentary to connect claims to the reasons and evidence.
- 9.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
- 9.CC.7.P:** Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task.
- 9.CC.8.P:** Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.

Grade 9–10. ELP Standard 5 (w/ ELA Correspondences)

ELP.9-12.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.W.13.R:** Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
- 9.W.14.R:** Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.

9.W.15.R: Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

9.W.16.R: Follow a standard citation format, including both in-text citations and a works cited or bibliography.

9.CC.2.SLC: Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

9.CC.5.SLC: Integrate non-textual information, evaluating the credibility and accuracy of sources.

Grade 9–10. ELP Standard 6 (w/ ELA Correspondences)

ELP.9-12. 6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.RC.3.RF:** Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.
- 9.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing the degree to which the evidence is relevant and sufficient, the reasoning is valid, and false statements are present.
- 9.CC.6.SLC:** Evaluate a speaker's perspective, reasoning, and use of evidence, identifying faulty reasoning.

Grade 9–10. ELP Standard 7 (w/ ELA Correspondences)

ELP.9-12. 7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.W.10.P:** Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
- 9.W.12.P:** Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
- 9.V.1:** Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
- 9.CC.10.P:** Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.

Grade 9–10. ELP Standard 8 (w/ ELA Correspondences)

ELP.9-12. 8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.V.2:** Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.
- 9.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: • Use common Greek or Latin affixes and roots (i.e., morphology), • Trace the origins of words (i.e., etymology), • Use context, • Consult reference materials to clarify pronunciation and/or parts of speech, and/or • Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
- 9.V.4:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.
- 9.V.6:** Analyze the role of figurative language in context, including euphemism and oxymoron.

Grade 9–10. ELP Standard 9 (w/ ELA Correspondences)

ELP.9-12. 9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., first, next, because) <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with developing control. 	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 9.W.5.P:** Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
- 9.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
- 9.W.8.P:** Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

Grade 9–10. ELP Standard 10 (w/ ELA Correspondences)

ELP.9-12.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 ELA Standards

- 9.W.6.P:** Use a variety of sentence types effectively.
- 9.W.12.P:** Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
- 9.CC.11.P:** Demonstrate command of standard English when indicated or appropriate.
- 9.L.1.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.
- 9.L.2.S:** Use verbs effectively: • Conditional and subjunctive mood • Shifts in mood and voice • Active and passive voice
- 9.L.3.S:** Use verbals (gerunds, participles, infinitives) correctly.
- 9.L.4.S:** Use modifiers effectively: • Predicate adjectives
- 9.L.5.S:** Correct misplaced and dangling modifiers.
- 9.L.6.S:** Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
- 9.L.7.S:** Use prepositional phrases effectively: • Adjectival • Adverbial

9.L.8.S: Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

9.L.9.S: Use parallel structure

9.L.10.C: Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.

9.L.11.C: Introduce a list, quotation, or clarification, using a colon.

9.L.12.C: Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable.

9.L.13.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Grade 9–10 Disciplinary Literacy Standards Matrix

Use the Grade 9–10 Disciplinary Literacy Standards Matrix to identify an Arkansas Disciplinary Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. See Grades 9–10 ELA Standards Matrix for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

ELP Standards	Arkansas Disciplinary Literacy Standards		
	Reading in History/Social Studies (RH)	Reading in Science/Technical Subjects (RST)	Writing in History/Social Studies, Science and Technical Subjects (WHST)
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7	
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6
3. Speak and write about grade-appropriate complex literary and informational texts and topics			2
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9
6. Analyze and critique the arguments of others orally and in writing	8	8	1b
7. Adapt language choices to purpose, task, and audience when speaking and writing			5
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4	
9. Create clear and coherent grade-appropriate speech and text			1c, 2c, 4
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing			

Grade 9–10. ELP Standard 1 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>in oral communications and simple oral and written texts.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details <p>in oral presentations and simple oral and written texts.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>Science/Technical Subjects</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>
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RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

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

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

Grade 9–10. ELP Standard 2 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Grade 9–10. ELP Standard 3 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	with support (including modeled sentences), <ul style="list-style-type: none"> communicate information about familiar texts, topics, and experiences. 	with support (including modeled sentences), <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	with support (including modeled sentences), <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

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

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade 9–10. ELP Standard 4 (w/ Disciplinary Literacy Correspondences)

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

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

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

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
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Grade 9–10. ELP Standard 5 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

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

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

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

Grade 9–10. ELP Standard 6 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p>Science/Technical Studies</p> <p>RST.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p>
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WHST.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

Grade 9–10. ELP Standard 7 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information</p>
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

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

Grade 9–10. ELP Standard 8 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>
When engaging in one or more of the following content-specific practices					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards					
<p>History/Social Studies</p> <p>RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>			<p>Science/Technical Subjects</p> <p>RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>		

Grade 9–10. ELP Standard 9 (w/ Disciplinary Literacy Correspondences)

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

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

- WHST.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.2c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 9–10. ELP Standard 10 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	with support (including modeled sentences), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	with support (including modeled sentences), <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grades 9–10 Disciplinary Literacy Standards

See **Grades 9-10 ELA Standards Matrix** for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

Grade 11–12 ELA Standards Matrix

Use the Grade 11–12 ELA Standards Matrix to identify an Arkansas English Language Arts (ELA) Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the Arkansas Academic Standards documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.RF, 2.RF, 3.RF, 5.RL, 6.RL, 7.RL, 8.RL, 9.RL, 10.RL, 11.RL, 12.RI, 13.RI, 14.RI, 15.RI, 17.RI, 18.RI		V.6		
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions				1.SLC, 2.SLC, 3.SLC, 4.SLC,	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	4.RF, 5.RL, 6.RL, 7.RL, 8.RL, 9.RL	2.S, 3.S, 4.P, 5.P, 8.P, 11.P		9.P, 12.P	
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence		1.S, 7.P		7.P, 8.P	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems		13.R, 14.R, 15.R, 16.R		2.SLC, 5.SLC	
6. Analyze and critique the arguments of others orally and in writing	3.RF, 16.RI			6.SLC	
7. Adapt language choices to purpose, task, and audience when speaking and writing		10.P, 12.P	V.1	10.P	
8. Determine the meaning of words and phrases in oral presentations and literary and informational text			V.2, V.3, V.4, V.5, V.7		

ELP Standards	Corresponding Arkansas ELA Standards*				
	Reading Comprehension	Writing	Vocabulary	Collaborative Communication	Language
9. Create clear and coherent grade-appropriate speech and text		4.P, 5.P, 7.P, 8.P			
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing		6.P, 12.P		11.P	1.S, 2.S, 3.S, 4.S, 5.S, 6.S, 7.C, 8.C, 9.C, 10.C

*See page 48.

Grade 11–12. ELP Standard 1 (w/ ELA Correspondences)

ELP.9-12.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...	use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic • retell a few key details in oral presentations and simple oral and written texts. 	use a developing set of strategies to: <ul style="list-style-type: none"> • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

11.RC.1.RF: Provide an objective summary of a text.

11.RC.2.RF: Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.

11.RC.3.RF: Cite text evidence that strongly and thoroughly supports an analysis of what a text states and what the details imply, using background knowledge to determine which parts of the text are ambiguous and to justify inferences drawn from the text.

11.RC.5.RL: Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.

11.RC.6.RL: Explain how syntax contributes to the overall meaning and/or style of a text.

11.RC.7.RL: Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire.

11.RC.8.RL: Evaluate how more than one portrayal of a story, drama, or poem represents and/or interprets the source text.

11.RC.9.RL: Analyze how two or more influential literary works from the same era address similar themes.

11.RC.10.RL: Identify themes in works of American literature (1930-present), including the ways American writers incorporate ancient, mythological, and/or religious stories into their writings.

11.RC.11.RL: Identify themes in works of American literature, noting the dominant traits from Puritan, Colonial, American Romanticism, Transcendentalism, Realism, Naturalism, Modernist, and Contemporary periods.

11.RC.12.RI: Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.

11.RC.13.RI: Evaluate the syntax of a text, including the extent to which the points are clear, convincing, and engaging.

11.RC.14.RI: Evaluate how content, style, and/or use of rhetorical devices contribute to the purpose, point of view, perspective, and overall effectiveness of a text.

11.RC.15.RI: Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.

11.RC.17.RI: Analyze documents of historical significance for their literary and rhetorical features, including U.S. documents when appropriate.

11.RC.18.RI: Identify central ideas in works of literary nonfiction from English and American literary history, including works written after 1930.

11.V.6: Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience.

Grade 11–12. ELP Standard 2 (w/ ELA Correspondences)

ELP.9-12.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

- 11.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
- 11.CC.2.SLC:** Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 11.CC.3.SLC:** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
- 11.CC.4.SLC:** Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

Grade 11–12. ELP Standard 3 (w/ ELA Correspondences)

ELP.9-12.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	with support (including modeled sentences), <ul style="list-style-type: none"> communicate information about familiar texts, topics, and experiences. 	with support (including modeled sentences), <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	with support (including modeled sentences), <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

- 11.RC.4.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
- 11.RC.5.RL:** Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
- 11.RC.6.RL:** Explain how syntax contributes to the overall meaning and/or style of a text.
- 11.RC.7.RL:** Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire.
- 11.RC.8.RL:** Evaluate how more than one portrayal of a story, drama, or poem represents and/or interprets the source text.
- 11.RC.9.RL:** Analyze how two or more influential literary works from the same era address similar themes.

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- 11.W.2.S:** Write to inform about a complex topic: • Develop a topic addressing the most significant and relevant evidence. • Organize ideas, concepts, and information, using major sections and subtopics. • Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate. • Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
- 11.W.3.S:** Write to express real or imagined experiences and/or events: • Develop the topic, context, narrative elements, and one or more points of view and/or perspectives. • Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters. • Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences. • Use narrative techniques effectively.
- 11.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 11.W.5.P:** Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
- 11.W.8.P:** Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
- 11.W.11.P:** Include headings, graphics, and various multimedia to support ideas and information.
- 11.CC.9.P:** Include relevant multimedia to enhance understanding of findings, reasoning, and evidence.
- 11.CC.12.P:** Recite a passage from a well-known poem, play, or speech.
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Grade 11–12. ELP Standard 4 (w/ ELA Correspondences)

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

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

- 11.W.1.S:** Compose an argument about a complex topic: • Develop defensible and significant claims. • Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values. • Maintain a cohesive argumentative structure throughout. • Provide relevant commentary to connect claims to the reasons and evidence.
- 11.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
- 11.CC.7.P:** Present claims, findings, and supporting evidence concisely, logically, and appropriately to purpose, audience, and task.
- 11.CC.8.P:** Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details, addressing opposing perspectives as appropriate.

Grade 11–12. ELP Standard 5 (w/ ELA Correspondences)

ELP.9-12.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...</p>	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

11.W.13.R: Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

11.W.14.R: Assess the credibility and accuracy of sources, using scholarly databases when appropriate.

11.W.15.R: Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

11.W.16.R: Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.

11.CC.2.SLC: Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.

11.CC.5.SLC: Integrate non-textual information from diverse forms of multimedia, evaluating the credibility and accuracy of sources.

Grade 11–12. ELP Standard 6 (w/ ELA Correspondences)

ELP.9-12.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

- 11.RC.3.RF:** Cite text evidence that strongly and thoroughly supports an analysis of what a text states and what the details imply, using background knowledge to determine which parts of the text are ambiguous and to justify inferences drawn from the text.
- 11.RC.16.RI:** Evaluate the premise, reasoning, and validity of an argument in texts, including works of public advocacy and U.S. seminal documents.
- 11.CC.6.SLC:** Evaluate a speaker's perspective, reasoning, rhetoric, and use of evidence, assessing the effectiveness.

Grade 11–12. ELP Standard 7 (w/ ELA Correspondences)

ELP.9-12.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content specific words and phrases employ both formal and more informal styles effectively, as appropriate.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

- 11.W.10.P:** Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
- 11.W.12.P:** Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
- 11.V.1:** Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
- 11.CC.10.P:** Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language, tone, style, and pacing.

Grade 11–12. ELP Standard 8 (w/ ELA Correspondences)

ELP.9-12.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>Using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

- 11.V.2:** Recognize the major historical influences in the evolution of the English language (i.e., linguistics), including Old English, Middle English, and Modern English.
- 11.V.3:** Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.
- 11.V.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: • Use common Greek or Latin affixes and roots (i.e., morphology), • Trace the origins of words (i.e., etymology), • Use context, • Consult reference materials to clarify pronunciation and/or parts of speech or resolve issues of complex or contested usage, and/or • Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
- 11.V.5:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.
- 11.V.7:** Analyze the role of figurative language in context, including hyperbole and paradox.

Grade 11–12. ELP Standard 9 (w/ ELA Correspondences)

ELP.9-12. 9.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... create clear and coherent grade-appropriate speech and text ...	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>With support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., first, next, because) <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with developing control. 	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

- 11.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 11.W.5.P:** Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
- 11.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence.
- 11.W.8.P:** Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

Grade 11–12. ELP Standard 10 (w/ ELA Correspondences)

ELP.9-12.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	with support (including modeled sentences), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	with support (including modeled sentences), <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grades 11–12 ELA Standards

- 11.W.6.P:** Use a variety of sentence types effectively.
- 11.W.12.P:** Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
- 11.CC.11.P:** Demonstrate command of standard English when indicated or appropriate.
- 11.L.1.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person
- 11.L.2.S:** Use verbs effectively.
- 11.L.3.S:** Correct misplaced and dangling modifiers.
- 11.L.4.S:** Vary syntax for effect, consulting references for guidance as needed.
- 11.L.5.S:** Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

11.L.6.S: Use parallel structure.

11.L.7.C: Introduce a list, quotation, or clarification, using a colon.

11.L.8.C: Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable.

11.L.9.C: Separate elements in a sentence, using hyphens, commas, ellipses, dashes, and semicolons.

11.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Grade 11–12 Disciplinary Literacy Standards Matrix

Use the Grade 11–12 Literacy Standards Matrix to identify an Arkansas Disciplinary Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. See Grades 11–12 ELA Standards Matrix for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

ELP Standards	Arkansas Disciplinary Literacy Standards		
	Reading in History/Social Studies (RH)	Reading in Science/Technical Subjects (RST)	Writing in History/Social Studies, Science and Technical Subjects (WHST)
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7	
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6
3. Speak and write about grade-appropriate complex literary and informational texts and topics			2
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1
5. Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9
6. Analyze and critique the arguments of others orally and in writing	8	8	1b
7. Adapt language choices to purpose, task, and audience when speaking and writing			5
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4	
9. Create clear and coherent grade-appropriate speech and text			1c, 2c, 4
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing			

Grade 11–12. ELP Standard 1 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.1.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ...	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>Science/Technical Subjects</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>
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RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

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

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

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

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

Grade 11–12. ELP Standard 2 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.2.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ...	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

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

Grade 11–12. ELP Standard 3 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.3.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ...	with support (including modeled sentences), <ul style="list-style-type: none"> communicate information about familiar texts, topics, and experiences. 	with support (including modeled sentences), <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	with support (including modeled sentences), <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

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

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Grade 11–12. ELP Standard 4 (w/ Disciplinary Literacy Correspondences)

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

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

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

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
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Grade 11–12. ELP Standard 5 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.5.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... conduct research and evaluate and communicate findings to answer questions or solve problems ...	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

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

WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

Grade 11–12. ELP Standard 6 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.6.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... analyze and critique the arguments of others orally and in writing ...	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>Science/Technical Studies</p> <p>RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
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WHST.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Grade 11–12. ELP Standard 7 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.7.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... adapt language choices to purpose, task, and audience when speaking and writing...</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

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

Grade 11–12. ELP Standard 8 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.8.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ...</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts <p>about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

<p>History/Social Studies</p> <p>RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>Science/Technical Studies</p> <p>RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
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Grade 11–12. ELP Standard 9 (w/ Disciplinary Literacy Correspondences)

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

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>MP1. Make sense of problems and persevere in solving them</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

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

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

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

Grade 11–12. ELP Standard 10 (w/ Disciplinary Literacy Correspondences)

ELP.9-12.10.	By the end of each English language proficiency level, an EL can				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ...	with support (including modeled sentences), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	with support (including modeled sentences), <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Grades 11–12 Disciplinary Literacy Standards

See **Grades 11–12 ELA Standards Matrix** for corresponding vocabulary, language, and collaborative communication standards which strongly apply to history/social studies and science/technical subjects.

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

ELPD Framework: *The English language proficiency development (ELPD) framework* (CCSSO, 2012), which provides guidance to states on how to use the expectations of the college and career ready standards and the Next Generation Science Standards as tools for the creation and evaluation of ELP standards.

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

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

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

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

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

Grade-appropriate: As used in the ELP Standards, this refers to level of content and text complexity in relation to CCR standards’ requirements for a particular grade level or grade span.

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

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

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

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

Informational text: Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text).

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

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

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

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

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

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

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

MP: Mathematical Practices. The practices describe ways in which developing student practitioners of mathematics should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The Standards for Mathematical Practice are descendants of the [Adding It Up proficiencies](#) (Kilpatrick, Swafford, & Findell, 2001) and the [NCTM process standards](#) (NCTM, 2000). They also descend from work on [Habits of Mind](#) (Driscoll, 1995) and the national syllabi of Singapore, Japan, and Finland. For more examples of the Mathematical Practices, see [Arkansas Standards for Mathematical Practices Look Fors.](#)

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

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

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

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

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

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

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

Research projects:

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

Scaffolding: This refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students’ capacity to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui & Bunch (2019) and Walqui & Van Lier (2010).

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

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

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

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

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

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

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

- **Academic vocabulary:**

- **General academic words and phrases:** Vocabulary common to written texts but not commonly a part of speech; as used in the ELP Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as “school navigational language.”

- **Content-specific words and phrases:** Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as “terms.” (Terms are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as “curriculum content language.” As defined in [Language standard 6](#) of the Arkansas State Standards, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the ELP Standards do not suggest that vocabulary taught to ELLs should be limited to only that defined by the Arkansas State Standards.)
 - **Three Tiers of Vocabulary** (Beck, McKeown, and Kucan, 2013):
 - **Tier One:** Words acquired through everyday speech, usually learned in the early grades. This tier consists of the most basic words: warm, dog, tired, run, talk, party, swim, look, and so on.
 - **Tier Two:** “The second tier contains words that are of high utility for mature language users and are found across a variety of domains. Examples include contradict, circumstances, precede, auspicious, fervent, and retrospect. These words are characteristic of written text and are found only infrequently in conversation, which means that students are less likely to learn these words independently,” (Beck, McKeown, and Kucan, 2013).
 - **Tier Three:** Domain-specific words that are specifically tied to content (e.g., “Constitution,” “lava”). In general, a rich understanding of these words would not be of high utility for most learners. “These words are probably best learned when a specific need arises, such as introducing filibuster during a unit about the U.S. Congress. The content words of science and social studies reside in this tier,” (Beck, McKeown, and Kucan, 2013).
 - **Frequently occurring vocabulary:** This includes common words and phrases, as well as idiomatic expressions.
 - **Social vocabulary/language:** Cummins (2000) refers to this as “surface proficiency” and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).

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

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

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

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