

Correspondences to Content Standards and Practices:

- K-12 Practices Matrix
- Grade Level ELA Standards Matrices
- Grade Level CELP Standards with Correspondences to ELA Standards
- Grade Level Literacy Standards Matrices
- Grade Level CELP Standards with Correspondences to Literacy Standards

Design Features of the Correspondences with English Language Arts/Literacy Standards, Mathematics Practices, Science Practices, and CT Social Studies Framework Practices

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

1. Correspondences with the CCS for Mathematics and Next Generation Science Standards (NGSS) Practices
Following the guidance found in the *CCSO Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (the "[CCSO ELPD Framework](#)") (CCSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The [CCS Standards for Mathematical Practices a.k.a., the Mathematical Practices](#) are the first eight standards for the CCS for Mathematics and the [NGSS Science and Engineering Practices](#) are one of three dimensions in every NGSS standard. A set of ELA "Practices" was created for the CCSO ELPD Framework since the CCS for ELA & Literacy did not include specific practices in their original form. (All three groups of practices are shown in Figure 1 below).
2. Correspondences with the CCS for ELA & Literacy Standards
A second type of correspondence analysis was conducted to show the relationship between the ELP Standards and the language demands found in the CCS for ELA & Literacy.⁴ This second set of correspondences is particularly useful as the ELP Standards and the CCS 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 CCS for Mathematics and the NGSS are key parts of the standards themselves.⁵ Because the CCS for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA "Practices" was created for the CCSO ELPD Framework through a close analysis of the priorities contained within the ELA standards themselves (CCSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and ELA practices are shown in Figure 1.

⁴ As noted in the CCS for ELA & Literacy, the K–5 standards focus on reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher; grades 6–12 are covered in two content area–specific sections, the first for English language arts teachers and the second for teachers of history/social studies, science, and technical subjects.

⁵ 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.

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

Relationships and Convergences

Found in:

1. CCSS for Mathematics (practices)
- 2a. CCSS for ELA & Literacy (student capacity)
- 2b. ELPD Framework (ELA “practices”)
3. NGSS (science and engineering practices)

Notes:

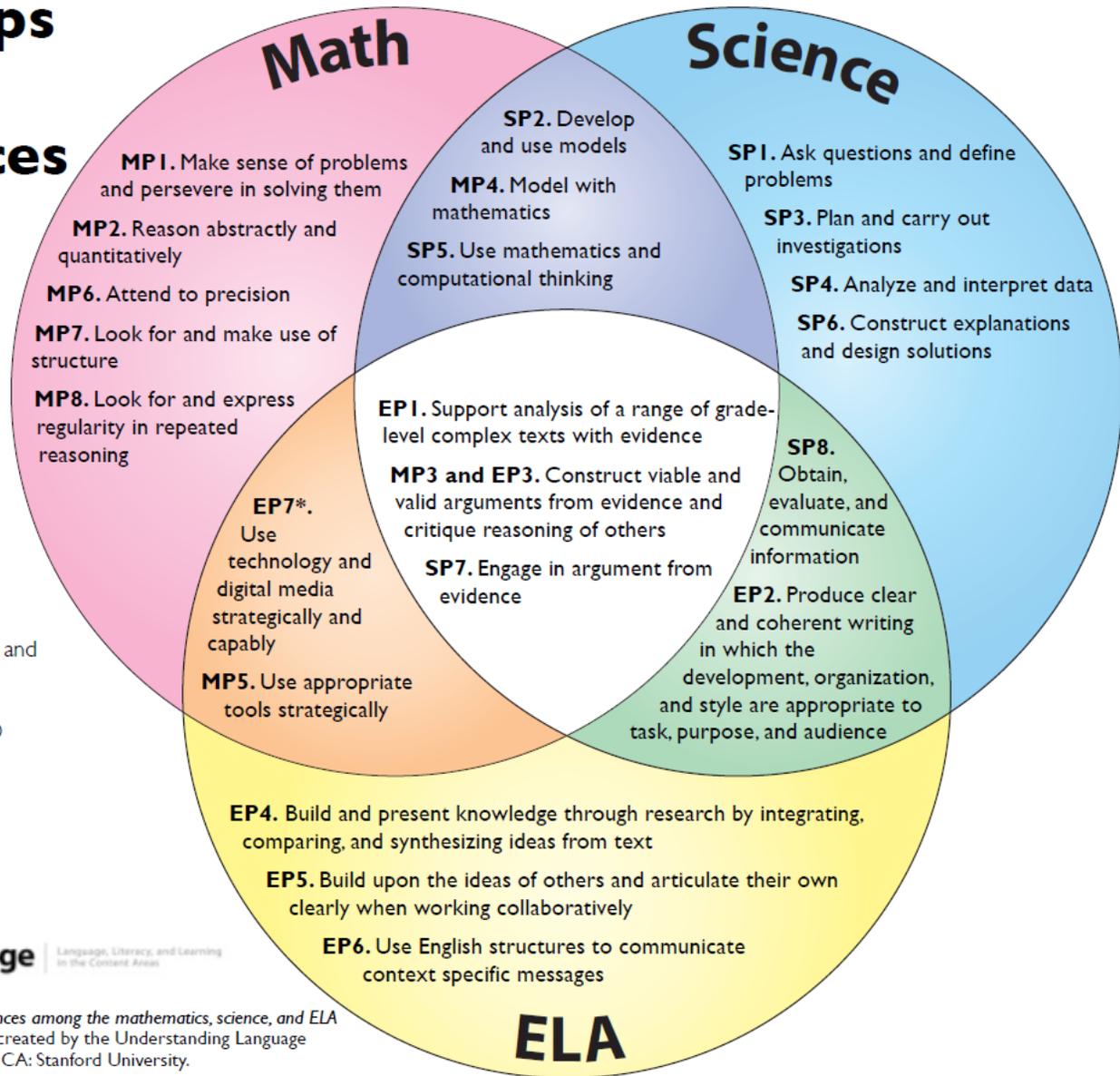
1. MPI–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SPI–SP8 represent NGSS Science and Engineering Practices.
3. EPI–EP6 represent CCSS for ELA “Practices” as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student “capacity” (p. 7).



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

Suggested citation:

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. Stanford, CA: Stanford University.



Why are no correspondence analyses shown between the CELP Standards and the CCS for Standards for Mathematical Content and the NGSS Core Ideas?

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

The content of mathematics is not as fundamentally different from English language proficiency as much as it is a different granularity. Mathematics content is more interrelated and web-like and less hierarchic and linear than mathematics 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.⁶ For example, the central overlap of the three circles highlights the central role of evidence in the CCS and the NGSS. In comparison, the ELP Standards 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 Standard than the groupings shown in Figure 1). “By explicitly calling attention to these practices, state ELP Standards [can be designed to] cultivate higher order thinking skills in ELs and target their ability to comprehend and communicate about complex text” (CCSO, 2012, p. 16).

What is the purpose of the two correspondence matrices shown on pp. 16-17?

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

⁶ 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 CCS for ELA student capacity portraits (Source 2a). For the purposes of the CELP Standards, the ELA “Practices” shown in the Venn diagram were reframed in relation to the particular ELA “Practices” created for the ELPD Framework (Source 2b).

K-12 Practices Matrix

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

Practices	CELP Standards									
ELA “Practices”⁷ (EP)	1	2	3	4	5	6	7	8	9	10
EP1. Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3. Construct valid arguments from evidence and critique the reasoning of others.	EP3			EP3		EP3				
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	EP4				EP4	EP4				
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.	EP5	EP5		EP5	EP5	EP5				
EP6. Use English structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6
Mathematical Practices (MP)	1	2	3	4	5	6	7	8	9	10
MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.	MP3	MP3	MP3	MP3	MP3	MP3			MP3	
MP4. Model with mathematics.			MP4				MP4		MP4	
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.	MP7									
MP8. Look for and express regularity in repeated reasoning.	MP8									
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								

⁷ While the CCS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCS for ELA do not explicitly identify key practices and core ideas) (CCSO, 2012, p. 16).

CT Social Studies Inquiry Practices (InP)	1	2	3	4	5	6	7	8	9	10
InP.1-4* Construct and critique both compelling and supporting questions that advance and frame inquiry	InP.1-4	InP.1-4	InP.1-4				InP.1-4			
InP.5 Determine helpful sources to answer questions	InP.5				InP.5	InP.5		InP.5		
InP.6-8 Gather and evaluate a range of sources	InP.6-8	InP.6-8	InP.6-8		InP.6-8	InP.6-8		InP.6-8		
InP.9 Develop claims and counterclaims using evidence	InP.9		InP.9	InP.9			InP.9			
InP.10 Construct and critique valid arguments using claims and evidence	InP.10	InP.10	InP.10		InP.10	InP.10	InP.10			
InP.11 Construct and critique explanations with reasoning, correct sequence, relevant details, examples, and data	InP.11	InP.11	InP.11		InP.11		InP.11		InP.11	
InP.12-14 Communicate and critique conclusions		InP.12-14	InP.12-14		InP.12-14	InP.12-14	InP.12-14		InP.12-14	InP.12-14
InP.15-17 Take informed action		InP.15-17	InP.15-17	InP.15-17	InP.15-17		InP.15-17			

**Note that the numbering of the CT Social Studies Inquiry Practices corresponds to the Inquiry Objectives in the CT Social Studies Framework.*

Kindergarten ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
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	6	
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		2	4, 5
9	Create clear and coherent grade-appropriate speech and text			2, 3	4, 6	
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		

Kindergarten Standard 1

CELP.K.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing...

<i>By the <u>end</u> of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words/attributes 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> • identify some key words, attributes, and phrases 	with prompting and supports, use a developing set of strategies to: <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details 	with prompting and supports, use an increasing range of strategies to: <ul style="list-style-type: none"> • identify main topics • answer questions about key details or parts of stories or events • retell events 	with prompting and supports, use a wide range of strategies to: <ul style="list-style-type: none"> • identify main topics • answer questions about key details • retell stories and events
from read-alouds and oral presentations of information or stories	from read-alouds and oral presentations	from read-alouds and oral presentations	from read-alouds, picture books, and oral presentations	from read-alouds, picture books, and oral presentations

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

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

Literature RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.3. With prompting and support, identify characters, settings, and major events in a story. RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.1., RI.1. With prompting and support, ask and answer questions about key details in a text. SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Informational Text RI.2. Identify the main topic and retell key details of a text. RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Kindergarten: Standard 2

CELP.K.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions...

<i>By the end of each English language proficiency level, an EL can . . .</i>								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations and being read to respond verbally and nonverbally to simple yes/no and some wh- questions <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in short conversations using words and phrases acquired in conversations, reading, and being read to respond to simple yes/no and wh- questions <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in short conversations using words and phrases acquired in conversations, reading, and being read to follow some rules for discussion respond to yes/no and wh- questions make comments of his or her own <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to ask and answer simple questions follow increasing number of rules for discussion make comments of his or her own <p>about a variety of topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to ask and answer questions follow rules for discussion contribute his or her own relevant comments <p>about a variety of topics</p>				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>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.</p> </td> <td> <p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p> </td> </tr> <tr> <td> <p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.</p> </td> <td> <p>SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>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.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p>	<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>
<p>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.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p>							
<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Kindergarten ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. </td> </tr> </tbody> </table>					<p>W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 			
<p>W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 								

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

Kindergarten: Standard 3

CELP.K.3.An EL can speak and write about grade-appropriate complex literary and informational texts and topics...

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information or feelings nonverbally or using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, <ul style="list-style-type: none"> communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, <ul style="list-style-type: none"> communicate information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, <ul style="list-style-type: none"> tell or dictate messages compose short written texts including drawings or illustrations use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events	with prompting and supports, <ul style="list-style-type: none"> make oral presentations compose short written texts including drawings or illustrations use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events
when engaging in one or more of the following content-specific practices:				
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9 Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision.			SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Kindergarten ELA CCS Standards:				
W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.				

Kindergarten: Standard 4

CELP.K.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence...

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express a feeling or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topic or objects in the environment	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic or experience	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic, text, or experience	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, or experiences	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, 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.			InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	
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 Kindergarten ELA CCS Standards:				
W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). SL.6. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				

Kindergarten: Standard 5

CELP.K.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems...

By the end of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experience or from a provided source 	<p>with prompting and supports,</p> <p>participate in shared research projects to answer a question</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source label information 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experience or use information from provided sources label information present findings to a peer or small group using drawings or illustrations, when useful 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experience or use information from provided sources label and sort information into provided categories present findings to a small or large group using drawings or illustrations, when useful 	<p>with prompting and supports,</p> <p>participate in shared research projects to answer a question</p> <ul style="list-style-type: none"> recall information from experience or use information from a variety of provided sources label and sort information present findings to a small or large group using drawings or illustrations, when useful 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> </td> <td> <p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p> </td> </tr> <tr> <td> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> </td> <td> <p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>							
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Kindergarten ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> </td> </tr> <tr> <td> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> </td> </tr> </tbody> </table>					<p>W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>		
<p>W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>								
<p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>								

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Kindergarten: Standard 6

CELP.K.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> orally or nonverbally identify the opinion or preference of others 	with prompting and supports, <ul style="list-style-type: none"> orally identify the opinion or preference of others 	with prompting and supports, <ul style="list-style-type: none"> identify the main point of an author or speaker 	with prompting and supports, <ul style="list-style-type: none"> identify the main point of an author or speaker identify a reason an author or speaker gives to support a point 	with prompting and supports, <ul style="list-style-type: none"> identify the main point of an author or speaker identify the reasons an author or speaker gives to support 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 Kindergarten ELA CCS Standards:

RI.8. With prompting and support, identify the reasons an author gives to support points in a text. W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Kindergarten: Standard 7

CELP.K.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

<i>By the <u>end</u> of each English language proficiency level, an EL can . . .</i>								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning of some words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use words learned through conversations, reading, and being read to • demonstrate a developing awareness of the difference social language and language for the classroom 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use words learned through conversations, reading, and being read to • demonstrate an awareness of differences between social language and language appropriate to the classroom 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> </td> <td> <p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p> </td> </tr> <tr> <td> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p> </td> <td> <p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>	<p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>							
<p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Kindergarten ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> </td> </tr> <tr> <td> <p>L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> </td> </tr> </tbody> </table>					<p>W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<p>W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>								
<p>L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>								

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Kindergarten: Standard 8

CELP.K.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>relying on prompting, context, visual aids, and knowledge of morphology in the native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events</p>	<p>using prompting, context, visual aids, and knowledge of morphology in the native language,</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events</p>	<p>using prompting, context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events</p>	<p>using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms),</p> <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases <p>in simple oral presentations and read-alouds about a variety of topics, experiences, or events</p>	<p>using prompting, context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i>, <i>-s</i>, and some common prefixes and suffixes),</p> <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases <p>in simple oral presentations and read-alouds about a variety of topics, experiences, or events</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Kindergarten ELA CCS Standards:

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

Kindergarten: Standard 9

CELP.K.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> • put events in order from an experience or familiar story • point to or match attributes of objects in the environment 	with prompting and supports, <ul style="list-style-type: none"> • orally retell several events from an experience or a familiar story • describe objects in the environment using visual supports • use some frequently occurring linking words (e.g., <i>and, so</i>) 	with prompting and supports, <ul style="list-style-type: none"> • orally retell a simple sequence of events from an experience or a familiar story • describe objects in the environment • use frequently occurring linking words (e.g. <i>and, so then</i>) 	with prompting and supports, <ul style="list-style-type: none"> • orally retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end • describe objects in the environment • use frequently occurring linking words (e.g. <i>and, so, then</i>) 	with prompting and supports, <ul style="list-style-type: none"> • retell a short sequence of events from an experience or a familiar story, including key details • describe the attributes and positions of objects in the environment • use frequently occurring linking words (e.g. <i>and, so, then</i>) and positional words (e.g., <i>above, beside</i>)
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.		InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Kindergarten ELA CCS Standards:				
W.2c. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.3c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.				

Kindergarten: Standard 10

CELP.K.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple yes/no questions in familiar shared language activities	with prompting and supports, <ul style="list-style-type: none"> recognize and use frequently occurring nouns and verbs respond to simple wh- questions produce a few simple sentences in familiar shared language activities	with prompting and supports, <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences in shared language activities	with prompting and supports, <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce and expand simple sentences in shared language activities	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer questions produce and expand simple sentences in shared language activities
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.			InP.12-14. Communicate and critique conclusions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Kindergarten ELA CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 				

Grade 1 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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 1: Standard 1

CELP.1.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports, use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words/ attributes <p>from read-alouds, picture books, and oral presentations</p>	<p>with prompting and supports, use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify key words, attributes, and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>with guidance and supports, use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify main topics, answer questions about key details retell some key details or events <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories <p>from read-alouds, written texts, and oral presentations</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> identify main topics ask and answer questions about key details retell stories, including key details <p>from read-alouds, written texts, and oral presentations</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP7. Look for and make use of structure</p> <p>MP8. Look for and express regularity in repeated reasoning.</p>	<p>SP1. Ask questions and define problems.</p>

when engaging in tasks aligned with the following Grade 1 ELA CCS Standards:

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

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 1: Standard 2

CELP.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 . . .

<i>By the end of each English language proficiency level, an EL can . . .</i>								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to respond verbally and nonverbally to simple yes/no and some wh- questions <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in short conversations using words and phrases acquired in conversations, reading, and being read to take turns respond to yes/no and wh- questions <p>about familiar topics</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to follow rules for discussion ask and answer simple questions to gain information or clarify understanding <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to follow rules for discussion ask and answer questions to gain information or clarify understanding respond to the comments of others make comments of his or her own <p>about a variety of topics and texts</p>	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to follow rules for discussion ask and answer questions to gain information or clarify understanding build on the comments of others contribute his or her own relevant comments <p>about a variety of topics and texts</p>				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>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.</p> </td> <td> <p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p> </td> </tr> <tr> <td> <p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.</p> </td> <td> <p>SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>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.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p>	<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>
<p>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.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p>							
<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Grade 1 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. </td> </tr> </tbody> </table>					<p>W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 			
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 1: Standard 3

CELP.1.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to <p>about familiar texts, topics, experiences, events, or objects in the environment</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic messages using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics, experiences, or events</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts including drawings or illustrations use words and phrases acquired in conversations, reading, and being read to <p>about familiar topics, stories, experiences, or events</p>	<ul style="list-style-type: none"> deliver short simple oral presentations compose written texts with drawings or illustrations use words and phrases acquired in conversations, reading, and being read to include relevant details <p>about a variety of texts, topics, experiences, or events</p>	<ul style="list-style-type: none"> deliver oral presentations compose written texts with drawings or illustrations use words and phrases acquired in conversations, reading, and being read to include key details <p>about a variety of texts, topics, experiences, or events</p>				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> 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. </td> <td> InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action. </td> </tr> <tr> <td> MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision. </td> <td> SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information. </td> </tr> </tbody> </table>					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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision.	SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision.	SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.							
<p>when engaging in tasks aligned with the following Grade 1 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> 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. </td> </tr> <tr> <td> 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. </td> </tr> </tbody> </table>					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.		
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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 1: Standard 4

CELP.1.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> verbally or nonverbally express a preference or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or objects in the environment 	with prompting and supports, <ul style="list-style-type: none"> express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events 	with guidance and supports, <ul style="list-style-type: none"> express an opinion give a reason for the opinion use words and phrases acquired in conversations, reading, and being read to about familiar stories, experiences, or events 	<ul style="list-style-type: none"> introduce the topic express opinions give a reason for the opinion use words and phrases acquired in conversations, reading, and being read to about a variety of texts topics, experiences, and events 	<ul style="list-style-type: none"> introduce the topic express opinions give a reason for the opinion provide a sense of closure use words and phrases acquired in conversations, reading, and being read to 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.			InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	
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 1 ELA CCS Standards:				
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.				

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 1: Standard 5

CELP.1.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from simple provided sources label information 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from provided sources label information 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from provided sources label and sort information into provided categories present findings to a peer or small group using drawings or illustrations, when useful 	<ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from provided sources label and sort information record some information/observations in simple notes present findings to a small or large group using drawings or illustrations, when useful 	<ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from a variety of provided sources record some information/observations in simple notes present findings to a small or large group using drawings or illustrations, when useful 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> 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. </td> <td> InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action. </td> </tr> <tr> <td> MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. </td> <td> SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information. </td> </tr> </tbody> </table>					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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.							
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.							
<p>when engaging in tasks aligned with the following Grade 1 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> 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. </td> </tr> <tr> <td> 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. </td> </tr> </tbody> </table>					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.		
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.								

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 1: Standard 6

CELP.1.6.An EL can analyze and critique the arguments of others orally and in writing . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a few frequently occurring words and phrases to identify the main point of an author or speaker	with prompting and supports, <ul style="list-style-type: none"> • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support a point 	with guidance and supports, <ul style="list-style-type: none"> • identify the main point of an author or speaker • identify one or two reasons an author or a speaker gives to support the main point 	<ul style="list-style-type: none"> • identify the main point of an author or speaker • identify reasons an author or a speaker gives to support the main point 	<ul style="list-style-type: none"> • identify the main point of an author or speaker • explain the 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 1 ELA CCS Standards:

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.
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 1: Standard 7

CELP.1.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> repeat and use frequently occurring words and phrases recognize the meaning of high frequency words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> recognize and use some words learned through conversations, reading, and being read to recognize the meaning and the context of some words learned through conversations, reading, and being read to 	with guidance and supports, <ul style="list-style-type: none"> use some words learned through conversations, reading, and being read to recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom 	<ul style="list-style-type: none"> use some words learned through conversations, reading, and being read to demonstrate awareness of differences between social language and language appropriate to the classroom 	<ul style="list-style-type: none"> use words learned through conversations, reading, and being read to shift appropriately between social language and language appropriate to the classroom

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 1 ELA CCS Standards:

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., <i>When other kids are happy that makes me happy</i>).

Grade 1: Standard 8

CELP.1.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>relying on prompting, context, visual aids, and knowledge of morphology in the native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events</p>	<p>using prompting, context, visual aids, and knowledge of morphology in the native language,</p> <ul style="list-style-type: none"> answer simple questions to help determine the meaning of frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of frequently and some less frequently occurring words and phrases <p>in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events</p>	<p>using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,</p> <ul style="list-style-type: none"> answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events</p>	<p>using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes and suffixes),</p> <ul style="list-style-type: none"> answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 1 ELA CCS Standards:

<p>Literature</p> <p>RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). <p>L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., <i>colors</i>, <i>clothing</i>) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims</i>; <i>a tiger is a large cat with stripes</i>). Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings. 	<p>Informational Text</p> <p>RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
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Grade 1: Standard 9

CELP.1.9. An EL can create clear and coherent grade-appropriate speech and text . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> • put events in order from an experience or familiar story • point to or match attributes of objects in the environment 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • orally retell several events from an experience, event, or a familiar story • present basic information • use of some frequently occurring linking words (e.g. <i>and, so</i>) 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • retell a simple sequence of events or familiar story in the correct order • present basic information • use some frequently occurring linking words (e.g., <i>and, so</i>) and temporal words (e.g., <i>first, then</i>) 	<ul style="list-style-type: none"> • retell events or a story in sequence including key details • present basic information about a topic • use some temporal words (e.g., <i>next, after</i>), and some frequently occurring linking words (<i>and, so</i>) • provide some sense of closure 	<ul style="list-style-type: none"> • retell a sequence of events or a story in the correct order including key details • introduce a topic • provide some related facts about a topic • use temporal words accurately to signal event order and using frequently occurring conjunctions (linking words or phrases) • provide some sense of closure

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 1 ELA CCS Standards:

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.

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 1: Standard 10

CELP.1.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> • understand and use frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions 	with prompting and supports, <ul style="list-style-type: none"> • recognize and use frequently occurring nouns, verbs, prepositions, and pronouns • produce simple sentences 	with guidance and supports, <ul style="list-style-type: none"> • use some singular and plural nouns and pronouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts about familiar topics	<ul style="list-style-type: none"> • use an increasing number of singular and plural nouns, pronouns, 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	<ul style="list-style-type: none"> • use singular and plural nouns, and pronouns • use past, present, and future verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand a variety of 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 1 ELA CCS Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 2 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
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	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4	
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 2: Standard 1

CELP.2-3.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:

Literature RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.3. Describe how characters in a story respond to major events and challenges. RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.1. RL.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Informational Text RI.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
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Grade 2: Standard 2

CELP.2-3.2. 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 . . .

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> actively listen to others occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words respond verbally and nonverbally to yes/no and some wh- questions <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> actively listen to others participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words take turns respond to yes/no and wh- questions <p>about familiar topics</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments <p>about familiar topics and texts</p>	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words follow the rules for discussion ask and answer questions to gain information or clarify understanding build on the ideas of others contribute his or her own ideas <p>about a variety of topics and texts</p>	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words follow the rules for discussion ask and answer questions to gain information or clarify understanding build on the ideas of others express his or her own ideas <p>about a variety of topics and texts</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p>
<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:

<p>W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 2: Standard 3

CELP.2-3.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics...

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, events, or objects in the environment</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> deliver basic oral presentations compose short written texts with drawings or illustrations use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, or events</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives with drawings or illustrations compose informational texts with drawings and illustrations use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, or events</p>	<p>including key details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts use illustrations, when useful use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>	<p>including relevant general and specific details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts use illustrations, when useful use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>
<p>when engaging in one or more of the following content-specific practices:</p>				
<p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p>		
<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>		
<p>when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:</p>				
<p>W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>				

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

Grade 2: Standard 4

CELP.2-3.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence...

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics or experiences</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> express an opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar topics, experiences, or events</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, experiences, or events</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts topics, experiences, and events</p>	<ul style="list-style-type: none"> introduce a topic express opinions create an organizational structure give several reasons for the opinions provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> 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. </td> <td> InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action. </td> </tr> <tr> <td> MP3. Construct viable arguments and critique reasoning of others. MP6. Attend to precision. </td> <td> SP4. Analyze and interpret data. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. </td> </tr> </tbody> </table>					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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	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.
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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.							
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.							
<p>when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. </td> </tr> <tr> <td> SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. </td> </tr> <tr> <td> 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., <i>When other kids are happy that makes me happy</i>). </td> </tr> </tbody> </table>					W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	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., <i>When other kids are happy that makes me happy</i>).	
W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.								
SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.								
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., <i>When other kids are happy that makes me happy</i>).								

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 2: Standard 5

CELP.2-3.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems...

<i>By the end of each English language proficiency level, an EL can . . .</i>								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided sources label information 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources label information record some information/observations in simple notes 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources label and sort information into provided categories record information/ observations in orderly notes. present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful 	<ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from multiple print and digital sources sort evidence into provided categories. record information/ observations in orderly notes. present findings to a small or large group in an oral or written text using drawings or illustrations, when useful 	<ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from multiple print and digital sources sort evidence into categories. record key information/ observations in orderly notes. present findings to a small or large group in an oral or written text using drawings or illustrations, when useful 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> </td> <td> <p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p> </td> </tr> <tr> <td> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> </td> <td> <p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>							
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.8. Recall information from experiences or gather information from provided sources to answer a question.</p> </td> </tr> <tr> <td> <p>SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> </td> </tr> </tbody> </table>					<p>W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>		
<p>W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.8. Recall information from experiences or gather information from provided sources to answer a question.</p>								
<p>SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>								

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 2: Standard 6

CELP.2-3.6. An EL can analyze and critique the arguments of others orally and in writing...

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> identify the main point of an author or speaker identify a reason an author or a speaker gives to support the main point 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> identify the main point of an author or speaker tell how one or two reasons support the main point an author or a speaker makes 	<ul style="list-style-type: none"> identify the main point of an author or speaker tell how one or two reasons support the specific points an author or a speaker makes 	<ul style="list-style-type: none"> identify the main point of an author or speaker describe how reasons support the specific points an author or a speaker makes

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.12-14. Communicate and critique conclusions.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:

<p>RI.8. Describe how reasons support specific points the author makes in a text.</p> <p>W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>SL.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 2: Standard 7

CELP.2-3.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing...

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> repeat and use frequently occurring words and phrases recognize the meaning of high frequency words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> recognize and use some words learned through conversations, reading, and being read to recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom 	with guidance and supports, <ul style="list-style-type: none"> demonstrate awareness of differences between social language and language appropriate to the classroom (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and social contexts (at Grade 3), use general academic and content-specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and social contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts
when engaging in one or more of the following content-specific practices:				
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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP4. Model with mathematics. 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 2 ELA CCS Standards:				
W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				
SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				
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., <i>When other kids are happy that makes me happy</i>).				

Grade 2: Standard 8

CELP.2-3.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational texts...

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

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

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:

<p>Literature</p> <p>RL.4. Ask and answer questions about unknown words in a text.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p> <p>L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>	<p>Informational Text</p> <p>RI.4. With prompting and support, ask and answer questions about unknown words in a text.</p>
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RI Read Informational Text

RL Read Literature

W Writing

SL Speaking and listening

EP English Language arts practice

MP Math practice

SP Science Practice

InP CT Social Studies Inquiry Practice

L Language

Grade 2: Standard 9

CELP.2-3.9. An EL can create clear and coherent grade-appropriate speech and text...

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> communicate basic information about a topic retell a short sequence of events or familiar story use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) 	with guidance and supports, <ul style="list-style-type: none"> present information about a topic retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events 	<ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>) including key details, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events provide some sense of closure 	<ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic 				
when engaging in one or more of the following content-specific practices: <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. </td> <td style="width: 50%;"> InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. </td> </tr> <tr> <td> MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics. </td> <td> SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. </td> </tr> </table>					EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.							
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.							
when engaging in tasks aligned with the following Grade 2 ELA CCS Standards: <table border="1" style="width: 100%;"> <tr> <td> W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. </td> </tr> </table>					W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.								

Grade 2: Standard 10

CELP.2-3.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing...

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple yes/no questions about familiar topics 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) and frequently occurring irregular plural nouns (e.g. <i>children</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts about familiar topics 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions (at Grade 3) use comparative and superlative adjectives and adverbs produce and expand simple, compound, and (at Grade 3) a few complex sentences 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) and reflexive pronouns use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs (at Grade 3) use comparative and superlative adjectives and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.12-14. Communicate and critique conclusions.
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 2 ELA CCS Standards:

<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 3 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4	
6	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					

Legend for Domains

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

Grade 3: Standard 1

CELP.2-3.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing...

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence. 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.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.</p>
<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.</p>	<p>SP1. Ask questions and define problems.</p>

when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:

<p>Literature</p> <p>RL.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.1, RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Informational Text</p> <p>RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
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Grade 3: Standard 2

CELP.2-3.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words respond verbally and nonverbally to yes/no and some wh-questions about familiar topics	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words take turns respond to yes/no and wh-questions about familiar topics	with guidance and supports, <ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments about familiar topics and texts	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words follow the rules for discussion ask and answer questions to gain information or clarify understanding build on the ideas of others contribute his or her own ideas about a variety of topics and texts	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words follow the rules for discussion ask and answer questions to gain information or clarify understanding build on the ideas of others express his or her own ideas about a variety of topics and texts
when engaging in one or more of the following content-specific practices:				
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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 3 ELA CCS Standards:				
W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 				

Grade 3: Standard 3

CELP.2-3.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics...

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, events, or objects in the environment</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> deliver basic oral presentations compose short written texts with drawings or illustrations use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, or events</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives with drawings or illustrations compose informational texts with drawings and illustrations use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, or events</p>	<p>including key details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts use illustrations, when useful use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>	<p>including relevant general and specific details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts use illustrations, when useful use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:

<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section. <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. <p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 3: Standard 4

CELP.2-3.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics or experiences</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> express an opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar topics, experiences, or events</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, experiences, or events</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts topics, experiences, and events</p>	<ul style="list-style-type: none"> introduce a topic express opinions create an organizational structure give several reasons for the opinions provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.15-17. Take informed action.</p>
<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:

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

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 3: Standard 5

CELP.2-3.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems...

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided sources label information 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources label information record some information/observations in simple notes 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources label and sort information into provided categories record information/ observations in orderly notes. present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful 	<ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from multiple print and digital sources sort evidence into provided categories. record information/ observations in orderly notes. present findings to a small or large group in an oral or written text using drawings or illustrations, when useful 	<ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from multiple print and digital sources sort evidence into categories. record key information/ observations in orderly notes. present findings to a small or large group in an oral or written text using drawings or illustrations, when useful

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:

<p>W.7. Conduct short research projects that build knowledge about a topic.</p> <p>W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 3: Standard 6

CELP.2-3.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use a few frequently occurring words and phrases to identify a point an author or a speaker makes 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support the main point 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • identify the main point of an author or speaker • tell how one or two reasons support the main point an author or a speaker makes 	<ul style="list-style-type: none"> • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or a speaker makes 	<ul style="list-style-type: none"> • identify the main point of an author or speaker • describe how reasons support the specific points an author or a speaker makes

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.12-14. Communicate and critique conclusions.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:

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

EP English language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language
 RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

Grade 3: Standard 7

CELP.2-3.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> repeat and use frequently occurring words and phrases recognize the meaning of high frequency words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use some words learned through conversations, reading, and being read to recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> demonstrate awareness of differences between social language and language appropriate to the classroom (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and social contexts (at Grade 3), use general academic and content-specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and social contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> </td> <td> <p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p> </td> </tr> <tr> <td> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p> </td> <td> <p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>	<p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>							
<p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> </td> </tr> </tbody> </table>					<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>			
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>								

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 3: Standard 8

CELP.2-3.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 3 ELA CCS Standards:

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

Grade 3: Standard 9

CELP.2-3.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information about a topic retell a short sequence of events or familiar story use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> present information about a topic retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events 	<ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>) including key details, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events provide some sense of closure 	<ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td> <td>InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.</td> </tr> <tr> <td>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.</td> <td>SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.</td> </tr> </tbody> </table>					EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.							
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.							
<p>when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.1c. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</p> <p>W.2c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>W.3c. Use temporal words and phrases to signal event order.</p> <p>W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> </td> </tr> <tr> <td> <p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> </td> </tr> </tbody> </table>					<p>W.1c. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</p> <p>W.2c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>W.3c. Use temporal words and phrases to signal event order.</p> <p>W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
<p>W.1c. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</p> <p>W.2c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>W.3c. Use temporal words and phrases to signal event order.</p> <p>W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>								
<p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>								

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

Grade 3: Standard 10

CELP.2-3.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the <i>end of each English language proficiency level, an EL can . . .</i>										
Level 1	Level 2	Level 3	Level 4	Level 5						
<p>with prompting and supports,</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple yes/no questions about familiar topics 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) and frequently occurring irregular plural nouns (e.g. <i>children</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts about familiar topics 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions (at Grade 3) use comparative and superlative adjectives and adverbs produce and expand simple, compound, and (at Grade 3) a few complex sentences 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) and reflexive pronouns use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs (at Grade 3) use comparative and superlative adjectives and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences 						
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td> <td>InP.12-14. Communicate and critique conclusions.</td> </tr> <tr> <td>EP6. Use English structures to communicate context- specific messages.</td> <td></td> </tr> <tr> <td>MP6. Attend to precision.</td> <td>SP8. Obtain, evaluate, and communicate information.</td> </tr> </tbody> </table>					EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.12-14. Communicate and critique conclusions.	EP6. Use English structures to communicate context- specific messages.		MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.12-14. Communicate and critique conclusions.									
EP6. Use English structures to communicate context- specific messages.										
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.									
<p>when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. </td> </tr> </tbody> </table>					<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. 					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. 										

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 4 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

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

Grade 4: Standard 1

CELP.4-5.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

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

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP7. Look for and make use of structure</p> <p>MP8. Look for and express regularity in repeated reasoning.</p>	<p>SP1. Ask questions and define problems.</p>

when engaging in tasks aligned with the following Grade 4 ELA CCS Standards:

<p>Literature</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL.1, RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Informational Text</p> <p>RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
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Grade 4: Standard 2

CELP.4-5.2. 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 . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> actively listen to others participate in short conversations and short written exchanges using academic and domain specific vocabulary respond verbally and nonverbally to simple questions and some wh- questions <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> actively listen to others participate in short conversations and short written exchanges using academic and domain specific vocabulary respond to simple questions and wh- questions present information and ideas <p>about familiar topics and texts</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary respond to others' comments add some comments of his or her own ask and answer questions to gain information or clarify understanding <p>about familiar topics and texts</p>	<ul style="list-style-type: none"> participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts</p>	<ul style="list-style-type: none"> participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 4 ELA CCS Standards:

<p>W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 4: Standard 3

CELP.4-5.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information using words and phrases acquired in conversations, reading, and being read to. <p>about familiar texts, topics, events, or objects in the environment</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written texts with drawings or illustrations use academic and domain specific vocabulary <p>about familiar texts, topics, and experiences</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary <p>including a key details about familiar texts, topics, and experiences</p>	<p>including relevant general and specific details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary <p>about a variety of texts, topics, and experiences</p>	<p>including relevant details and examples to fully develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary <p>about a variety of texts, and topics</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 4 ELA CCS Standards:

<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <p>SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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RI Read Informational Text

RL Read Literature

W Writing

SL Speaking and listening

EP English Language arts practice

MP Math practice

SP Science Practice

InP CT Social Studies Inquiry Practice

L Language

Grade 4: Standard 4

CELP.4-5.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> express an opinion about a familiar topic or event give a reason to support the opinion use academic and domain specific vocabulary 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> express an opinion about familiar topics, texts or events introduce the topic provide a few reasons or facts to support the opinion use academic and domain specific vocabulary 	<ul style="list-style-type: none"> express an opinion about a variety of topics, texts, or events introduce the topic provide several reasons or facts to support the opinion provide a concluding statement use academic and domain specific vocabulary 	<ul style="list-style-type: none"> express an opinion about a variety of topics, texts, or events introduce the topic provide logically ordered reasons or facts to support the opinion provide a concluding statement or section use academic and domain specific vocabulary

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.15-17. Take informed action.</p>
<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 4 ELA CCS Standards:

<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. <p>SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 4: Standard 5

CELP.4-5.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from a few provided sources label some key information 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources record some information 	with guidance and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from print and digital sources identify and record key information in orderly notes present findings in an oral or written text to a peer or small group 	<ul style="list-style-type: none"> conduct short research projects to answer a question recall information from experience gather information from print and digital sources summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate present findings to a small or large group in an oral or written text provide a list of sources 	<ul style="list-style-type: none"> conduct short research projects to answer a question recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics, as appropriate to support the analysis and reflection of the topic present findings in an organized oral or written text provide a list of sources
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.			InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.			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 4 ELA CCS Standards:				
W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				

Grade 4: Standard 6

CELP.4-5.6. An EL can analyze and critique the arguments of others orally and in writing . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> identify a point an author or speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify a point an author or speaker makes identify a reason an author or speaker gives to support a main point 	with guidance and supports, <ul style="list-style-type: none"> identify the main point of an author or speaker tell how one or two reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> identify the main point of an author or speaker describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> identify the main point of an author or speaker explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points

when 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 4 ELA CCS Standards:

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

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 4: Standard 7

CELP.4-5.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> use language for social and academic purposes use some words learned through conversations, reading, and being read to 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contexts use high frequency general academic and content-specific words, phrases, and expressions <p>in conversation, discussions, and short written text</p>	<ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use a wide range of general academic and content-specific words and phrases <p>in speech and writing</p>	<ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases <p>in speech and writing</p>				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> </td> <td> <p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p> </td> </tr> <tr> <td> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p> </td> <td> <p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>	<p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>							
<p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Grade 4 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> </td> </tr> </tbody> </table>					<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>			
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>								

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

Grade 4: Standard 8

CELP.4-5.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 4 ELA CCS Standards:

<p>Literature</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>Informational Text</p> <p>RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
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Grade 4: Standard 9

CELP.4-5.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) 	with guidance and supports, <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement 	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a detailed sequence of events, or explain a process, description, or comparison and contrast use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and specific, relevant details recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 4 ELA CCS Standards:

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

RI Read Informational Text

RL Read Literature

W Writing

SL Speaking and listening

EP English Language arts practice

MP Math practice

SP Science Practice

InP CT Social Studies Inquiry Practice

L Language

Grade 4: Standard 10

CELP.4-5.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple yes/no questions about familiar topics 	with prompting and supports, <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts about familiar topics 	with guidance and supports, <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use familiar prepositional phrases produce and expand simple and compound sentences recognize fragments use frequently occurring modal auxiliaries 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences recognize fragments and run-ons use conventional patterns to order adjectives use modal auxiliaries 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions (at Grade 5) use the progressive and perfect verb tenses use verb tense to convey time, sequence, state, or condition recognize and correct fragments and run-on sentences use conventional patterns to order adjectives use modal auxiliaries produce and expand simple, compound, and complex sentences

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.12-14. Communicate and critique conclusions.
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 4 ELA CCS Standards:

<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 5 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

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

Grade 5: Standard 1

CELP.4-5.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports, use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>with prompting and supports, use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell/describe a few key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>with guidance and supports, use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme retell/describe a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme explain how some key details support the main idea or theme summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text <p>from read-alouds, written texts, and oral presentations</p>
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:				
Literature RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.1, RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Informational Text RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		

Grade 5: Standard 2

CELP.4-5.2. 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 . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> actively listen to others participate in short conversations and short written exchanges using academic and domain specific vocabulary respond verbally and nonverbally to simple questions and some wh- questions <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> actively listen to others participate in short conversations and short written exchanges using academic and domain specific vocabulary respond to simple questions and wh- questions present information and ideas <p>about familiar topics and texts</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary respond to others’ comments add some comments of his or her own ask and answer questions to gain information or clarify understanding <p>about familiar topics and texts</p>	<ul style="list-style-type: none"> participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts</p>	<ul style="list-style-type: none"> participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.</p>
<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:

<p>W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

Grade 5: Standard 3

CELP.4-5.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information using words and phrases acquired in conversations, reading, and being read to. <p>about familiar texts, topics, events, or objects in the environment</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written texts with drawings or illustrations use academic and domain specific vocabulary <p>about familiar texts, topics, and experiences</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary <p>including a key details about familiar texts, topics, and experiences</p>	<p>including relevant general and specific details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary <p>about a variety of texts, topics, and experiences</p>	<p>including relevant details and examples to fully develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary <p>about a variety of texts, and topics</p>
when engaging in one or more of the following content-specific practices:				
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>		
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:				
<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <p>SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>				

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 5: Standard 4

CELP.4-5.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> express an opinion about a familiar topic or event give a reason to support the opinion use academic and domain specific vocabulary 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> express an opinion about familiar topics, texts or events introduce the topic provide a few reasons or facts to support the opinion use academic and domain specific vocabulary 	<ul style="list-style-type: none"> express an opinion about a variety of topics, texts, or events introduce the topic provide several reasons or facts to support the opinion provide a concluding statement use academic and domain specific vocabulary 	<ul style="list-style-type: none"> express an opinion about a variety of topics, texts, or events introduce the topic provide logically ordered reasons or facts to support the opinion provide a concluding statement or section use academic and domain specific vocabulary

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.15-17. Take informed action.</p>
<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:

<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. <p>SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>

Grade 5: Standard 5

CELP.4-5.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from a few provided sources label some key information 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources record some information 	with guidance and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from print and digital sources identify and record key information in orderly notes present findings in an oral or written text to a peer or small group 	<ul style="list-style-type: none"> conduct short research projects to answer a question recall information from experience gather information from print and digital sources summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate present findings to a small or large group in an oral or written text provide a list of sources 	<ul style="list-style-type: none"> conduct short research projects to answer a question recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics, as appropriate to support the analysis and reflection of the topic present findings in an organized oral or written text provide a list of sources

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 5 ELA CCS Standards:

W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grade 5: Standard 6

CELP.4-5.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> identify a point an author or speaker makes 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> identify a point an author or speaker makes identify a reason an author or speaker gives to support a main point 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> identify the main point of an author or speaker tell how one or two reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> identify the main point of an author or speaker describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> identify the main point of an author or speaker explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> </td> <td> <p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.12-14. Communicate and critique conclusions.</p> </td> </tr> <tr> <td> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p> </td> <td> <p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.12-14. Communicate and critique conclusions.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.12-14. Communicate and critique conclusions.</p>							
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> </td> </tr> </tbody> </table>					<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>			
<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>								

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 5: Standard 7

CELP.4-5.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use language for social and academic purposes • use some words learned through conversations, reading, and being read to 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • adapt language choices to different social and academic contexts • use high frequency general academic and content-specific words, phrases, and expressions <p>in conversation, discussions, and short written text</p>	<ul style="list-style-type: none"> • adapt language choices according to purpose, task, and audience • use a wide range of general academic and content-specific words and phrases <p>in speech and writing</p>	<ul style="list-style-type: none"> • adapt language choices and style (includes register) according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases <p>in speech and writing</p>				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> </td> <td> <p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p> </td> </tr> <tr> <td> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p> </td> <td> <p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </tbody> </table>					<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>	<p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>							
<p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>							
<p>when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> <p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> </td> </tr> </tbody> </table>					<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>			
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>								

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 5: Standard 8

CELP.4-5.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational texts...

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

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:

<p>Literature</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>Informational Text</p> <p>RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 5: Standard 9

CELP.4-5.9. An EL can create clear and coherent grade-appropriate speech and text...

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) 	with guidance and supports, <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement 	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a detailed sequence of events, or explain a process, description, or comparison and contrast use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and specific, relevant details recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:				
W.1c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). W.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>). W.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 5: Standard 10

CELP.4-5.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .										
Level 1	Level 2	Level 3	Level 4	Level 5						
<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple yes/no questions about familiar topics 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts about familiar topics 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use familiar prepositional phrases produce and expand simple and compound sentences recognize fragments use frequently occurring modal auxiliaries 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences recognize fragments and run-ons use conventional patterns to order adjectives use modal auxiliaries 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions (at Grade 5) use the progressive and perfect verb tenses use verb tense to convey time, sequence, state, or condition recognize and correct fragments and run-on sentences use conventional patterns to order adjectives use modal auxiliaries produce and expand simple, compound, and complex sentences 						
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tr> <td>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td> <td>InP.12-14. Communicate and critique conclusions.</td> </tr> <tr> <td>EP6. Use English structures to communicate context- specific messages.</td> <td></td> </tr> <tr> <td>MP6. Attend to precision.</td> <td>SP8. Obtain, evaluate, and communicate information.</td> </tr> </table>					EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.12-14. Communicate and critique conclusions.	EP6. Use English structures to communicate context- specific messages.		MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.12-14. Communicate and critique conclusions.									
EP6. Use English structures to communicate context- specific messages.										
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.									
<p>when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:</p> <table border="1"> <tr> <td> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. </td> </tr> </table>					<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 										

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 6 ELA Standards Matrix

Use the Grade 6 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

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

Grade 6: Standard 1 (w/ELA Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral communication and simple written texts • retell a few key details 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade 6 CCS ELA Standards:				
Literature RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		Informational Text RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		

Grade 6: Standard 2 (w/ELA Correspondences)

CELP.6-8.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 6 CCS ELA Standards:

W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 6: Standard 3 (w/ELA Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 6 ELA CCS Standards:

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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Grade 6: Standard 4 (w/ELA Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary
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.			InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	
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 6 ELA CCS Standards:				
W.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Grade 6: Standard 5 (w/ELA Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from a few provided sources label collected information 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided sources record some data and information 	with guidance and supports, <ul style="list-style-type: none"> conduct short research projects to answer a question gather information from a variety of provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate present findings to a small or large group in an oral or written text cite sources 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate present findings in an organized oral or written text cite sources use a standard format for citations 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate integrate information into an organized oral or written report cite sources use a standard format for citations
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.		InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.		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 6 ELA CCS Standards:				
W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.				

Grade 6: Standard 6 (w/ELA Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
with prompting and supports, <ul style="list-style-type: none"> identify a point an author or a speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument 	with guidance and supports, <ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tbody> <tr> <td> 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. </td> <td> InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions. </td> </tr> <tr> <td> MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. </td> <td> SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. </td> </tr> </tbody> </table>					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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.	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.
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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.							
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.							
<p>when engaging in tasks aligned with the following Grade 6 ELA CCS Standards:</p> <table border="1"> <tbody> <tr> <td> RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. W.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. </td> </tr> </tbody> </table>					RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. W.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. W.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.								

Grade 6: Standard 7 (w/ELA Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions 	with guidance and supports, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP4. Model with mathematics. 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 6 ELA CCS Standards:				
W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Grade 6: Standard 8 (w/ELA Correspondences)

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events
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.		InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.		
MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 6 ELA CCS Standards:				
Literature RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>wasteful</i> , <i>thrifty</i>).		Informational Text RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		

Grade 6: Standard 9 (w/ELA Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement 	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with a few facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts and details explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 6 ELA CCS Standards:				
W.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.2c. Use appropriate transitions to clarify the relationships among ideas and concepts. W.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				

Grade 6: Standard 10 (w/ELA Correspondences)

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences 	with guidance and supports, <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), subordinating conjunctions, and prepositional phrases recognize phrases and clauses within a sentence produce and expand simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices recognize and explain the function on phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) produce and expand simple, compound, and complex sentences
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific messages. MP6. Attend to precision.		InP.12-14. Communicate and critique conclusions. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 6 ELA CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.				

Grade 6 Literacy Standards Matrix

Use the Grade 6 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

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

Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

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

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral communication and simple written texts • retell a few key details 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area CCS Standards:				
History/Social Studies RH.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		Science/Technical Subjects RST.1 Cite specific textual evidence to support analysis of science and technical texts. RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).		

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

CELP.6-8.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed
when engaging in one or more of the following content-specific practices:				
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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 6 Literacy in Content Area CCS Standards:				
WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. SL.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. * Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InPCT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and 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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 6 Literacy in Content Area CCS Standards:				
WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.				
* Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> construct a claim about a familiar topic or event give a reason to support the claim use academic and domain specific vocabulary 	with guidance and supports, <ul style="list-style-type: none"> construct a claim about familiar topics, texts, or events introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement use academic and domain specific vocabulary 	<ul style="list-style-type: none"> construct a claim about a variety of topics, texts, or events introduce the topic provide sufficient evidence, reasons, or facts to support the claim acknowledge opposing ideas provide a concluding statement or section use academic and domain specific vocabulary 	<ul style="list-style-type: none"> construct a claim about a variety of topics, texts, or events introduce the topic provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim establish a formal style address the counterargument provide a concluding section use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 6 Literacy in Content Area CCS Standards:

WHST.1 Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. * Strongly applies to literacy in history/social studies and science/technical subjects
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Grade 6: Standard 5 (w/Literacy in Content Area Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 INP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from a few provided sources label collected information 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided sources record some data and information 	with guidance and supports, <ul style="list-style-type: none"> conduct short research projects to answer a question gather information from a variety of provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate present findings to a small or large group in an oral or written text cite sources 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate present findings in an organized oral or written text cite sources use a standard format for citations 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate integrate information into an organized oral or written report cite sources use a standard format for citations
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.			InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.			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 6 Literacy in Content Area CCS Standards:				
WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.9 Draw evidence from informational texts to support analysis reflection, and research. SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. * Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> identify a point an author or a speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument 	with guidance and supports, <ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis
when engaging in one or more of the following content-specific practices:				
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.			InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.	
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 6 Literacy in Content Area CCS Standards:				
History/Social Studies [RH.8] Distinguish among fact, opinion, and reasoned judgment in a text.		Science/Technical Subjects [RST.8] Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		
WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. SL.3* Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression * Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions 	with guidance and supports, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP4. Model with mathematics. 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 6 Literacy in Content Area CCS Standards:				
WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.				
SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				
L.6* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
* Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.

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

History/Social Studies RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Science/Technical Subjects RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>wasteful</i>, <i>thrifty</i>). 	
* Strongly applies to literacy in history/social studies and science/technical subjects	

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

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with a few facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a concluding statement or section 	introduce and develop an informational topic with facts and details <ul style="list-style-type: none"> explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section 	introduce and effectively develop an informational topic with facts and details <ul style="list-style-type: none"> explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area CCS Standards:				
WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. * Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences 	with guidance and supports, <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), subordinating conjunctions, and prepositional phrases recognize phrases and clauses within a sentence produce and expand simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices recognize and explain the function on phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) produce and expand simple, compound, and complex sentences

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific messages.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

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

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a.Ensure that pronouns are in the proper case (subjective, objective, possessive). b.Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). c.Recognize and correct inappropriate shifts in pronoun number and person. d.Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e.Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Vary sentence patterns for meaning, reader/listener interest, and style. b.Maintain consistency in style and tone. * Strongly applies to literacy in history/social studies and science/technical subjects
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Grade 7 ELA Standards Matrix

Use the Grade 7 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

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

Grade 7: Standard 1 (w/ELA Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 7 ELA CCS Standards:

Literature RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.1, RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Informational Text RI.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
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Grade 7: Standard 2 (w/ELA Correspondences)

CELP.6-8.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 7 ELA CCS Standards:

W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
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Grade 7: Standard 3 (w/ELA Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences 	with prompting and supports, <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details about familiar texts, topics, experiences, or events 	with guidance and supports, <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary include relevant general and some specific details about familiar texts, topics, or events 	including relevant general and specific details, <ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary about a variety of texts, topics, and events 	including relevant details and examples to fully develop a topic, <ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary about a variety of texts, topics, and events

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 7 ELA CCS Standards:

<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. <p>SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InPCT Social Studies Inquiry Practice
 L Language

Grade 7: Standard 4 (w/ELA Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary
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.			InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	
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 7 ELA CCS Standards:				
W.1. <ol style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Grade 7: Standard 5 (w/ELA Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from a few provided sources label collected information 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided sources record some data and information 	with guidance and supports, <ul style="list-style-type: none"> conduct short research projects to answer a question gather information from a variety of provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate present findings to a small or large group in an oral or written text cite sources 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate present findings in an organized oral or written text cite sources use a standard format for citations 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate integrate information into an organized oral or written report cite sources use a standard format for citations

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 ELA CCS Standards:

W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7: Standard 6 (w/ELA Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
with prompting and supports, <ul style="list-style-type: none"> identify a point an author or a speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument 	with guidance and supports, <ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tr> <td> 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. </td> <td> InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions. </td> </tr> <tr> <td> MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. </td> <td> SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. </td> </tr> </table>					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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.	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.
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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.							
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.							
<p>when engaging in tasks aligned with the following Grade 7 ELA CCS Standards:</p> <table border="1"> <tr> <td> RI.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. W.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. SL.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. </td> </tr> </table>					RI.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. W.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. SL.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
RI.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. W.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. SL.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.								

Grade 7: Standard 7 (w/ELA Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
with prompting and supports, <ul style="list-style-type: none"> use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions 	with guidance and supports, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tr> <td> 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. </td> <td> InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action. </td> </tr> <tr> <td> MP4. Model with mathematics. MP6. Attend to precision. </td> <td> SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information. </td> </tr> </table>					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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.	MP4. Model with mathematics. MP6. Attend to precision.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.							
MP4. Model with mathematics. MP6. Attend to precision.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.							
<p>when engaging in tasks aligned with the following Grade 7 ELA CCS Standards:</p> <table border="1"> <tr> <td> W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. </td> </tr> <tr> <td> SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. </td> </tr> <tr> <td> L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. </td> </tr> </table>					W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.								
SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.								
L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.								

Grade 7: Standard 8 (w/ELA Correspondences)

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 7 ELA CCS Standards:

Literature RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	Informational Text RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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Grade 7: Standard 9 (w/ELA Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> introduce and develop an informational topic with a few facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand</i>, <i>from that moment on</i>) provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts and details explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.</p>
<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.</p>	<p>SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.</p>

when engaging in tasks aligned with the following Grade 7 ELA CCS Standards:

<p>W.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 7: Standard 10 (w/ELA Correspondences)

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences 	with guidance and supports, <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases recognize phrases and clauses within a sentence produce and expand simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices recognize and explain the function on phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) produce and expand simple, compound, and complex sentences
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific messages.		InP.12-14. Communicate and critique conclusions.		
MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 7 ELA CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				

Grade 7 Literacy Standards Matrix

Use the Grade 7 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

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

Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

Grade 7: Standard 1 (w/Literacy in Content Area Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral communication and simple written texts • retell a few key details 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems

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

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

CELP.6-8.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed
when engaging in one or more of the following content-specific practices:				
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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 7 Literacy in Content Area CCS Standards:				
WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. SL.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. * Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary
about familiar texts, topics, and experiences	about familiar texts, topics, experiences, or events	about familiar texts, topics, or events	about a variety of texts, topics, and events	about a variety of texts, topics, and 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 7 Literacy in Content Area CCS Standards:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.
SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
* Strongly applies to literacy in history/social studies and science/technical subjects

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

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> construct a claim about a familiar topic or event give a reason to support the claim use academic and domain specific vocabulary 	with guidance and supports, <ul style="list-style-type: none"> construct a claim about familiar topics, texts, or events introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement use academic and domain specific vocabulary 	<ul style="list-style-type: none"> construct a claim about a variety of topics, texts, or events introduce the topic provide sufficient evidence, reasons, or facts to support the claim acknowledge opposing ideas provide a concluding statement or section use academic and domain specific vocabulary 	<ul style="list-style-type: none"> construct a claim about a variety of topics, texts, or events introduce the topic provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim establish a formal style address the counterargument provide a concluding section use academic and domain specific vocabulary
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.			InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	
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 7 Literacy in Content Area CCS Standards:				
WHST.1 Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.				
SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.				
L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
* Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from a few provided sources label collected information 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided sources record some data and information 	with guidance and supports, <ul style="list-style-type: none"> conduct short research projects to answer a question gather information from a variety of provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate present findings to a small or large group in an oral or written text cite sources 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate present findings in an organized oral or written text cite sources use a standard format for citations 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate integrate information into an organized oral or written report cite sources use a standard format for citations

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.

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

WHST.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.9	Draw evidence from informational texts to support analysis reflection, and research.
SL.4*	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
* Strongly applies to literacy in history/social studies and science/technical subjects	

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

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 7 Literacy in Content Area CCS Standards:

History/Social Studies RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Science/Technical Studies RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	
SL.3* Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
* Strongly applies to literacy in history/social studies and science/technical subjects	

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

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 7 Literacy in Content Area CCS Standards:

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
* Strongly applies to literacy in history/social studies and science/technical subjects

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

CELP.6-8.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 7 Literacy in Content Area CCS Standards:

History/Social Studies RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). * Strongly applies to literacy in history/social studies and science/technical subjects	Science/Technical Studies RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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Grade 7: Standard 9 (w/Literacy in Content Area Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .						
Level 1	Level 2	Level 3	Level 4	Level 5		
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement 	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with a few facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts and details explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section 		
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tr> <td> 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. MP4. Model with mathematics. </td> <td> InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. </td> </tr> </table>					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. MP4. Model with mathematics.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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. MP4. Model with mathematics.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.					
<p>when engaging in tasks aligned with the following Grade 7 Literacy in Content Area CCS Standards:</p> <table border="1"> <tr> <td> WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. </td> </tr> </table> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.						

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

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InPCT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., <i>who</i> , <i>whom</i> , <i>which</i> , <i>that</i>), relative adverbs (e.g., <i>where</i> , <i>when</i> , <i>why</i>), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• use intensive/reflexive pronouns • use verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct misplaced and dangling modifiers • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • produce and expand simple, compound, and complex sentences
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific messages.		InP.12-14. Communicate and critique conclusions.		
MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. * Strongly applies to literacy in history/social studies and science/technical subjects				

Grade 8 ELA Standards Matrix

Use the Grade 8 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

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

Grade 8: Standard 1 (w/ELA Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral communication and simple written texts • retell a few key details 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade 8 ELA CCS Standards:				
Literature RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. RL.1, RI.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. SL.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		Informational Text RI.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		

Grade 8: Standard 2 (w/ELA Correspondences)

CELP.6-8.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 8 ELA CCS Standards:

W.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

Grade 8: Standard 3 (w/ELA Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 8 ELA CCS Standards:

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 8: Standard 4 (w/ELA Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary
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.			InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	
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 8 ELA CCS Standards:				
W.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Grade 8: Standard 5 (w/ELA Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from a few provided sources label collected information 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided sources record some data and information 	with guidance and supports, <ul style="list-style-type: none"> conduct short research projects to answer a question gather information from a variety of provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate present findings to a small or large group in an oral or written text cite sources 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate present findings in an organized oral or written text cite sources use a standard format for citations 	<ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate integrate information into an organized oral or written report cite sources use a standard format for citations

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 8 ELA CCS Standards:

W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

 EP English language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grade 8: Standard 6 (w/ELA Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 8 ELA CCS Standards:

RI.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. W.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. SL.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grade 8: Standard 7 (w/ELA Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 8 ELA CCS Standards:

W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 Standard 8 (w/ELA Correspondences)

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 8 ELA CCS Standards:

Literature	Informational Text
RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. L.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>). Use the relationship between particular words to better understand each of the words.	RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade 8: Standard 9 (w/ELA Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement 	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with a few facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts and details explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section

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

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 8 ELA CCS Standards:

W.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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Grade 8: Standard 10 (w/ELA Correspondences)

CELP. 6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .								
Level 1	Level 2	Level 3	Level 4	Level 5				
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences 	with guidance and supports, <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases recognize phrases and clauses within a sentence produce and expand simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices recognize and explain the function on phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) produce and expand simple, compound, and complex sentences 				
<p>when engaging in one or more of the following content-specific practices:</p> <table border="1"> <tr> <td> 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. </td> <td> InP.12-14. Communicate and critique conclusions. </td> </tr> <tr> <td> MP6. Attend to precision. </td> <td> SP8. Obtain, evaluate, and communicate information. </td> </tr> </table>					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.	InP.12-14. Communicate and critique conclusions.	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
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.	InP.12-14. Communicate and critique conclusions.							
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.							
<p>when engaging in tasks aligned with the following Grade 8 ELA CCS Standards:</p> <table border="1"> <tr> <td> L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood. L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). </td> </tr> </table>					L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood. L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 			
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood. L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 								

Grade 8 Literacy Standards Matrix

Use the Grade 8 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

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

Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

Grade 8: Standard 1 (w/Literacy in Content Area Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communication and simple written texts retell a few key details 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the central idea or theme is supported by specific details summarize part of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area CCS Standards:				
History/Social Studies RH.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		Science/Technical Subjects RST.1 Cite specific textual evidence to support analysis of science and technical texts. RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).		

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

CELP.6-8.2. 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 . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 8 Literacy in Content Area CCS Standards:

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

SL.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 8 Literacy in Content Area CCS Standards:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.
SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
* Strongly applies to literacy in history/social studies and science/technical subjects

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

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary
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.			InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	
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 8 Literacy in Content Area CCS Standards:				
WHST.1 Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. * Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • gather information from multiple print and digital sources • use search terms effectively • quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • gather information from multiple print and digital sources • use search terms effectively • (at Grade 8) evaluate the credibility of each source • quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate • integrate information into an organized oral or written report • cite sources • use a standard format for citations

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 8 Literacy in Content Area CCS Standards:

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.9 Draw evidence from informational texts to support analysis reflection, and research. SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. * Strongly applies to literacy in history/social studies and science/technical subjects
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Grade 8: Standard 6 (w/Literacy in Content Area Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• analyze the argument and specific claims made in texts or speech • determine whether the evidence is sufficient to support the claims • cite textual evidence to support the analysis	• analyze and evaluate the argument and specific claims made in texts or speech/ presentations • determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims • cite textual evidence to support the analysis

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 8 Literacy in Content Area CCS Standards:

History/Social Studies RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Science/Technical Studies RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	
SL.3* Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	
L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
* Strongly applies to literacy in history/social studies and science/technical subjects	

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

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices according to task and audience • begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions	with guidance and supports, • adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and phrases in speech and short written texts • show developing control of style and tone in oral or written text	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• adapt language choices and style according to purpose, task, and audience, • use a wide variety of complex general academic and content-specific academic words to precisely express ideas • maintain an appropriate and consistent style and tone throughout an oral or written text
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP4. Model with mathematics. 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 8 Literacy in Content Area CCS Standards:				
WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.				
SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				
L.6* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
* Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 8 Literacy in Content Area CCS Standards:

History/Social Studies RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Science/Technical Studies RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
L.4* Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). Use the relationship between particular words to better understand each of the words. 	
* Strongly applies to literacy in history/social studies and science/technical subjects	

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

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement 	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with a few facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts and details explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area CCS Standards:				
WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				
* Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences 	with guidance and supports, <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases recognize phrases and clauses within a sentence produce and expand simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices recognize and explain the function on phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) produce and expand simple, compound, and complex sentences
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific messages.		InP.12-14. Communicate and critique conclusions.		
MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). * Strongly applies to literacy in history/social studies and science/technical subjects				

Grade 9-10 ELA Standards Matrix

Use the Grade9-10 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

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

Grades 9-10: Standard 1 (w/ELA Correspondences)

CELP.9-12.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to:	with prompting and supports, use an emerging set of strategies to:	with guidance and supports, use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
<ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts 	<ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts explain how details support the main topic 	<ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize parts of the text 	<ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text 	<ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems	
when engaging in tasks aligned with the following Grades 9–10 ELA CCS Standards:				
Literature RL.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). RL.1, RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		Informational Text RI.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		

Grades 9-10: Standard 2 (w/ELA Correspondences)

CELP.9-12.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple yes/no questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct and critique arguments. 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 Grades 9–10 ELA CCS Standards:

W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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Grades 9-10: Standard 3 (w/ELA Correspondences)

CELP.9-12.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about mix of familiar and new texts, topics, or events	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.	SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 9–10 ELA CCS Standards:

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

Grades 9-10: Standard 4 (w/ELA Correspondences)

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> construct a claim about familiar topics or events introduce the topic give a reason to support the claim provide a concluding statement use academic and domain specific vocabulary 	with guidance and supports, <ul style="list-style-type: none"> construct a claim about familiar topics or events introduce the topic provide sufficient evidence, reasons, or facts to support the claim acknowledge opposing ideas provide a concluding statement use academic and domain specific vocabulary 	<ul style="list-style-type: none"> construct a claim about a variety of topics or events introduce the topic provide logically ordered reasons or facts that effectively support the claim establish a formal style address the counterargument provide a concluding statement or section use academic and domain specific vocabulary 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics or events introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 Grades 9–10 ELA CCS Standards:

W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. Provide a concluding statement or section that follows from and supports the argument presented. SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grades 9-10: Standard 5 (w/ELA Correspondences)

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from a few provided print and digital sources label collected information, experiences, or events 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided print and digital sources record some data and information. summarize data and information 	with guidance and supports, <ul style="list-style-type: none"> conduct short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics, when useful provide a list of sources 	<ul style="list-style-type: none"> conduct both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately 	<ul style="list-style-type: none"> conduct both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately
when engaging in one or more of the following content-specific practices:				
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.			InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.			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 Grades 9–10 ELA CCS Standards:				
W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.				

Grades 9-10: Standard 6 (w/ELA Correspondences)

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> identify a point an author or a speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument 	with guidance and supports, <ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim distinguish between claims that are supported by evidence from those that are not cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance determine whether the evidence is sufficient to support the claim cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance determine whether the evidence is sufficient to support the claim cite specific textual evidence to thoroughly support the analysis

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 Grades 9–10 ELA CCS Standards:

RI.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. W.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grades 9-10: Standard 7 (w/ELA Correspondences)

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion 	with guidance and supports, <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease • use an increasing number of general academic and content-specific words and expressions in speech and written text • show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use a wider range of complex general academic and content-specific words and phrases • adopt and maintain a formal style in speech and writing, as appropriate 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles effectively, as appropriate

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 Grades 9–10 ELA CCS Standards:

W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grades 9-10: Standard 8 (w/ELA Correspondences)

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 9–10 ELA CCS Standards:

Literature RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	Informational Text RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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Grades 9-10: Standard 9 (w/ELA Correspondences)

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast provide facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) provide a concluding statement 	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts, details, and evidence explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts, details, and evidence explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section
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.		InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grades 9–10 ELA CCS Standards:				
W.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.				

Grades 9-10: Standard 10 (w/ELA Correspondences)

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics	with guidance and supports, • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses (e.g., independent, dependent, relative, adverbial) • produce and expand simple, compound and a few complex sentences	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences	• use complex phrases and clauses • use parallel structure • produce and expand simple, compound, and complex sentences
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific messages.		InP.12-14. Communicate and critique conclusions.		
MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grades 9–10 ELA CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed. L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				

Grade 9-10 Literacy Standards Matrix

Use the Grade 9-10 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

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

Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

Grades 9-10: Standard 1 (w/Literacy in Content Area Correspondences)

CELP.9-12.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts explain how details support the main topic 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize parts of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS Standards:				
History/Social Studies RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.		Science/Technical Subjects RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.		
SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.				

Grades 9-10: Standard 2 (w/Literacy in Content Area Correspondences)

CELP.9-12.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple yes/no questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 Grades 9–10 Literacy in Content Area CCS Standards:

WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

SL.1* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

Grades 9-10: Standard 3 (w/Literacy in Content Area Correspondences)

CELP.9-12.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary
about familiar texts, topics, and experiences	about familiar texts, topics, experiences, or events	about mix of familiar and new texts, topics, or events	about a variety of texts, topics, or events	about a variety of texts, topics, 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision.	SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.

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

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). SL.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
* Strongly applies to literacy in history/social studies and science/technical subjects

Grades 9-10: Standard 4 (w/Literacy in Content Area Correspondences)

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented • use academic and domain specific vocabulary
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.			InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.	
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 Grades 9–10 Literacy in Content Area CCS Standards:				
WHST.1 Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. SL.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
* Strongly applies to literacy in history/social studies and science/technical subjects				

Grades 9-10: Standard 5 (w/Literacy in Content Area Correspondences)

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 Grades 9–10 Literacy in Content Area CCS Standards:

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

Grades 9-10: Standard 6 (w/Literacy in Content Area Correspondences)

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> identify a point an author or a speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument 	with guidance and supports, <ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim distinguish between claims that are supported by evidence from those that are not cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance determine whether the evidence is sufficient to support the claim cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance determine whether the evidence is sufficient to support the claim cite specific textual evidence to thoroughly support the analysis

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 Grades 9–10 Literacy in Content Area CCS Standards:

History/Social Studies RH.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.	Science/Technical Studies RST.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
WHST.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	
SL.3* Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
* Strongly applies to literacy in history/social studies and science/technical subjects	

Grades 9-10: Standard 7 (w/Literacy in Content Area Correspondences)

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion 	with guidance and supports, <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease • use an increasing number of general academic and content-specific words and expressions in speech and written text • show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use a wider range of complex general academic and content-specific words and phrases • adopt and maintain a formal style in speech and writing, as appropriate 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles effectively, as appropriate
when engaging in one or more of the following content-specific practices:				
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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP4. Model with mathematics. 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 Grades 9–10 Literacy in Content Area CCS Standards:				
WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. S6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6* Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. * Strongly applies to literacy in history/social studies and science/technical subjects				

Grades 9-10: Standard 8 (w/Literacy in Content Area Correspondences)

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events
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.		InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.		
MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS Standards:				
History/Social Studies RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		Science/Technical Subjects RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.		
L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 				
* Strongly applies to literacy in history/social studies and science/technical subjects				

Grades 9-10: Standard 9 (w/Literacy in Content Area Correspondences)

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) • provide a concluding statement or section	• introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section	• introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

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

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

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

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

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

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

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

Grades 9-10: Standard 10 (w/Literacy in Content Area Correspondences)

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple yes/no questions about familiar topics 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences about familiar topics 	with guidance and supports, <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses recognize parallel structure produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use complex phrases and clauses use parallel structure produce and expand simple, compound, and complex sentences
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific messages.		InP.12-14. Communicate and critique conclusions.		
MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed. L.3* Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. * Strongly applies to literacy in history/social studies and science/technical subjects				

Grade 11-12 ELA Standards Matrix

Use the Grade 11-12 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

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

Grades 11-12: Standard 1 (w/ELA Correspondences)

CELP.9-12.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts explain how details support the main topic 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize parts of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards:				
Literature RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) RL.1, RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		Informational Text RI.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		

Grades 11-12: Standard 2 (w/ELA Correspondences)

CELP.9-12.2. 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 . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and Listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple yes/no questions and some wh-questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh-questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed
when engaging in one or more of the following content-specific practices:				
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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 Grades 11–12 ELA CCS Standards:				
W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 				

Grades 11-12: Standard 3 (w/ELA Correspondences)

CELP.9-12.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

RI Read Informational Text
 RI Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about mix of familiar and new texts, topics, or events	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, 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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards:				
W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.				

Grades 11-12: Standard 4 (w/ELA Correspondences)

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented • use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 Grades 11–12 ELA CCS Standards:

W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grades 11-12: Standard 5 (w/ELA Correspondences)

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 Grades 11–12 ELA CCS Standards:

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

Grades 11-12: Standard 6 (w/ELA Correspondences)

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> identify a point an author or a speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument 	with guidance and supports, <ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim distinguish between claims that are supported by evidence from those that are not cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance determine whether the evidence is sufficient to support the claim cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance determine whether the evidence is sufficient to support the claim cite specific textual evidence to thoroughly support the analysis

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 Grades 11–12 ELA CCS Standards:

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

Grades 11-12: Standard 7 (w/ELA Correspondences)

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RI Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion 	with guidance and supports, <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease • use an increasing number of general academic and content-specific words and expressions in speech and written text • show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use a wider range of complex general academic and content-specific words and phrases • adopt and maintain a formal style in speech and writing, as appropriate 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles effectively, as appropriate
when engaging in one or more of the following content-specific practices:				
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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP4. Model with mathematics. 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 Grades 11–12 ELA CCS Standards:				
W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Grades 11-12: Standard 8 (w/ELA Correspondences)

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards:

Literature RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	Informational Text RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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Grades 11-12: Standard 9 (w/ELA Correspondences)

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast provide facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) provide a concluding statement 	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts, details, and evidence explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts, details, and evidence explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards:

W.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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Grades 11-12: Standard 10 (w/ELA Correspondences)

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple yes/no questions about familiar topics 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences about familiar topics 	with guidance and supports, <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses recognize parallel structure produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use complex phrases and clauses use parallel structure produce and expand simple, compound, and complex sentences
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		InP.12-14. Communicate and critique conclusions.		
MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				

Grade 11-12 Literacy Standards Matrix

Use the Grade 11-12 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

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

Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

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

CELP.9-12.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

<i>By the end of each English language proficiency level, an EL can . . .</i>				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts explain how details support the main topic 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize parts of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text
when engaging in one or more of the following content-specific practices:				
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.			InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.	
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.			SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area CCS Standards:				
History/Social Studies RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.		Science/Technical Subjects RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.		
SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				

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

CELP.9-12.2. 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 . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple yes/no questions and some wh- questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed

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

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 Grades 11–12 Literacy in Content Area CCS Standards:

WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. SL.1* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. * Strongly applies to literacy in history/social studies and science/technical subjects

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

CELP.9-12.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate information using words and phrases acquired in conversations, reading, and being read to <p>about familiar texts, topics, and experiences</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details <p>about familiar texts, topics, experiences, or events</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary include relevant general and some specific details <p>about mix of familiar and new texts, topics, or events</p>	<p>including relevant general and specific details, concepts, and examples to develop the topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary <p>about a variety of texts, topics, or events</p>	<p>including relevant details, concepts, information, and examples to fully develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary <p>about a variety of texts, topics, or events</p>

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

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>InP.15-17. Take informed action.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p>	<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>

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

<p>WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <p>SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>
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RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

Grades 11-12: Standard 4 (w/Literacy in Content Area Correspondences)

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <i>end</i> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented • use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 Grades 11–12 Literacy in Content Area CCS Standards:

WHST.1 Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. * Strongly applies to literacy in history/social studies and science/technical subjects

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

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

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

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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 Grades 11–12 Literacy in Content Area CCS Standards:

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

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

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> identify a point an author or a speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument 	with guidance and supports, <ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim distinguish between claims that are supported by evidence from those that are not cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance determine whether the evidence is sufficient to support the claim cite textual evidence to support the analysis 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance determine whether the evidence is sufficient to support the claim cite specific textual evidence to thoroughly support the analysis

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 Grades 11–12 Literacy in Content Area CCS Standards:

History/Social Studies RH.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	Science/Technical Studies RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
WHST.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	
SL.3* Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
* Strongly applies to literacy in history/social studies and science/technical subjects	

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

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening

EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion 	with guidance and supports, <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease • use an increasing number of general academic and content-specific words and expressions in speech and written text • show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use a wider range of complex general academic and content-specific words and phrases • adopt and maintain a formal style in speech and writing, as appropriate 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles effectively, as appropriate
when engaging in one or more of the following content-specific practices:				
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.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.		
MP4. Model with mathematics. 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 Grades 11–12 Literacy in Content Area CCS Standards:				
WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.				
SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				
L.6* Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
* Strongly applies to literacy in history/social studies and science/technical subjects				

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

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events

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	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.

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

Literature RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations * Strongly applies to literacy in history/social studies and science/technical subjects	Informational Text RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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Grades 11-12: Standard 9 (w/Literacy in Content Area Correspondences)

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast provide facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) provide a concluding statement 	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts, details, and evidence explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts, details, and evidence explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

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

WHST.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. * Strongly applies to literacy in history/social studies and science/technical subjects
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Grades 11-12: Standard 10 (w/Literacy in Content Area Correspondences)

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

RI Read Informational Text
 RL Read Literature
 W Writing
 SL Speaking and listening
 EP English Language arts practice
 MP Math practice
 SP Science Practice
 InP CT Social Studies Inquiry Practice
 L Language

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple yes/no questions about familiar topics 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences about familiar topics 	with guidance and supports, <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses recognize parallel structure produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use complex phrases and clauses use parallel structure produce and expand simple, compound, and complex sentences
when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		InP.12-14. Communicate and critique conclusions.		
MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.		
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area CCS Standards:				
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. L.3* Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
* Strongly applies to literacy in history/social studies and science/technical subjects				