Louisiana
STUDENT
STANDARDS
CONNECTORS FOR ENGLISH LEARNERS (ELS)

DEPARTMENT of
EDUCATION
Louisiana Believes

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DEVELOPMENT OF K-12 LOUISIANA CONNECTORS FOR ENGLISH LANGUAGE LEARNERS

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

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

GUIDING PRINCIPLES

1. Potential

ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELs will produce language that includes features that distinguish them from their native-English-speaking peers, "it is possible [for ELLs] to achieve the standards for college-and-career readiness" (NGA Center & CCSSO, 2010b, p. 1).

2. Funds of Knowledge

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

3. Diversity in EL Progress in Acquiring English Language Proficiency

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

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

4. Scaffolding

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

5. Students with Limited or Interrupted Formal Education

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

6. Special Needs

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

7. Access Supports and Accommodations

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

8. Multimedia, Technology, and New Literacies

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

DESIGN FEATURES OF THE CONNECTORS

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

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

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

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

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

Organization of the ELP Connectors

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

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

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

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

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

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

Alternate Organization of the ELP Connectors

The ELP Connectors might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive[1], productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELs to meaningfully engage with their peers during content area instruction. (Connectors 9 and 10 address the linguistic structures of English and are framed in relation to the Louisiana Student Standards for ELA Language domain.)

Modalities	Domains	Corresponding ELP Connector	
Receptive[2] modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present.	Listening and Reading	1	construct meaning from oral presentations and literary and informational through grade-appropriate listening, reading and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
Productive Modalities: The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96	Listening, Speaking, Reading and Writing	2	participate in grade-appropriate oral and written exchanges of information, 2 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

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

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

Connectors 1 and 2 **Grade One**

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

Connectors 3 and 4   **Grade One**

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

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Connectors 5 and 6   **Grade One**

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

Connectors 7 and 8

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

Connectors 9 and 10   **Grade One**

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

Grade 1: Louisiana Connectors for English Learners: At-a-Glance

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

Support Resources and Tools

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

Feature	#	ELP Connector	Modality "channel" of Communication	Domain			
				Listening Comp.	Oral Production	Reading Comp.	Written Production
Language Necessary for Engagement in Content Area Practices FUNCTION	3	speak and write about grade-appropriate complex literary and informational texts and topics	**Productive-** planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast.		X		X
	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					
	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	**Interactive-** emphasizes the need for ELs to meaningfully engage with their peers, instructors, and source materials during content area instruction	X	X	X	X
	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					
	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	**Receptive-** reader and listener/viewer working with authentic written or oral documents where language input is meaningful and content laden	X	X		
Micro-Linguistics Features- FORMS	8	determine the meaning of words and phrases in oral presentations and literary and informational text	Connectors 8 through 10 address the linguistic structures of English and are framed in relation to the Louisiana Student Standards for ELA Language domain.				
	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					

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

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

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

2. **Correspondences with the Louisiana Student Standards for ELA & Literacy Standards**
A second type of correspondence analysis was conducted to show the relationship between the ELP Connectors and the language demands found in the Louisiana Student Standards for ELA & Literacy[3]. This second set of correspondences is particularly useful as the ELP Connectors and the Louisiana Student Standards for ELA & Literacy Standards have a similar internal construction (based on reading, writing, speaking, listening, and language).

What are the practices?

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

The practices identified within the Louisiana Student Standards for Mathematics and Science are key parts of the standards themselves[4] Because the Louisiana Student Standards for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA "Practices" was created through a close analysis of the priorities contained within the ELA standards themselves (CCSSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and ELA practices are shown in Figure 1.

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[3]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.

[4]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

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

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

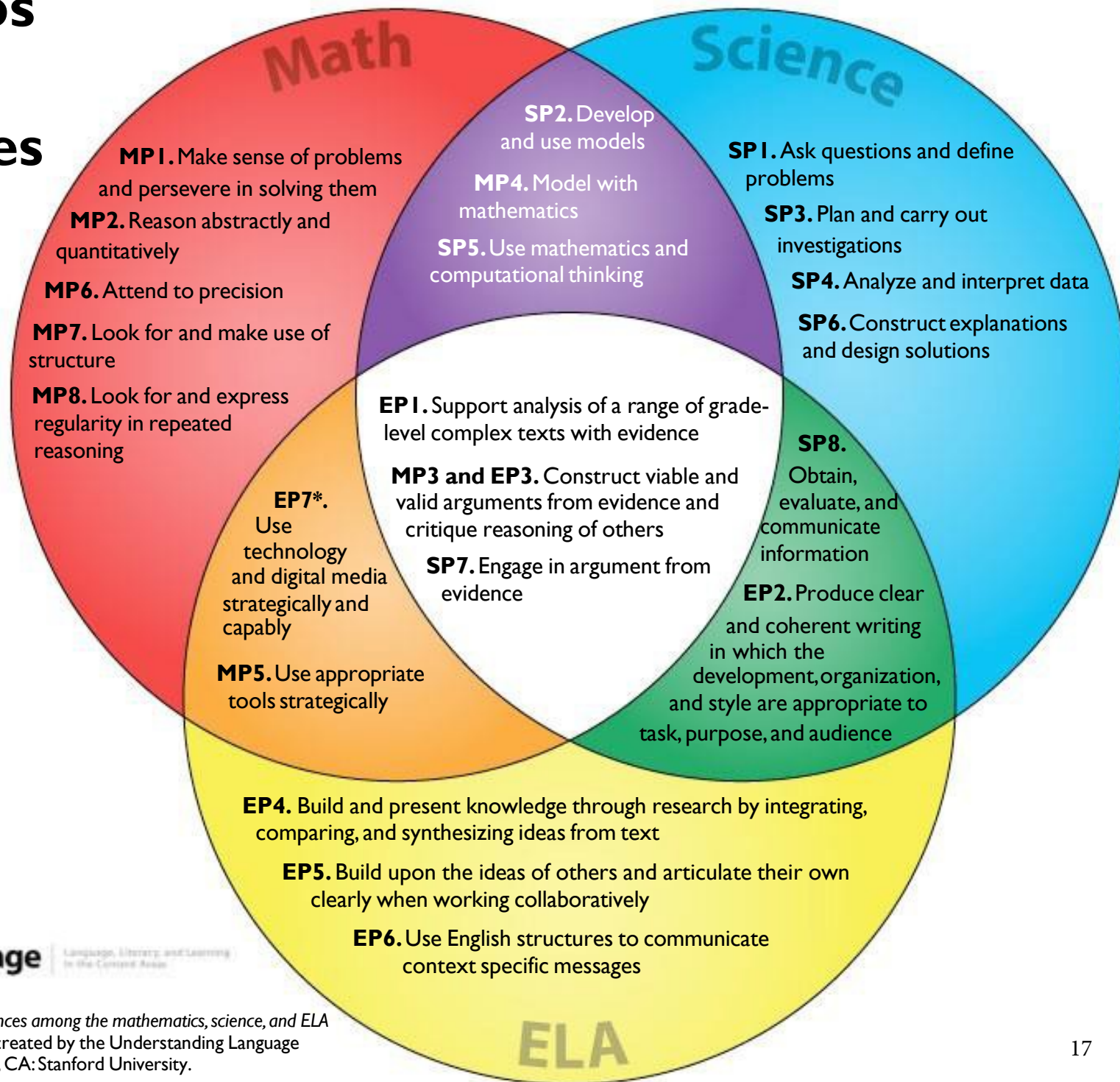**MP : C :: R&W : L, or, equivalently, MP : R&W :: C : L**

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

How do the practices interrelate?

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

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

Relationships and Convergences

Math

MP1. Make sense of problems and persevere in solving them

MP2. Reason abstractly and quantitatively

MP6. Attend to precision

MP7. Look for and make use of structure

MP8. Look for and express regularity in repeated reasoning

SP2. Develop and use models

MP4. Model with mathematics

SP5. Use mathematics and computational thinking

Science

SP1. Ask questions and define problems

SP3. Plan and carry out investigations

SP4. Analyze and interpret data

SP6. Construct explanations and design solutions

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

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

SP7. Engage in argument from evidence

SP8. Obtain, evaluate, and communicate information

EP7*. Use technology and digital media strategically and capably

MP5. Use appropriate tools strategically

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

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

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

EP6. Use English structures to communicate context specific messages

ELA

Found in Louisiana Student Standards for:
1. ELA
2. Math
3. Science

Stanford
GRADUATE SCHOOL OF
EDUCATION

Understanding **Language** | Language, Literacy, and Learning in the Content Areas

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

K-12 Practices Matrix

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

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

Grade One ELA Standards Matrix

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

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

Legend for Domains

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

Grade One

ELPC 1.1	By the end of each English language 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: identify a few key words from read-alouds, picture books, and oral presentations.	use an emerging set of strategies to: identify key words and phrases from read-alouds, simple written texts, and oral presentations	use a developing set of strategies to: identify main topics, answer questions about key details retell some key details or events from read-aloud texts, simple written texts, and oral presentations	use an increasing range of strategies to: identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations	use a wide range of strategies to: identify main topics ask and answer questions about key details retell stories, including key details from read-alouds, written texts, and oral presentations.

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

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

Literature	Informational Text
RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.3.** Describe characters, settings, and major events in a story, using key details. **RL.1.** Ask and answer questions about key details in a text. **RI.7.** Use the illustrations and details in a text to describe its key ideas. **SL.2**. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**RI.1.** Ask and answer questions about key details in a text. **RI.2.** Identify the main topic and retell key details of a text. **RI.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Grade One

ELPC 1.2	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.	listen to short conversations	participate in short conversations	participate in short discussions, conversations, and short written exchanges	participate in discussions, conversations, and written exchanges	participate in extended discussions, conversations, and written exchanges
		take turns	follow rules for discussion	follow rules for discussion	follow rules for discussion
			ask and answer simple questions	ask and answer questions	ask and answer questions
	respond to simple yes/no and some wh questions	respond to simple yes/no and wh-questions		respond to the comments of others	build on the comments of others
				make comments of his or her own	contribute his or her own comments
	about familiar topics.	about familiar topics	about familiar topics	about a variety of topics and texts.	about a variety of topics and texts.

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. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	**MP1.** Make sense of problems and persevere in solving them. **MP6.** Attend to precision.	**SP4.** Analyze and interpret data. **SP6.** Construct explanations and design solutions. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:
W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.   **SL.1.** Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   c. Ask questions to clear up any confusion about the topics and texts under discussion.

Grade One

ELPC 1.3	By the end of each 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.	communicate simple information or feelings about familiar topics or experiences.	communicate simple messages about familiar topics, experiences, or events.	deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events	using simple sentences and drawings or illustrations, deliver short simple oral presentations compose written texts about a variety of texts, topics, experiences, or events.	including a few descriptive details, deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events.
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.

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

Grade One

ELPC 1.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	**Level 5**
An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence.	express a preference or opinion	express an opinion about familiar topics, experiences, or events.	express an opinion give a reason for the opinion about familiar stories, experiences, or events.	express opinions give a reason for the opinion about a variety of texts topics, experiences, and events.	express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety of texts, topics, experiences, or events.

when 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. **EP3.** Construct valid arguments from evidence and critique the reasoning of others. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively. **EP6.** Use English structures to communicate context-specific messages.	**MP3.** Construct viable arguments and critique reasoning of others. **MP6.** Attend to precision.	**SP4.** Analyze and interpret data. **SP7.** Engage in argument from evidence. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:
W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **SL.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade One

ELPC 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, participate in shared research projects gather information label information from provided sources showing limited control.	with prompting and support from adults, participate in shared research projects gather information summarize some key information from provided sources showing emerging control.	with prompting and support from adults, participate in shared research projects gather information summarize information from provided sources showing developing control.	with prompting and support from adults, participate in shared research projects gather information summarize information answer a question from provided sources showing increasingly independent control.	with prompting and support from adults, participate in shared research projects gather information summarize information answer a question from provided sources showing independent control.

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

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:
W.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **SL.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade One

ELPC 1.6	By the end of each 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.	[Standard introduced at Level 2.]	with prompting and support, identify a reason an author or a speaker gives to support a point.	identify one or two reasons an author or a speaker gives to support the main point	identify reasons an author or a speaker gives to support the main point.	identify appropriate reasons an author or a speaker gives to support the main point.
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. **EP3.** Construct valid arguments from evidence and critique the reasoning of others. **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		**MP1.** Make sense of problems and persevere in solving them. **MP3.** Construct viable arguments and critique reasoning of others.		**SP1.** Ask questions and define problems. **SP6.** Construct explanations and design solutions. **SP7.** Engage in argument from evidence. **SP8.** Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
RI.8. Identify the reasons an author gives to support points in a text. **W.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **SL.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.					

Grade One

ELPC 1.7	By the end of each 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.	[Standard introduced at Level 2.]	[Standard introduced at Level 2.]	show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	show awareness of differences between informal "playground speech" and language appropriate to the classroom use some words learned through conversations, reading, and being read to.	shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time use words learned through conversations, reading, and being read to.

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.

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

W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.6. Produce complete sentences when appropriate to task and situation.

L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade One

ELPC 1.8	By the end of each English 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),	with prompting and support (including context and visual aids),	using sentence-level context and visual aids,	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes),
	recognize the meaning of a few frequently occurring words and phrases	answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases	answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases	answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions	answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions
	in simple oral presentations and readalouds about familiar topics, experiences, or events.	in simple oral presentations and readalouds about familiar topics, experiences, or events.	in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.

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.

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

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

Literature
RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*).
c. Identify real-life connections between words and their use (e.g., *note places at home that are cozy*).
d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Grade One

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

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.

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

W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade One

ELPC 1.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	**Level 5**
An EL can… make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), understand and use a small number of frequently occurring nouns and verbs, understand and use very simple sentences respond to simple questions.	with support (including visual aids and sentences) recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) produce simple sentences.	with support (including modeled sentences), use some singular and plural nouns use verbs in the present and past tenses use frequently occurring prepositions and conjunctions produce and expand simple Sentences in response to prompts.	use an increasing number of singular and plural nouns, and verbs use present and past verb tenses with appropriate subject-verb agreement use frequently occurring prepositions and conjunctions produce and expand simple and some compound sentences in response to prompts.	use singular and plural nouns with matching verbs, use past, present, and future verb tenses use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences In response to prompts.

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.

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

Proficiency Level Descriptors for English Language Proficiency Connectors

The purpose of this Proficiency Level Descriptors[6] for English Language Proficiency Standards document is to complement, rather than replace, the ELP Connectors. This document provides summary definitions and more detailed descriptions of what ELs' language forms[7] might look like as ELs gain proficiency with the strategic set of language functions[8] outlined in the ELP Connectors. Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the PLDs are situated.

Proficiency Level Descriptor Summaries

In general, PLDs provide "descriptions of the level of English language knowledge and skills required of each [proficiency] level" (Perie, 2008, p. 15). When designing the ELP Standards, the language forms outlined in the PLDs were embedded throughout the grade-level/grade-span ELP Connectors according to the grade-appropriate expectations that had been placed in each ELP Connector.

High level summaries of the PLDs provide an overview in relation to:
1. the degree of control of English that ELs typically show as they participate in grade-appropriate classroom-based activities involving the strategic language functions outlined in the ELP Connectors; and

2. what the forms of ELs' language-related performance typically look like.

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

	By the end of each ELP level, an ELL can...				
	Level 1	Level 2	Level 3	Level 4	Level 5
Proficiency Level Descriptors Summaries	• show limited control of English when participating in grade-appropriate classroom activities • convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary	show emerging control of English when participating in grade-appropriate classroom activities • convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary	• show developing control of English when participating in grade-appropriate classroom activities • use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary	• show increasingly independent control of English when participating in grade-appropriate classroom activities • convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary	• show independent control of English when participating in grade-appropriate classroom activities • convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary

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[6] A note on the use of the term Proficiency, rather than Performance, in this phrase: The ELP Connectors focus on proficiency levels rather than performance levels. For consistency with the ELP connectors, this document uses the term Proficiency Level Descriptors, rather than Performance Level Descriptors as had been suggested in Perie (2008), a journal article that primarily focuses on creating PLDs for content-area assessments. The descriptors detailed in this document address five ELP levels; the uppermost ELP level is part of the calculation of whether a student is fully English proficient.

[7] As used in the ELP Connectors, the term language forms refers to vocabulary, grammar, and discourse specific to a particular content area or discipline s used in the ELP connectors, the term language functions refers to what students do with language to accomplish content-specific tasks.

Additionally, once a student is considered English proficient for the purposes of EL assessment and eligibility for EL services, the student will continue to develop English language skills beyond involvement in an English language development program. Development of language skills is an ongoing process that continues throughout one's lifetime.

Detailed Proficiency Level Descriptors

The progressions shown in Table 2 provide more detailed information on the language forms which were embedded in ELP Standards according to grade-appropriate expectations. They show an increasingly sophisticated use and control of language forms at the discourse, sentence, and vocabulary levels, as ELLs develop use and control of the language functions needed to participate in content-specific practices (Bailey, Reynolds Kelly, Heritage, Jones & Bernstein-Blackstock, 2013; Bailey & Heritage, 2008; Cook, White, Castro, Patton, & Bird, 2012; Valdes, Walqui, Kibler, & Alvarez, 2012).

During development, the PLDs in Table 2 were framed in relation to the "high-leverage characteristics" (Bailey, et al., 2013 p. 84) needed for addressing the language demands found within CCR standards, at the discourse, sentence, and vocabulary [9]levels. Bailey and colleagues (2013) clarify that "Analogous to Stevens et al.'s (2009) notion of a hypothetical learning trajectory, linguistic hallmarks present the trajectory of individual linguistic and discourse features" (p.74) helping to delineate steps taken along the progression of English language development. Based on the authors' preliminary analyses of pilot data, characteristics for discourse, sentence, and vocabulary levels include:

1. **Discourse level:** level of control over organization, cohesion, and overall stamina
2. **Sentence level:** sophistication of sentence structure
3. **Vocabulary level:** sophistication of vocabulary (e.g., range and specificity), including expansion of word groups and grammatical forms

Table 2. Detailed Proficiency Level Descriptors for Forms Embedded within the ELP Connectors[10]

	By the end of each ELP level, an ELL can...				
	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse Level What is the amount of content-specific language that can be quickly processed or easily produced?	• simple information about an event, experience, and/or topic	• a brief sequence of events in order and/or introduction of a topic with supporting details	• related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced)	• related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation)	complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation}
	• short sentences composed of simple or predictable phrases or sentences	• multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems	• related paragraphs on grade-appropriate content-area texts	• multiple paragraphs containing a variety of sentences on grade-appropriate content-area text	• multiple paragraphs, chapters, and essays on grade-appropriate content-area text

[9] Referred to as the "word" level in Bailey & Heritage, 2008; Bailey, et al., (2013).

[10] As a reminder: See the grade-level/grade-span ELP Connectors

	• limited (i.e., initial) cohesion among sentence structures	• loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases	• developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions	• increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing)	• accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events
Sentence Level How much information is packed within a sentence structure (clause) or sentence?	syntactically simple sentences including: • verb tenses such as present, present progressive, simple future (going to), simple past • modifiers such as adjectives, adverbs • simple grammatical constructions (e.g. commands, some wh questions, declaratives) • common social and instructional patterns or forms	combinations of simple sentence structures including: • verb tenses such as past tense (irregular), past progressive, simple future • modifiers such as frequently occurring prepositions, adjectives, adverbs • repetitive phrases and sentence patterns across content areas	descriptive sentences characterized by frequently occurring complex sentence structures including: • verb tenses such as present perfect • modifiers such as subordinating conjunctions, and prepositional phrases • simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas	descriptive sentences characterized by increasingly complex sentence structures including: • verb tenses such as past perfect • modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers) • expanded simple compound, and complex sentence patterns characteristic of content areas	descriptive sentences characterized by wide variety of sophisticated sentence structures including: • verb tenses such as passive voice and subjunctive • modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) • a wide range of idiomatic and unique sentence patterns characteristic of content areas
Vocabulary Level What is the range and specificity of words, phrases, and expressions used?	a limited (i.e., initial) range of simple vocabulary including: • very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents)	a simple vocabulary including: • frequently occurring words and phrases	a developing vocabulary including: • words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions	a wider vocabulary including: • a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases	a wide vocabulary including: • a larger proportion of vivid, less frequently occurring words and phrases

• a small number of frequentlyoccurring words, phrases, and formulaic expressions based on literal definition of words	• one to two forms of words and phrases based on specific context, such as social, instructional, and generalterms, cognates, and expressionsacross contentareas	• an emerging awareness of how to create new words from familiar words (i.e., electricity fromelectric), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaningwords	• multiplemeanings of words and phrases across contexts, such as specificand technical content-relatedterms, cognates, and expressionsand somecontent-specificcollocations	• precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstractcontent-relatedvocabulary, cognates,content-specific collocations, and figurative language
• frequently occurring pronouns used with initial control (and occasional misapplications)	• frequently occurring pronouns used with increasing precisecontrol	• relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where,when,why)	• an increasing number of intensive pronouns to add emphasis to a statement(e.g., myself,ourselves)	• precise use of intensive pronouns
• nonverbal communication	• a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurativemeaning) that are grammatically simple in form	• transparentidiomswith developinggrammatical complexity	• semi-transparent idioms (i.e., expressions in which the link between literal andfigurative meaning is less obvious) with increasing grammaticaland figurative complexity	• opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) withgrammaticaland metaphorical complexity

A Note on Tables 1 and 2

The Levels 1–5 descriptors in Table 1 and Table 2 describe targets for EL performance by the end of each ELP level. However, students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELs' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1–5 descriptors describe proficiency at the end of each ELP level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

At any given point along their trajectories of English learning, ELs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, EL status is a temporary status, an ELP level does not categorize a student (e.g., "a Level 1 student"), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1").

A Note on Scaffolding

While many ELP standards' PLDs include references to scaffolding, the PLDs shown in this document do not include reference to scaffolding in relation to ELP levels. As outlined in Guiding Principle 4 of the ELP Standards, it is recommended that scaffolding should not be framed only as support to be provided to ELs with lower levels of ELP, and it is important to avoid encouraging or reinforcing static notions of what students can or cannot do at various levels of ELP. **Guiding Principle 4 states**:

> ELs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student. (CCSSO, 2013, p. 4; emphasis added)

It is important that educators use a more nuanced approach to scaffolding (Walqui, Bunch, Kibler, & Pimentel, 2013). Scaffolding can be provided to students throughout the process of ELP, not just at the lower ELP levels.

Students at every level of English language proficiency will engage in some academic tasks that require little or no scaffolding because the students have already mastered the requisite skills and language; other tasks that require moderate scaffolding because the students can carry out some aspects of the task independently but require linguistic or other support for other aspects; and tasks that require substantial scaffolding because they entail cognitively and linguistically unfamiliar and challenging content or skills. (Walqui et al., 2013, p. 5; emphasis in original)

CognitivelyUndemanding (BICS)

Following Directions	Telephone Conversation
Face-to-Face Conversation	Note on the Refrigerator
Buying something (popcorn, soda)	Written Directions, Instructions
Oral Presentations	(No diagrams or illustrations)
Content Classes; Art, Music, P.E.	

A | **C**

Context Embedded | **Context Reduced**

B | **D**

B	D
Demonstrations, Experiments	Standardized Tests
A-V Assisted Lessons	LEAP; ACT; EOC
Basic Math Computations	Reading / Writing
Plane Geometry	Math Concepts and Applications
Projects and Activities	Explanations of New Abstract
Health Instruction	Concepts
Social Studies	Lecture with few Illustrations
Science Experiments	Social Science Texts Mainstream English Texts
	Most Content Classes

SCAFFOLDS PROVIDED

Cognitively Demanding (CALP)

The horizontal axis of the BICS/CALP matrix represents a continuum from 'context-embedded' to 'context-reduced', ranging from the situation in which the learner uses external clues and information, such as facial gestures, real objects and pictorial representation to enable understanding, to the other extreme where the learner must rely on linguistic cues, and knowledge about language and text to understand meanings. The vertical axis relates to the degree of active cognitive involvement in a task, moving from tasks that are not very demanding to increasing cognitively challenging activities. So, an activity in the upper left corner (cognitively undemanding and context-embedded) such as face to face conversations might be appropriate for a beginner, but tasks in the lower right corner (more cognitively demanding and context-reduced) such as writing a standardized test, would be a task for advanced learners. Cummins' model has proved helpful in identifying and developing appropriate tasks for bilingual pupils. For example, in preparing tasks for a newly arrived second language learner, teachers might start with contextualized tasks and practical activities that are of low cognitive demand, such as naming items or a simple matching exercise. More proficient learners would require contextual support, but would need more cognitively demanding tasks.

The ultimate goal is to take students from quadrant A, where they have conversational skills but still need context clues to comprehend well, to quadrant D where they will have success with cognitively demanding tasks without context clues.

How do you do that?

The answer lies in quadrant B where students receive instruction in cognitively demanding grade level tasks but still have the support from specially designed instruction to assist them with understanding. This is why Sheltered English instruction is so important for the student who is limited in English, and why teachers must provide context rich instruction.

Also, it is important to understand that a student may exhibit language which appears fluent in general conversational settings, but who may still have difficulty in academic settings. He may have the basic fluency to be successful with cognitively undemanding tasks but may lack the literacy required for academically and cognitively demanding activities. The teacher needs to be aware of the needs of the English Language Learner in order to design the instruction with all of the supports needed. With that support in place the student will eventually be able to move into quadrant D activities with great success.

The English Language Proficiency Connectors are written as pathways to the Louisiana Student Standards. The ELP Connectors are   designed to supplement the Louisiana Student Standards to ensure that English learners (ELs) develop proficiency in both the English   language and the concepts and skills contained in Louisiana Student Standards.

This section contains language functions and forms that native English speakers acquire mostly before entering school or naturally at home. These language functions and forms, however, need to be explicitly taught to English learners (ELs). They may   be taught to ELs at all grade levels, and as the need and context arises.

Forms of a language deal with the internal grammatical structure of words. The relationship between *boy* and *boys*, for example, and   the relationship (irregular) between *man* and *men* would be **forms** of a language.

A language **function** refers to the purpose for which speech or writing is being used.
 In speech these include:

- giving instructions

- introducing ourselves

- making requests

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include:

- describing processes

- comparing or contrasting things or ideas, and

- classifying objects or ideas

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs,
cells, and   genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English   language   in order to reach higher levels of proficiency.

Pozzi, D. C. (2004). Forms and Functions in Language: Morphology, Syntax. Houston, TX: College of Education, University of Houston

ADAPTED   FROM: **www.ode.state.or.us/teachlearn/standards/elp/files/all.doc.**

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions
Asking Clarifying Questions	Questions with increasing specificity
Expressing and Supporting Opinions	Sentence structure, modals (will, can, may, shall)
Comparing Contrasting	Adjectives and conjunctions, comparatives, superlatives, adverbs Comparative adjectives
Summarizing Persuading	Increasingly complex sentences with increasingly specific vocabulary Verb forms
Literary Analysis	Sentence structure, specific vocabulary
Cause and Effect	Verb forms
Drawing Conclusions	Comparative adjective
Defining Explaining	Nouns, pronouns, and adjectives Verb forms, declarative sentences, complex sentences, adverbs of manner
Generalizing	Abstract nouns, verb forms, nominalizations
Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
Interpreting	Language of propaganda, complex sentences, nominalizations
Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
Hypothesizing and speculating	Modals (would, could, might), compound tenses (would have been)

ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS ALL GRADES

1. Language Function: **Expressing Needs and Likes**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS:
Students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. Early stages show no verbal responses while in later stages one or two word responses are expected. Students respond in single words and phrases, which may include subject or a predicate. Many speech errors are observed. *(bear, brown)*	Students demonstrate increased comprehension of general meaning and some specific meaning; use routine expressions independently and respond using phrases and simple sentences, which include a subject and predicate. Students show basic errors in speech. *(The bear is brown. He is eating.)*	Students demonstrate good comprehension of general meaning; increased comprehension of specific meaning; responds in more complex sentences, with more detail using newly acquired vocabulary to experiment and form messages. *(The brown bear lived with his family in the forest.)*	Students demonstrate consistent comprehension of general meaning; good understanding of implied meaning; sustain conversation, respond with detail in compound and complex sentences; actively participate using more extensive vocabulary, use standard grammar with few random errors. *(Can bears live in the forest if they find food there?)*	Students' comprehension of general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary; use of conventions for formal and informal use. *(Would you like me to bring pictures of the bear that I saw last summer?)*	
One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two*, *apples*, or *tree*)	Simple sentences with subject/verb/object. *"I like/don't like—(object)—." I need a /some —(object)—."*	Elaborated sentences with subject/verb/object	Sentences with subject/verb/object and dependent clause	Complex sentences, perhaps with tags or embedded questions	Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

2. Language Function: **Describing People, Places and Things**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Common nouns and adjectives	Simple sentences with the verb to be, using common nouns and adjectives. *The (my, her) _____ is/are_____. A (it) has/have _____.*	Elaborated sentences has/have/had or is/are/were with nouns and adjectives	Compound sentences with more specific vocabulary (nouns, adjectives)	Complex sentences with more specific vocabulary (nouns, adjectives)	Nouns Pronouns and Adjectives: Students learn to understand and generate oral and written language with nouns, pronouns and adjectives.

3. Language Function: **Describing Location**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Demonstrated comprehension of total physical response commands, including prepositions (e.g., *on, off, in, out, inside, outside*)	Simple sentences with prepositional phrases (e.g., *next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of, above, below, under*)	May include two prepositional phrases with more difficult prepositions (e.g., *in front of, behind, next to*)	Complex sentences with phrases using prepositions (e.g., *beneath, within*)	Complex sentences with phrases using prepositions (e.g., *beneath, within*)	Prepositional Phrases: Students learn to understand and generate oral and written language with prepositional phrases.

4. Language Function: **Describing Action**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Demonstrate comprehension (perform or describe actions)	Present progressive	Variety of verb tenses and descriptive adverbs	Adverb clauses telling *how, where*, or *when*	Adverb clauses telling *how, where*, or *when*.	Present Progressive, Adverbs: Students learn to understand and generate oral and written language skills with present progressive and adverbs.

5. Language Function: **Retelling/Relating Past Events**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Single words in response to past tense question	Simple sentences with past progressive _____ (pronoun) _____was/were _____-ing.	Simple sentences with regular and irregular past tense verbs "Yesterday/Last_____/O nday (pronoun) ed (prep. phrase or other direct object)." First____and then . Finally	Compound sentences using past tense and adverb	Present progressive/past perfect tense with specialized prepositions _____have/has been -ing since/for	Past Tense Verbs: Students learn to understand and generate oral and written language with past tense verbs.

6. Language Function: **Making Predictions**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
In response to questions, may respond by circling, pointing, and so on, or answer with one or two words	The_____is/are going to _____.	The_____will _____.	Conditional (could, might) mood in complex sentences	Conditional (could, might) mood in complex sentences	Verbs: Future Tense, Conditional Mood: Students learn to understand and generate oral and written language with future tense verbs and conditional mood.

7. Language Function: **Asking Informal Questions**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Simple questions about familiar or concrete subjects	Present or present progressive tense questions with *to be*	Who, what, where, why questions with *do* or *did*	Detailed questions with *who, what, when, where, why* and *how*	Detailed questions with expanded verb phrase	Verbs and Verb Phrases in Questions: Students learn to understand and generate oral and written language with verbs and verb phrases in questions.

8. Language Function: **Asking Clarifying Questions**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Not Applicable	Formula questions clarifying classroom procedures, rules and routines	Formula questions clarifying classroom procedures, rules and routines	A variety of fairly specific questions clarifying procedures or content	Varied, specific questions clarifying procedures or content	Questions with Increasing Specificity

9. Language Function: **Expressing and Supporting Opinions**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
I like/don't like_____(concrete topics).	I think/agree with (don't) .	I think/agree with (don't) _____because_____.	In my opinion _____ should_____because/so .	Complex sentences using modals and clauses	Sentence Structure

10. Language Function: **Comparing**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Single words or phrases in response to concrete comparison questions	Sentences with subject/ verb/adjective showing similarities and differences	Subject/verb/adjective, *but_____*. Adjective with –er or –est	Varied sentence structures with specific comparative adjectives and phrases	Complex sentence structure with specific comparative language	Adjectives and Conjunctions

11. Language Function: **Contrasting**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS	
	Sentences with subject/verb/adjective showing similarities and differences	Subject/verb/adjective *like_____but* subject/verb/adjective	Subject/verb/adjective, *Both* subject/verb,*but*	Approximately used idiomatic phrases and contrasting words (e.g., *whereas,* and *in contrast)*	Comparative	Adjectives

12. Language Function: **Summarizing**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS	
	Simple sentences with key nouns, adjectives, and verbs	Compound sentences with *and/but*	Conjunctions that summarize (*to conclude, indeed, in summary, in short)*	Conjunctions that summarize (*indeed, therefore, consequently)*	Increasingly Sentences Increasingly Vocabulary	Complex with Specific

13. Language Function: **Persuading**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
		Imperative verb forms	Complex sentences with future and conditional	Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clauses	Verb Forms

14. Language Function: **Literary Analysis**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Single words for character and setting	Simple sentences (subject/verb/adjective) (subject/verb/object)	Compound sentences with *and, because, before, after*	Descriptive language in more complex sentences	Specific descriptive language in complex sentences	Sentence Structure and Specific Vocabulary

15. Language Function: **Cause and Effect Relationship**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
	Answer cause and effect question with a simple response	Descriptive sentences with past tense verbs	Complex sentences with past tense verbs	Conditional: If _____ had/hadn't_____. _____ would/wouldn't have	Verb Forms

16. Language Function: **Draw Conclusions**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
		Comparative adjectives with past tense verbs in simple sentences	Comparative adjectives with conjunctions such as *although, because, that*	Comparative adjectives with idiomatic phrases and passive voice	Comparative Adjectives

17. Language Function: **Defining**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Patterned responses: *A table is furniture/ A boy is a person.*	Simple terms, aspects of concrete and familiar objects, regular nouns singular and plural, personal pronouns, present tense, simple sentences	Connected text including irregular nouns, personal, possessive pronouns and adjectives with some irregular past tense verbs	Concrete and abstract topics using irregular nouns, singular and plural, personal and possessive pronouns and adjectives	Clear, well-structured, detailed language on complex subjects, showing controlled use of nouns, pronouns, adjectives	Nouns, Abstract Nouns, Pronouns, Adjectives: Students learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives

18. Language Function: **Explaining**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Main points in familiar idea or problem with some precision using simple indicative verb forms in simple declarative sentences *(Large oaks grew in the park/ The length of the room is 40 feet.)*	Explain simple, straightforward information of immediate relevance, using regular verbs and adverbs of manner in declarative sentences and compound sentences *(Maria planted the petunia seeds carefully.)*	Get across important points using declarative, compound and complex sentences, regular and irregular verb forms Complex: *As I came home, I stopped at the store.* Compound: *The children who came in early had refreshments, but those who came late had none.*	Get across which point he/she feels is most important using regular and irregular verb forms, adverbs of manner and compound-complex sentences. Adverbs of manner: *The children who sang loudly got a cookie, but those who didn't sing had none.*	Main points in familiar idea or problem with some precision using simple indicative verb forms in simple declarative sentences *(Large oaks grew in the park/ The length of the room is 40 feet)*	Verb Forms- Indicative verb *(makes a statement of fact),* Declarative Sentences, Complex Sentences, Adverbs of Manner: Students learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.

19. Language Function: **Generalizing**					
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**TARGET FORMS**
		Imperative mode: expresses command *(Take me home. Stay there.)* Collective nouns name, as a unit, the members of a group *(herd, class, jury, congregation).*	Indicative mode: makes a statement of fact *(The temperature is low.)* Abstract nouns: name things or ideas that people cannot touch or handle *(beauty, honesty, comfort, love).*	Subjunctive mode: expressing a condition contrary to fact or expressing a doubt *(If only he were here.)*	Nouns–Common, Collective and Abstract Nouns; Verb Forms: Nouns–Common, Collective and Abstract Nouns; Verb Forms:

20. Language Function: **Evaluating**					
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**TARGET FORMS**
Adjectives that point out particular objects *(that wagon, those toys, each person, every girl)* Number adjectives: *(two men, ten ships, the third time, the ninth boy)*	Adjectives used to limit: *(few horses, much snow, little rain)*	Evaluate simple direct exchange of limited information on familiar and routine matters using simple verbs and adjectives. Correlative conjunctions are used in pairs: both – and; not only – but also *(Neither the teacher nor the students could solve the problem.)*	Qualify opinions and statements precisely in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc.	Convey finer, precise shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices, such as adverbs that express degree *(This class is too hard.);* clauses expressing limitations *(This is a school van, but it is only used for sports.);* and complex sentences	Complex Sentences; Increasing Specificity of Nouns, Verbs, and Adjectives; Correlative Conjunctions: Students learn to understand and use complex sentences using very specific nouns, verbs and adjectives.

21. Language Function: **Interpreting**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Interpret a single phrase at a time, picking up familiar names, words, and basic phrases *(D'Onofrio chocolates are the best.)*	Interpret short, simple texts containing the highest frequency vocabulary	Interpret short, simple texts on familiar matters of a concrete type, which consist of high frequency every day or school-related language	Interpret a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning	Interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial non-literary writings	Language of Propaganda, Complex Sentences: Students learn to identify and interpret the language of propaganda and use complex sentences.

22. Language Function: **Sequencing**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Subject *(The girl who was sick went home.)* Natural sequencing	Direct object *(The story that I read was long.)* Indirect object *(The man to who[m] I gave the present was absent.)*	Prepositional object *(I found the book that John was talking about.)*	Possessive *(I know the woman whose father is visiting.)* Subordinate conjunctions- used to join two grammatical parts of equal rank *(Although he worked hard, he did not finish his homework.)*	Object of comparison *(The person whom Susan is taller than is Mary.)*	Adverbs of time, Relative clauses, and Subordinate conjunctions: Students learn sequencing using adverbs of time, relative clauses and subordinate conjunctions.

23. Language Function: **Hypothesizing and Speculating**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
		Auxiliary verbs that indicate futurity: *will* and *shall*	Auxiliary verb indicating desire or intent: *would*	Auxiliary verbs include modal verbs, which may express possibility: *may, might, can, could.*	Modals (would, could, might), Compound tenses (would have been): Students learn to hypothesize and speculate using modals and compound tenses.

24. Language Function: **Summarizing**

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Copy out short texts; can copy out single words and short texts	Paraphrase short written passages in a simple fashion, using the original text wording and ordering; pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience	Summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion; summarize the plot and sequence of events in a poem or play; collate short pieces of information from several sources and summarize them for someone else	Summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes	Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result	Modals (would, could, might), Compound tenses (would have been): Students learn to summarize and speculate using modals and compound tenses.

QUESTIONS TO ASK:

- What linguistic challenges will the lesson/text present? **(Function and/or Form)**
- What vocabulary/language structure (**Forms**) needs pre-teaching so students can comprehend and participate?
- What level of differentiation (scaffolds provided) must be done so that students can participate independently (listening, speaking, reading, writing)?

KEEP IN MIND:

- El students my appear proficient as they talk about personal topics, but will develop difficulty when they are required to listen, speak, read and write in academic content areas.
- We can help ELs develop academic proficiency by teaching the language they need to complete a required task.
- Attempt to <u>increase</u> academic demands while <u>decreasing</u> language demands.

LANGUAGE DEMANDS (OBJECTIVE):

1. What is the content knowledge (objective) being presented in the lesson?

2. What is the purpose for which the language is being used? (**language function**)

- express needs/likes
- describe
- retell
- predict
- compare/contrast
- summarize
- question
- explain
- persuade
- cause/effect
- define
- sequence

- convince
- label
- demonstrate
- classify
- provide
- use
- apply
- determine
- justify
- discuss
- apply
- suggest

(Not an exhaustive list)

3. What will students do to accomplish the above purpose (language skills)?

Listen　　　　　　Speak　　　　　　Read　　　　　　Write

Types of Language Demands

> **Receptive**- demands that refer to the language students **must understand** in order to complete task

> **Productive**- demands that refer to language students **must use** to complete task

> **Interactive**- kind of productive demands that involve **two-way interactive communication** and negotiation of meaning

4. What vocabulary/concepts are essential for students to engage in the lesson? What is the content-area vocabulary that students need to use, produce, process and/or understand?

5. What **form** (grammar or language structure) could be addressed in lesson or student will need to complete task?

- forming questions
- nouns
- pronouns
- adjectives
- adverbs
- verb tense
- use of "s"
- subject-verb agreement

- sentence structure
- punctuation
- pronouns
- If_____, then statements
- comparisons
- contractions
- plurals
- more than, less than

(Not an exhaustive list)

6. What activity/assignment will the students be responsible for? What supports (graphic organizer, pictures sentence/paragraph frames; manipulatives, book on tape, native English speaking partner, etc.) will the students need to independently complete the task?

Write down everything that students need to demonstrate, know, or do in order to successfully complete task(s) in terms of…

Content Knowledge	Analytical Skills	Language	
		Function	**Form**

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 itsel

Control: As used in the ELP Standards, refers to the degree to which a student may use a particular form with stability and precision.

For example, independent control occurs when "In more sophisticated explanations, children have little or no difficulty simultaneously employing many complex and sophisticated linguistic devices [see **Linking words**], and their explanations require little effort from a listener to understand the steps or process being explained" (Bailey, 2013, p. 13).

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

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

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

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

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

EP: ELA "Practices," which describe ways in which developing student practitioners of ELA should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The practices are student actions, not teaching practices. Developed for the ELPD Framework by CCSS for ELA writer Susan Pimentel as analogous to the existing mathematics and science & engineering practices, but not found in the original CCSS for ELA.

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

Formulaic expressions: Expressions produced in accordance with a mechanically followed rule or style. In the initial stages of English l anguage acquisition, formulaic expressions are learned as a "chunk" in reference to familiar topics or objects in the immediate environment. Examples of formulaic expressions used during the initial phrase of English language acquisition in schools include "go to the bathroom," "stand in line," and other habitually-used phrases. These prefabricated units are important because they serve as a bridge to connect vocabulary and grammar. Cowie (1998) argues that formulaic expressions are a crucial step in helping student move towards the acquisitions of idioms and the development of native-like proficiency.

Frequently occurring words and phrases: As used in the ELP Standards, this refers to words and phrases used commonly in the classroom and to everyday language used in schools. It is important to note that this does *not* refer to the [Top 100 High-Frequency Words](#) (e.g., "the," "a," "and," "but"). The term "basic" is not used in the ELP Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

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

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

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

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

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

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

Nonverbal communication: As used in the ELP Standards, this term refers the process of communication through sending and receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the ELP Standards may include gestures, nods, thumbs up or down, or facial expressions.

Organize: In the ELP Standards, refers to discourse that conveys temporal, causal, categorical, or other logical relationships that are consistent with the author's apparent purpose in conveying information, narrating a story, making a persuasive argument, or some other emergent discourse form.

Productive language skills: Skills involved in producing language in spoken or written form. This modality "places the learner as speaker [and/or] writer for a 'distant' audience (one with whom interaction is not possible or is limited). The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise it before publication or broadcast" (Phillips, 2008, p. 96).

Receptive language skills: Skills involved in interpreting and comprehending spoken or written language. This modality "refers to the learner as a reader [and/or] listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task, to promote understanding of language and content in order to develop a personal reaction" (Phillips, 2008, p. 96).

Referent: The thing that a word or phrase denotes or stands for; examples may include abstractions or physical examples.

Recognize: As used in the ELP Standards, this verb refers to instances when a student might recognize the meaning of the words, using verbal communication or non-verbal communication.

Registers: Distinguishable patterns of communication based upon well-established language practices, such as the language used in subject-area classrooms. Registers are a "recognizable kind of language particular to specific functions and situation. A well-known non-academic example is *sports announcer talk*" (Ferguson, 1983, p. 155).

Research projects:

- **Short research project:** An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.
- **More sustained research project:** An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Scaffolding: As defined in [Appendix A of the CCSS ELA & Literacy Standards](#), this refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui et al. (2013).

Sentence structures: As used in the ELP Standards and the Proficiency Level Descriptors, language structures include simple, compound, complex sentences, and the range of other language structures.

Simple: As used in the ELP Standards, this generally refers to the grammatical structure of a phrase, sentence, or text relative to its complexity or density. A "simple" sentence may use subject+verb+object construction without any embellishments.

Source: As used in the ELP Standards, this refers to speech or text used largely for informational purposes, as in research.

SP: The NGSS *Science and Engineering Practices.* The practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. The *Science and Engineering Practices* "describe behaviors that scientists engage in as they investigate and build models and theories about the natural world" ([NGSS, 2013](#)). As noted in [Appendix F of the NGSS](#) (NGSS Lead States, 2013), chapter three of the [*Science Framework for K-12 Science Education*](#) (NRC, 2012) provides background on the development of the *Science and Engineering Practices*. For more information and examples, see [Bybee (2011)](#).

Variety of topics: As used in the ELP Standards this refers to a range of topics that may be either familiar or unfamiliar to the student (i.e., requiring support to build the student's background knowledge or particular context knowledge).

Visual aids: As used in the ELP Standards, this refers to pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, and picture dictionaries.

Vocabulary: A set of words, phrases, or expressions, within a language, that is familiar to a person. (See the PLDs for specific vocabulary expectations by the end of each ELP level.)

- **Academic vocabulary** (see also [Appendix A of the CCSS for ELA & Literacy](#), p. 33)**:**
  General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in the ELP Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as "school navigational language."

- **Content-specific words and phrases:** Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as "terms." (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as "curriculum content language." As defined in Language standard 6 of Louisiana Student Standards for ELA, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the ELP Connectors do not suggest that vocabulary taught to ELLs should be limited to only that defined by the CCSS.)

    - Three Tiers of Vocabulary:
        - Tier One: Words acquired through everyday speech, usually learned in the early grades.

        - Tier Two: Academic words that appear across all types of text. These are often precise words that are used by an author in place of common words (e.g., "gallop" instead of "run"). They change meaning with use.

        - Tier Three: Domain-specific words that are specifically tied to content (e.g., "Constitution," "lava"). These are typically the types of vocabulary words that are included in glossaries, highlighted in textbooks, and addressed by teachers. They are considered difficult words that are important to understanding content.

    - **Frequently occurring vocabulary:** This includes common words and phrases, as well as idiomatic expressions.

    - **Social vocabulary/language:** Cummins (2000) refers to this as "surface proficiency" and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).

Wh- **questions:** "Who," "what," "where," "when," "why," and "how" questions.

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

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