



**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

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OFFICE OF
WEST VIRGINIA SECRETARY OF STATE

**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
(Page 1)**

AGENCY **Education**
RULE TYPE **Legislative Exempt AMENDMENT TO EXISTING RULE Yes** TITLE-SERIES **126-**
RULE NAME **Programs of Study for Limited English Proficient Students (2417)** **015**

CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

COMMENTS LIMITED TO
Written

DATE OF PUBLIC HEARING

LOCATION OF PUBLIC HEARING

DATE WRITTEN COMMENT PERIOD ENDS
Monday, December 16, 2013 4:00 PM

WRITTEN COMMENTS MAY BE MAILED TO
**Robert Crawford, Assistant Director
WVDE Office of Federal Programs
Capitol Building 6, Room 330
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330**

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes
Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 126-015



Rule Id: 9307



Document: 25445



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**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
(Page 2)**

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CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

PROVIDE A BRIEF SUMMARY OF YOUR PROPOSAL

Revisions to Policy 2417 are being recommended to ensure that the embedded English Language Proficiency (ELP) Standards reflect a correspondence to the States college- and career-ready standards consistent with the requirement in ESEA section 3113(b) (2). The new ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are in college-and-career-ready standards and that are necessary for English Learners to be successful in schools. See specifically the Program of Study section for the proposed ELP Standards that highlight a strategic set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 2)

AGENCY **Education**
 RULE TYPE **Legislative Exempt AMENDMENT TO EXISTING RULE Yes TITLE-SERIES 126-**
 RULE NAME **Programs of Study for Limited English Proficient Students (2417) 015**

CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

FISCAL NOTE DETAIL -- SHOW OVER-ALL EFFECT IN ITEM 1 AND 2 AND, IN ITEM 3, GIVE AN EXPLANATION OF BREAKDOWN BY FISCAL YEAR, INCLUDING LONG-RANGE EFFECT.

Effect Of Proposal	Current Increase/Decrease (use ' - ')	Next Increase/Decrease (use ' - ')	Fiscal Year (Upon Full Implementation)
ESTIMATED TOTAL COST	0	0	0
PERSONAL SERVICES	0	0	0
CURRENT EXPENSES	0	0	0
REPAIRS AND ALTERATIONS	0	0	0
ASSETS	0	0	0
OTHER	0	0	0
ESTIMATED TOTAL REVENUES	0	0	0

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 126-015



Rule Id: 9307



Document: 25445

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2417 – Programs of Study for Limited English Proficient Students

Background:

Through the process of submitting the ESEA Flexibility Request, West Virginia assured the United States Department of Education that it would adopt English language proficiency (ELP) standards corresponding to the State’s college- and career-ready standards, consistent with the requirement in ESEA section 3113(b) (2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. Additionally, in order to participate in the English Language Proficiency Assessment for the 21st Century (ELPA 21) consortium, WVDE was required to submit a Memorandum of Understanding indicating that West Virginia would adopt common ELP standards to develop test items for the proposed new assessment, ELPA21. This assessment is expected to be piloted in 2015/16 and implemented in 2016/17. The revised policy embeds ELP standards that correspond with Policy 2520.1A -Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools and Policy 2520.2B-Next Generation Content Standards and Objectives for Mathematics in West Virginia Schools.

Proposals:

Revisions to Policy 2417 are being recommended to ensure that the embedded English Language Proficiency (ELP) Standards reflect a correspondence to the State’s college- and career-ready standards consistent with the requirement in ESEA section 3113(b) (2). The new ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are in college-and-career-ready standards and that are necessary for English Learners to be successful in schools. See specifically the “Program of Study” section for the proposed ELP Standards that highlight a strategic set of language functions (what students *do* with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science.

Impact:

The proposed revision will establish a new set of ELP standards that will require professional development and awareness for current practitioners. Additionally, in creating new level descriptors that define what an English language learner’s language use will look like at each ELP level, a correspondence to the current ELP assessment will need to be developed for reporting purposes.

Response to Comments: *This section is added to the executive summary once a policy has completed the comment period and is being taken back before the State Board for adoption. In this section indicate how many comments were received and how they were addressed or why they were not addressed in the policy. Also indicate the categories of people who commented.*

EX: Eight comments were received during the comment period. Six comments were in support of the proposed changes and two comments dealt with the compositions of the panels. As this policy does not address the composition of the panels, no changes to the policy are recommended as a result of the comments received. Comments were received from four teachers, two principals, and two parents.

ELP Advisory Committee

- **Dr. Elizabeth Campbell**
Marshall University: Assistant Professor of Elementary and Secondary Education Program Coordinator, English as a Second Language
- **Dr. Susan Braid**
West Virginia University: Associate Professor of TESOL
- **Sallie Dalton**
Greenbrier County: Superintendent
- **Allyson Schoenlein**
Cabell County: Federal Program Director
- **Betty Anne Powell**
Berkeley County: Federal Program Assistant Director
- **Mary Ann Freeman**
Fayette County: Federal Program Director
- **Norma Gains**
Monongalia County: Federal Program Director
- **Cathy Shank**
WV TESOL: President
- **Kathy Brown**
Kanawha County: ESL Coach, Lead ESL teacher
- **Janne Rice**
Cabell County: Adult & K-12 ESL teacher
- **Rachel Fisher**
Morgan County: ESL teacher
- **Angel Brown**
Putnam County: ESL teacher
- **Andrea Standley**
Wood County: ESL teacher
- **Erin Gripper**
Marion County: ESL teacher
- **Virginia Guynn**
Berkeley County: ESL teacher
- **Melissa Gholson**
WVDE: Coordinator at Office of Assessment and Accountability
- **Joey Wiseman**
WVDE: Assistant Director at Office of Secondary Learning
- **Lynn Baker**
WVDE: Math/Science Partnership Coordinator at Office of Early Learning
- **Clayton Burch**
WVDE: Executive Director at Office of Early Learning
- **Pat Homberg**
WVDE: Executive Director at Office of Special Programs
- **Robert Crawford**
WVDE: Assistant Director at Office of Federal Programs
- **Mami Itamochi**
WVDE: Coordinator at Office of Federal Programs

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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

SERIES 15

**~~Programs of Study for Limited English Proficient Students~~ PROGRAMS OF STUDY FOR
LIMITED ENGLISH PROFICIENT STUDENTS (2417)**

§126-15-1. General.

1.1. Scope. – This legislative rule defines the expectations for programs of study for improving the English language proficiency of students with limited English proficiency.

1.2. Authority. – W.Va. Constitution, Article XII, §2; W. Va. Code §18-2-5 and §18-9A-22 and Public Law 107-110, *No Child Left Behind Act of 2001*.

1.3. Filing Date. – ~~March 12, 2004~~.

1.4. Effective Date. – ~~April 12, 2004~~.

1.5. Repeal of Former Rule. – This legislative rule amends W.Va. 126CSR15 “Programs of Study for Limited English Proficient Students” filed ~~May 19, 2003~~ March 12, 2004 and effective ~~June 18, 2003~~ April 12, 2004.

§126-15-2. Definitions.

2.1. A limited English proficient (LEP) student in the State of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*. An LEP student is classified as one:

2.1.1.~~a.~~ who is aged 3 through 21; and

2.1.2.~~b.~~ who is enrolled or preparing to enroll in an elementary school or secondary school; and

2.1.3.~~c.~~ who was not born in the United States or whose native language is a language other than English; or

and
a.2.1.c.1. who is a Native American or Alaska Native, or a native resident of outlying areas;

2.1.c.1.A. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

b.2.1.c.2. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

2.1.4.~~d.~~ whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual–

a.2.1.d.1. the ability to meet the West Virginia Department of Education (WVDE)

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~~hereinafter referred to as the “WVDE”~~ proficiency level of achievement on state assessments;

~~b.2.1.d.2.~~ the ability to achieve successfully in classrooms where the language of instruction is English; or

~~e.2.1.d.3.~~ the opportunity to participate fully in society.

2.2. English Language Proficiency (ELP). The criteria for ELP (exit LEP status) are:

2.2.4.a. student no longer meets the definition of LEP; and

2.2.2.b. student no longer participates in alternative language programs nor receives monitoring services; and

2.2.3.c. student scores above level five on the West Virginia Test of English Language Learning (WESTELL) for two consecutive years or tests proficient for two consecutive years on the Alternate Assessment; and

2.2.4.d. student scores at mastery level or above on the West Virginia Educational Standards Test (WESTEST), Reading Language Arts Assessment (grades 3-8 and 10) or Reading Language Arts end of course exams (grades 9 and 11); or

2.2.5.e. student scores at mastery level or above on the Alternate Assessment.

2.3. Follow content standard (FCS) signifies that students should follow the content standards and objectives for Reading and English Language Arts as a guideline, implementing the ELP standard when appropriate for their grade level.

§126-15-3. Regulations.

3.1. Each county shall identify LEP students within 30 days of enrollment based on criteria established by the WVDE and available through the ~~Office of English as a Second Language (ESL) Office of Federal Programs/West Virginia International Schools.~~

3.2. Each county shall use the ELP standards as a framework for providing a scientifically research-based alternative language program. The purpose of the program is to facilitate the student's achievement of English proficiency and the academic content standards as set forth in W.Va. 126CSR44A through 440, West Virginia Board of Education Policies 2520.1 through 15, Content Standards and Objectives for West Virginia Schools.

3.3. Each county shall seek highly qualified teachers to deliver the alternative language program and shall provide on-going, sustained, annual opportunities for professional development.

3.4. Each county shall annually address classroom and assessment accommodations through an LEP committee for each LEP student participating in the alternative language program.

3.5. All public school students identified as LEP shall participate in the West Virginia Measures of Academic Progress (WVMAP) as set forth in W.Va. 126CSR14, West Virginia Board of Education Policy 2340, ~~entitled~~ West Virginia Measures Of Academic Progress (~~hereinafter referred to as~~ Policy 2340), as determined by the LEP committee. Using the LEP Assessment Participation Form, the committee will annually determine the appropriate accommodations.

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3.6. Each county shall conduct an annual assessment of LEP students' ~~EL~~English language ~~proficiency~~ using the WESTELL during the testing window established by the WVDE.

3.7. Each county Title III director shall be responsible for the collection and maintenance of LEP student data using the West Virginia Education Information System (WVEIS).

3.8. When the LEP student is a student with an exceptionality, as identified under W. Va. 126CSR16, West Virginia Board of Education Policy 2419, Regulations for the Education of Exceptional Students, and/or Section 504 of The Rehabilitation Act of 1973, Public Law 93-112, the respective IEP Team/LEP committee or Section 504 committee/LEP committee shall determine the student's appropriate WVMAP assessment participation as set forth in Policy 2340.

3.9. Each county shall promote the involvement of parents of LEP students in the educational program of their children.

3.10. Each county shall exit LEP students from the alternative language program based on criteria established by the WVDE and available through the Office of ~~ESL~~Federal Programs/~~West Virginia International Schools~~.

§126-15-4. Incorporation by Reference.

4.1. A copy of the English Language Proficiency Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of Secretary of State and in the West Virginia Department of Education, Office of ~~ESL~~Federal Programs/~~West Virginia International Schools~~.

§126-15-5. Summary of the Standards.

5.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The performance standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The performance standards document includes performance standards for ELP, an explanation of terms, and objectives that reflect a rigorous and challenging curriculum.

§126-15-6. Severability.

6.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

**English Language Proficiency
Standards and Objectives for West Virginia Schools**

Explanation of Terms

LEP Student Profile

~~LEP students, like the general population, are a diverse group. Their abilities range on a continuum from being gifted to having special needs. Additionally, LEP students range from having a high level of proficiency in all skill areas in their native language to being illiterate or minimally literate. Some LEP students have had prior formal schooling outside of the United States in their native language while others have had limited formal schooling.~~

Performance Standards

~~English Language Proficiency (ELP) Standards are distinct because they explicitly focus on the learning needs of the wide range of LEP students from pre-kindergarten through twelfth grade who come from widely diverse cultural, linguistic, and educational backgrounds and are at different stages of English language acquisition. The cultural component is embedded throughout the standards, in that it is impossible to isolate discrete cultural elements from the teaching of language. Unlike other content standards, they take into account the critical role of language learning in the achievement of content and specially focus on the learning styles and instructional needs of LEP students. ELP Standards represent a bridge for LEP students to gain access to content instruction in English.~~

~~The ELP Standards are not content standards. It is not their intent to describe what students should know and be able to do. Instead, they gauge the degree to which the content standards have been attained. These performance standards represent the degrees of proficiency in the English language that an LEP student will master upon completion of each level.~~

Objectives

~~Objectives are incremental steps toward proficiency of the standards. Objectives are listed by proficiency level. Although the objectives have been developed separately for each standard (Oral, Reading, Writing) they are integrated in classroom instruction.~~

Proficiency Levels

~~Regardless of their grade level, all LEP students can be classified in one of five levels of English proficiency. These levels are:~~

- ~~• Level 1: Negligible~~
- ~~• Level 2: Very Limited~~
- ~~• Level 3: Limited~~
- ~~• Level 4: Intermediate~~
- ~~• Level 5: Fluent~~

Numbering of Standards

~~The number for each content standard is composed of three parts, each part is separated by a period:~~

- ~~• The content area code (e.g., ELP for English Language Proficiency)~~
- ~~• The letter S, for Standard; and~~
- ~~• The standard number.~~

~~Illustration: ELP.S.1. refers to English Language Proficiency standard #1.~~

Numbering of Objectives

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~~The number for each objective is composed of three parts, each part is separated by a period:~~

- ~~• The proficiency level (e.g., ELP1 for English Language Proficiency Level One)~~
- ~~• The number of the standard addressed; and~~
- ~~• The objective number.~~

~~Illustration: ELP1.2.3. refers to a Level One English Language Proficiency objective that addresses standard two (reading), and that is the third objective listed under that standard.~~

~~*Follow Content Standards~~

~~Some objectives may not be developmentally appropriate for lower grade levels (e.g., kindergarten). In these instances, the objectives are marked FCS. FCS signifies that students should follow the Content Standards for Reading and English Language Arts as a guideline, implementing the ELP standard when appropriate for their grade level.~~

~~Abbreviations~~

~~LEP—Limited English Proficiency
ELP—English Language Proficiency
FCS—Follow Content Standard~~

~~Other Abbreviations~~

~~PL—Proficiency Levels
S—Standard~~

Introduction

The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the *critical language, knowledge about language, and skills using language* that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be successful in schools.

The 10 ELP Standards highlight a strategic set of language functions (what students *do* with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five ELP levels for each of the ELP Standards address the question, “What might an ELL’s language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?”

How to Navigate this Document

Guiding Principles

1. Potential

1.

ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate¹ curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs will produce language that includes features that distinguish them from their native-English-speaking peers, “it is possible [for ELLs] to achieve the standards for college-and-career readiness” (NGA Center & CCSSO, 2010b, p. 1).

2. Funds of Knowledge

2.

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

3. Diversity in ELL Progress in Acquiring English Language Proficiency

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

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

1988). Within these ELP Standards, we assume parallel development of language and content-area knowledge, skills, and abilities. ELLs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. “Research has shown that ELLs can develop literacy in English even as their oral proficiency in English develops (Bunch, Kibler, & Pimentel, 2013, p. 15).

4. Scaffolding

3.

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

5. Students with Limited or Interrupted Formal Education

4.

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

6. Special Needs

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

7. Access Supports and Accommodations

5.

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

8. Multimedia, Technology, and New Literacies

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

Design Features of the Standards

The 10 ELP Standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD) and content area teachers in both English language development and

content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and benefits ELLs' learning experiences.

At present, second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development is that of the subject area teacher. Given the new [content] standards' explicitness in how language must be used to enact disciplinary knowledge and skills, such a strict division of labor is no longer viable. Content area teachers must understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and the language arts to enhance students' engagement with rich content and fuel their academic performance. ESL/ELD teachers must cultivate a deeper knowledge of the disciplinary language that ELL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ELD teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).

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

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

OVERVIEWPOLICY 2417, PROGRAMS OF STUDY FOR LIMITED ENGLISH LANGUAGE PROFICIENT STUDENTS—OVERVIEW—
POLICY 2417**Program of Study**

The West Virginia Programs of Study for Limited English Language Proficient (LEP) Students set forth the expectations for English language proficiency for all West Virginia LEP students in elementary, middle, junior high and high schools. The curriculum is designed to address the needs of all LEP students studying to acquire English language proficiency regardless of their native language or the grade level or proficiency level at which they study.

Organization of the Standards

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

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

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

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

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

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

Alternate organization of the ELP Standards

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

<u>Receptive² modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</u>	<u>Listening and reading</u>	<u>1</u>	<u>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</u>
		<u>8</u>	<u>determine the meaning of words and phrases in oral presentations and literary and informational text</u>

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

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

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<p>Productive modalities: The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)</p>	<p>Speaking and writing</p>	<p><u>3</u></p>	<p><u>speak and write about grade-appropriate complex literary and informational texts and topics</u></p>
		<p><u>4</u></p>	<p><u>construct grade-appropriate oral and written claims and support them with reasoning and evidence</u></p>
		<p><u>7</u></p>	<p><u>adapt language choices to purpose, task, and audience when speaking and writing</u></p>
<p>Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	<p>Listening, speaking, reading, and writing</p>	<p><u>2</u></p>	<p><u>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</u></p>
		<p><u>5</u></p>	<p><u>conduct research and evaluate and communicate findings to answer questions or solve problems</u></p>
		<p><u>6</u></p>	<p><u>analyze and critique the arguments of others orally and in writing</u></p>

Standards

The goal of the English Language Proficiency (ELP) Standards is to provide the foundation that will enable LEP students to be successful in the English Content Standards and across the curriculum. This foundation is essential because LEP students are learning English as another language. They are designed to provide guidance for the development of district ELP curricula, the selection of instructional materials, the evaluation of students’ learning, and inservice and preservice professional development programs. Teachers at local schools are responsible for developing a scope and sequence and for selecting the specific content and learning activities that will lead students to a high level of language proficiency. It is imperative, therefore, that the material presented at each proficiency level is controlled for both age and proficiency level in English.

The Reading and English Language Arts Content Standards (W.Va. 126CSR44A, West Virginia Board of Education Policy 2520.1: Reading and English Language Arts Content Standards and Objectives for West Virginia Schools) support the English language development of K-12 LEP students. In some cases, the descriptor for Policy 2520.1 and the ELP standards are the same, but the indicators beneath the descriptor differ. This difference reflects the skills that the LEP student can accomplish at that proficiency level. Another difference between the ELP Standards and Policy 2520.1 is that the ELP Standards are not grade level specific. LEP students will proceed through these levels at their own pace depending in part on their level of proficiency in their native language, the age when they entered school in the United States, and their ability to learn another language.

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~~Five levels of English proficiency have been defined for the state's LEP population. These levels are Level 1: Negligible, Level 2: Very Limited, Level 3: Limited, Level 4: Intermediate, and Level 5: Fluent. An individual student may progress at varying levels within the standards. Within each of these levels, objectives have been developed for:~~

~~ELP.S.1. Oral language (listening and speaking)~~

~~ELP.S.2. Reading~~

~~ELP.S.3. Writing~~

~~Proficiency in listening, speaking, reading, and writing as outlined in these standards will allow LEP students to make a successful transition in order to meet the requirement of Policy 2520.1. A concerted effort should be made to relate required reading selections to other core subjects including mathematics, science, and history and social science.~~

Progression Timeline

~~LEP students enter schools with a wide range of skills and abilities in their native language and/or English that determine the rate at which they acquire proficiency in the English language. Research indicates that it may take five to seven years, on the average, for a student to become fully proficient in English. The goal for the education of LEP students is to provide intensive instruction so that LEP students can develop English proficiency as quickly as possible in order to reach full educational parity with their peers.~~

English Proficiency Level 1 (Negligible)

~~Below are general descriptions for each of the skill areas for students achieving at proficiency level 1.~~

~~**ELP.S.1. Oral (Listening/Speaking):** Students completing proficiency level 1 can comprehend simple statements and questions with additional visuals and gestures. They have a limited understanding of the general idea of basic messages. Additionally, students at proficiency level 1 can comprehend some limited face-to-face conversations.~~

Understand and use oral language

~~Students will:~~

~~— ELP1.1.1. Understand a few words and phrases~~

~~— ELP1.1.2. Speak with a few words and phrases~~

~~— ELP1.1.3. Ask one word questions~~

~~— ELP1.1.4. Answer simple questions with one and two word responses~~

~~— ELP1.1.5. Respond to simple directions nonverbally with additional visual or gestural cues~~

Oral communication skills

~~Students will:~~

- ~~— ELP1.1.6. — Communicate basic needs and wants~~
- ~~— ELP1.1.7. — Use common social greetings and simple repetitive phrases~~
- ~~— ELP1.1.8. — Respond to factual questions about present environmental information~~

~~**ELP.S.2. Reading:** Students completing proficiency level 1 are beginning to understand some basic material. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple phrases containing high frequency vocabulary.~~

~~**Understand how print is organized and read**~~

~~Students will:~~

- ~~— ELP1.2.1. — Hold print materials in the correct position * FCS~~
- ~~— ELP1.2.2. — Identify the front and back covers * FCS~~
- ~~— ELP1.2.3. — Track from left to right and top to bottom on a page * FCS~~

~~**Understand meaning from print and signs**~~

~~Students will:~~

- ~~— ELP1.2.4. — Identify common signs and logos~~
- ~~— ELP1.2.5. — Begin to explain own writings and drawings~~
- ~~— ELP1.2.6. — Use pictures to gain meaning~~
- ~~— ELP1.2.7. — Begin to use a picture dictionary~~

~~**ELP.S.3. Writing:** Students completing proficiency level 1 are beginning to express basic personal needs. They are able to copy from a model simple English letters and words. They are beginning to use prewriting strategies and available technology.~~

~~**Write to communicate ideas**~~

~~Students will:~~

- ~~— ELP1.3.1. — Trace, copy and draw from a model~~
- ~~— ELP1.3.2. — Use prewriting strategies * FCS~~
- ~~— ELP1.3.3. — Use available technology~~
- ~~— ELP1.3.4. — Trace and copy uppercase and lowercase letters of the alphabet and numbers~~

~~**English Proficiency Level 2 (Very Limited)**~~

~~Below are general descriptions for each of the skill areas for students achieving at proficiency level 2.~~

~~**ELP.S.1. Oral (Listening/Speaking):** Students completing proficiency level 2 can comprehend simple statements and questions. They can understand the general idea of basic messages and conversations. Additionally, students at proficiency level 2 will comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 2 will initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers.~~

Understand and use oral language

Students will:

- ~~— ELP2.1.1. — Understand a few words, phrases and/or sentences with basic English ————— grammatical forms~~
- ~~— ELP2.1.2. — Speak with a few words, phrases, and/or sentences with basic English ————— grammatical forms~~
- ~~— ELP2.1.3. — Answer simple questions with simple responses~~
- ~~— ELP2.1.4. — Ask and answer questions using simple sentences or phrases~~
- ~~— ELP2.1.5. — Respond to simple directions both verbally and nonverbally~~

Oral communication skills

Students will:

- ~~— ELP2.1.6. — Demonstrate comprehension of basic oral presentations and instructions~~
- ~~— ELP2.1.7. — Retell familiar stories and participate in short conversations~~
- ~~— ELP2.1.8. — Communicate needs and wants~~
- ~~— ELP2.1.9. — Use appropriate social greetings and phrases~~
- ~~— ELP2.1.10. — Respond to factual questions about texts read aloud~~

~~**ELP.S.2. Reading:** Students completing proficiency level 2 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 2 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high frequency vocabulary and predictable grammatical patterns. Students at proficiency level 2 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.~~

Understand how print is organized and read

Students will:

- ~~— ELP2.2.1. — Identify the front cover, back cover, index and glossary, and title page of a book * FCS~~
- ~~— ELP2.2.2. — Follow words from left to right and top to bottom on a page * FCS~~
- ~~— ELP2.2.3. — Use a text to match voice with print, to associate word, and basic phrases with their written forms~~

Understand meaning from print and signs

Students will:

- ~~— ELP2.2.4. — Read and explain own writings and drawings~~

- ~~— ELP2.2.5. — Use pictures to make predictions about text~~
- ~~— ELP2.2.6. — Apply background knowledge to text~~
- ~~— ELP2.2.7. — Use prior knowledge to interpret pictures~~
- ~~— ELP2.2.8. — Begin to self-correct * FCS~~

~~Demonstrate comprehension of fiction/nonfiction~~

~~Students will:~~

- ~~— ELP2.2.9. — Answer factual, simple questions about what is read~~
- ~~— ELP2.2.10. — Create artwork or a written response that shows comprehension of a selection~~
- ~~— ELP2.2.11. — Name characters and identify setting in stories~~
- ~~— ELP2.2.12. — Recognize beginning and end of narratives~~
- ~~— ELP2.2.13. — Recognize middle of narratives * FCS~~
- ~~— ELP2.2.14. — Recognize the difference between poetry versus prose * FCS~~

~~**ELP.S.3. Writing:** Students completing proficiency level 2 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.~~

~~Write to communicate ideas~~

~~Students will:~~

- ~~— ELP2.3.1. — Print uppercase and lowercase letters of the alphabet~~
- ~~— ELP2.3.2. — Copy several simple sentences on a topic. * FCS~~
- ~~— ELP2.3.3. — Use various prewriting strategies * FCS~~
- ~~— ELP2.3.4. — Use available technology~~

~~Use English grammar, punctuation, and spelling conventions~~

~~Students will:~~

- ~~— ELP2.3.5. — Capitalize words at the beginning of sentences * FCS~~
- ~~— ELP2.3.6. — Use periods and question marks at the end of sentences or questions * FCS~~
- ~~— ELP2.3.7. — Use phonetic spelling~~
- ~~— ELP2.3.8. — Identify basic grammatical constructions in simple sentences. * FCS~~

Limited English Proficiency Level 3 (Limited)

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~~Below are general descriptions for each of the skill areas for students achieving at proficiency level 3.~~

~~**ELP.S.1. Oral (Listening/Speaking):** Upon completion of proficiency level 3, students can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word order patterns in simple sentences. They demonstrate a detailed understanding of short conversations and messages but only have a general understanding of longer conversations and messages. Students at proficiency level 3 can initiate and sustain a conversation although they often speak with hesitation and rely on known vocabulary. They typically use the more common verb tense forms (present, past, and future), but make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. Students at proficiency level 3 often have to repeat themselves to be understood. They rely on familiar structures and utterances. They use repetition, gestures, and other nonverbal cues to sustain conversation.~~

~~Understand and use oral language~~

~~Students will:~~

- ~~— ELP3.1.1. — Attempt to use standard English and is understood when speaking~~
- ~~— ELP3.1.2. — Restate and execute one-step oral directions~~
- ~~— ELP3.1.3. — Ask and answer questions with appropriate responses * FCS~~

~~Oral communication skills~~

~~Students will:~~

- ~~— ELP3.1.4. — Converse on simple topics~~
- ~~— ELP3.1.5. — Participate in social conversations on familiar topics by asking and answering questions and soliciting information~~
- ~~— ELP3.1.6. — Recite rhymes, songs, and simple stories~~
- ~~— ELP3.1.7. — Talk about experiences using expanded vocabulary, descriptive words, and paraphrasing~~
- ~~— ELP3.1.8. — Retell stories and participate in conversations~~
- ~~— ELP3.1.9. — Orally identify the main points of simple conversations and stories that are read aloud~~
- ~~— ELP3.1.10. — Restate in simple form the main idea of oral presentations using subject matter content.~~

~~**ELP.S.2. Reading:** Students completing proficiency level 3 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.~~

~~Understand how print is organized and read~~

~~Students will:~~

- ~~— ELP3.2.1. — Read from left to right and top to bottom * FCS~~

~~— ELP3.2.2. — Identify letters, words, and sentences * FCS~~

Read, comprehend, and analyze fiction and nonfiction

Students will:

- ~~— ELP3.2.3. — Answer simple, factual questions about what is read~~
- ~~— ELP3.2.4. — Create artwork or a written response that shows comprehension of a selection~~
- ~~— ELP3.2.5. — Use knowledge of the story and topic to read words~~
- ~~— ELP3.2.6. — Name characters and tell about the setting of a story~~
- ~~— ELP3.2.7. — Recognize the format of poetry versus prose~~

Begin to apply phonetic principles

Students will:

- ~~— ELP3.2.8. — Use knowledge of consonants and consonant blends in words~~
- ~~— ELP3.2.9. — Use vowel sounds in decoding single syllable words~~
- ~~— ELP3.2.10. — Use basic word patterns~~

Use meaning clues and language structure to expand vocabulary when reading

Students will:

- ~~— ELP3.2.11. — Use pictures~~
- ~~— ELP3.2.12. — Use knowledge of the story and topic to read words~~
- ~~— ELP3.2.13. — Use knowledge of sentence structure~~
- ~~— ELP3.2.14. — Reread and self correct~~

Locate information in reference materials

Students will:

- ~~— ELP3.2.15. — Use a table of contents * FCS~~
- ~~— ELP3.2.16. — Use pictures and charts * FCS~~
- ~~— ELP3.2.17. — Use dictionaries and indices * FCS~~
- ~~— ELP3.2.18. — Use available technology * FCS~~

Use simple reference materials

Students will:

- ~~— ELP3.2.19. — Use knowledge of alphabetical order~~
- ~~— ELP3.2.20. — Use traditional and nontraditional reference materials~~
- ~~— ELP3.2.21. — Locate and select appropriate reference material~~
- ~~— ELP3.2.22. — Access available technology to find information~~

~~**ELP.S.3. Writing:** Students completing proficiency level 3 can write simple notes, make brief journal entries, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when the students try to express thoughts that require more complex language structures.~~

~~**Write to communicate ideas**~~

~~Students will:~~

- ~~— ELP3.3.1. — Write multiple sentences around a topic~~
- ~~— ELP3.3.2. — Use descriptive vocabulary~~
- ~~— ELP3.3.3. — Use prewriting and planning strategies to organize information before writing * FCS~~
- ~~— ELP3.3.4. — Edit and revise writing * FCS~~
- ~~— ELP3.3.5. — Use available technology~~

~~**Use English grammar, punctuation, and spelling conventions**~~

~~Students will:~~

- ~~— ELP3.3.6. — Capitalize first words in sentences and proper nouns~~
- ~~— ELP3.3.7. — Use appropriate punctuation~~
- ~~— ELP3.3.8. — Use apostrophe for known contractions and possessive nouns~~
- ~~— ELP3.3.9. — Use basic grammatical construction in basic sentences~~

~~**Write legibly**~~

~~Students will:~~

- ~~— ELP3.3.10. — Print correct letter and number formation in sentences~~
- ~~— ELP3.3.11. — Space words and sentences appropriately * FCS~~
- ~~— ELP3.3.12. — Begin writing in cursive uppercase and lowercase letters of alphabet~~

~~**Limited English Proficiency Level 4 (Intermediate)**~~

~~Below are general descriptions for each of the skill areas for students achieving at proficiency level 4.~~

~~**ELP.S.1. Oral (Listening/Speaking):** Students completing proficiency level 4 can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at proficiency level 4 are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and~~

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~~discussing academic topics in depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses.~~

~~Understand and use oral language~~

~~Students will:~~

- ~~— ELP4.1.1. — Ask and answer instructional questions~~
- ~~— ELP4.1.2. — Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content * FCS~~
- ~~— ELP4.1.3. — Restate and execute multistep oral directions * FCS~~

~~Oral communication skills~~

~~Students will:~~

- ~~— ELP4.1.4. — Participate in classroom discussions~~
- ~~— ELP4.1.5. — Retell increasingly complex stories~~
- ~~— ELP4.1.6. — Prepare and deliver short oral presentations * FCS~~

~~Present and listen to brief oral reports~~

~~Students will:~~

- ~~— ELP4.1.7. — Organize ideas appropriate for the topic and purpose * FCS~~
- ~~— ELP4.1.8. — Use subject-related information and vocabulary~~
- ~~— ELP4.1.9. — Listen to and record selected information * FCS~~
- ~~— ELP4.1.10. — Speak understandably although speech may contain some errors that interfere with meaning~~
- ~~— ELP4.1.11. — Listen to stories/information and identify key details and concepts~~
- ~~— ELP4.1.12. — Identify the topic and supporting details of oral presentations, familiar literature and key concepts of subject matter content~~

~~**ELP.S.2. Reading:** Students completing proficiency level 4 can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can begin to analyze reading passages written at a level appropriate for the general public. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.~~

~~Read and demonstrate comprehension of familiar literature as a result of classroom instruction~~

~~Students will:~~

- ~~— ELP4.2.1. — Use pictures to make predictions about stories and informational text~~
- ~~— ELP4.2.2. — Retell familiar reading selections including beginning, middle, and end~~
- ~~— ELP4.2.3. — Participate in discussions about the characters, setting, and events~~

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- ~~— ELP4.2.4. — Identify the characters, setting, and events in fictional selections * FCS~~
- ~~— ELP4.2.5. — Identify the topic or main idea * FCS~~
- ~~— ELP4.2.6. — Write about what is read * FCS~~

~~Understand basic phonetic principles~~

~~Students will:~~

- ~~— ELP4.2.7. — Demonstrate knowledge of taught consonants and consonant blends to determine the meanings of words~~
- ~~— ELP4.2.8. — Demonstrate knowledge of taught short and long vowel patterns to determine the meanings of words~~

~~Expand vocabulary and concept development~~

~~Students will:~~

- ~~— ELP4.2.9. — Use context to comprehend unfamiliar words * FCS~~
- ~~— ELP4.2.10. — Use prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words * FCS~~

~~Use strategies to read a variety of narrative materials, poetry, and informational text~~

~~Students will:~~

- ~~— ELP4.2.11. — Demonstrate knowledge of prefixes, suffixes, antonyms and synonyms.~~
- ~~— ELP4.2.12. — Preview the selection by using pictures, diagrams, and titles~~
- ~~— ELP4.2.13. — Make predictions about content~~
- ~~— ELP4.2.14. — Ask questions while reading~~

~~Use information resources to research a topic~~

~~Students will:~~

- ~~— ELP4.2.15. — Identify relevant questions * FCS~~
- ~~— ELP4.2.16. — Collect information using media resources * FCS~~
- ~~— ELP4.2.17. — Organize information for presentation * FCS~~

~~**ELP.S.3. Writing:** Students completing proficiency level 4 can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures including the full range of verb tenses.~~

~~Write to communicate ideas~~

~~Students will:~~

- ~~— ELP4.3.1. — Write one to three paragraphs around a central idea * FCS~~
- ~~— ELP4.3.2. — Use descriptive details * FCS~~

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~~—ELP4.3.3.— Use a variety of sentences * FCS~~

~~Write stories, letters, simple explanations, and short reports across all content areas~~

~~Students will:~~

~~—ELP4.3.4.— Use a planning strategy to organize information before writing * FCS~~

~~—ELP4.3.5.— Use available technology * FCS~~

~~Write legibly~~

~~Students will:~~

~~—ELP 4.3.6.— Write legibly in cursive sentences~~

~~Use appropriate English mechanics and usages~~

~~—ELP 4.3.7.— Use correct spelling for majority of words~~

~~—ELP 4.3.8.— Use subject verb agreement~~

~~—ELP 4.3.9.— Use adjectives correctly~~

~~—ELP 4.3.10.— Use pronoun referents correctly~~

~~Limited English Proficiency Level 5 (Fluent)~~

~~Below are general descriptions for each of the skill areas for a student achieving at proficiency level 5.~~

~~ELP.S.1. Oral (Listening/Speaking): Students completing proficiency level 5 can understand most standard speech. They can understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. Proficiency level 5 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking although they may make errors with some language forms that do not interfere with meaning and lack the content area vocabulary possessed by their native English-speaking peers.~~

~~Use effective oral communication skills in a variety of settings~~

~~Students will:~~

~~—ELP5.1.1.— Vary speech according to purpose, audience, and subject matter~~

~~—ELP5.1.2.— Retell stories including character, setting, plot, summary and analysis * FCS~~

~~—ELP5.1.3.— Summarize literary pieces including character, setting, and plot~~

~~—ELP5.1.4.— Respond to messages by asking questions or challenging statements~~

~~—ELP5.1.5.— Use simple figurative language and idiomatic expressions~~

Use effective nonverbal communication skills

Students will:

- ~~— ELP5.1.6. — Maintain eye contact with listeners~~
- ~~— ELP5.1.7. — Use gestures for emphasis~~

Make and listen to planned oral presentations

Students will:

- ~~— ELP5.1.8. — Prepare and deliver a presentation that follows a process of organization * FCS~~
- ~~— ELP5.1.9. — Use a variety of sources to prepare oral presentations * FCS~~
- ~~— ELP5.1.10. — Speak understandably using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation although speech may contain some errors that do not interfere with meaning~~
- ~~— ELP5.1.11. — Use appropriate content related information and vocabulary~~
- ~~— ELP5.1.12. — Listen to and record information * FCS~~

ELP.S.2. Reading: Upon completion of proficiency level 5, students understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English speaking peers to derive meaning from text. They are approaching grade level mastery of the language structures and vocabulary necessary for understanding academic content subject area texts. * All reading objectives at this level should FCS.

Read and demonstrate comprehension of fiction and non-fiction

Students will:

- ~~— ELP5.2.1. — Retell reading selections including beginning, middle, and end~~
- ~~— ELP5.2.2. — Identify main idea of reading selections~~
- ~~— ELP5.2.3. — Summarize informational or narrative selections~~
- ~~— ELP5.2.4. — Compare and contrast characters, setting, and events in fictional selections~~
- ~~— ELP5.2.5. — Summarize what is read~~

Use meaning clues and language structure to read words

Students will:

- ~~— ELP5.2.6. — Demonstrate knowledge of story structure and sequence~~
- ~~— ELP5.2.7. — Demonstrate knowledge of taught contractions and singular possessives~~
- ~~— ELP5.2.8. — Use reference materials including glossary, dictionary, and thesaurus~~

Use strategies to read a variety of materials, fiction and non-fiction

Students will:

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- ~~— ELP5.2.9. — Make connections between previous knowledge and/or experiences and what is read~~
- ~~— ELP5.2.10. — Make and confirm predictions~~
- ~~— ELP5.2.11. — Ask and answer complex questions about reading materials~~

Use information resources to research a topic

Students will:

- ~~— ELP5.2.12. — Develop questions about a topic~~
- ~~— ELP5.2.13. — Collect information from multiple resources using the resource center~~
- ~~— ELP5.2.14. — Organize, evaluate, and condense information for use in a presentation or writing~~

ELP.S.3. Writing: ~~Upon completion of proficiency level 5, students are approaching fluency in writing in the content areas. They are able to use the language structures and content vocabulary required for each academic subject although they may make errors. They begin to use the subtleties of written language and can write for different audiences and purposes. *All writing objectives at this level should FCS.~~

Write narratives, explanations and short reports across all content areas

Students will:

- ~~— ELP5.3.1. — Use planning strategies before writing~~
- ~~— ELP5.3.2. — Write three to five paragraphs on the same topic~~
- ~~— ELP5.3.3. — Support a central idea with relevant details~~
- ~~— ELP5.3.4. — Use closely related sentences and transitions~~
- ~~— ELP5.3.5. — Use voice, tone, sentence variation, and word choice~~
- ~~— ELP5.3.6. — Use available technology~~

Use appropriate English mechanics and usage

Students will:

- ~~— ELP5.3.7. — Use elements of style including voice and tone~~
- ~~— ELP5.3.8. — Use a variety of appropriate grammatical structures within compound and complex sentences~~

Kindergarten ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.K.1.	<u>An ELL can . . .</u> construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	<u>with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds and oral presentations (information or stories presented orally).</u>	<u>with prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases in read-alouds and oral presentations.</u>	<u>with prompting and support (including context and visual aids), use a developing set of strategies to identify main topics in read-alouds and oral presentations, and ask and answer questions about key details.</u>	<u>with prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics, answer questions about key details or parts of stories from read-alouds, picture books, and oral presentations, and retell events from stories.</u>	<u>with prompting and support (including context and visual aids), use a wide range of strategies to identify main topics, answer questions about key details in read-alouds, picture books, and oral presentations, and retell familiar stories.</u>
ELP.K.2.	<u>An ELL can . . .</u> participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<u>listen with limited participation in short conversations about familiar topics, and respond to simple questions and some wh- questions.</u>	<u>participate in short conversations about familiar topics, and respond to simple questions and wh- questions.</u>	<u>participate in short conversations about familiar topics, follow some rules for discussion, and respond to simple questions and wh- questions.</u>	<u>participate in conversations and discussions about a variety of topics, follow increasing number of rules for discussion, and ask and answer simple questions.</u>	<u>participate in conversations and discussions about a variety of topics, follow rules for discussion, and ask and answer questions.</u>

Kindergarten ELP Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
<u>ELP.K.3.</u>	<u>An ELL can . . .</u> <u>speak and write</u> <u>about grade-</u> <u>appropriate complex</u> <u>literary and</u> <u>informational texts</u> <u>and topics.</u>	<u>communicate simple</u> <u>information or feelings</u> <u>about familiar topics</u> <u>or experiences.</u>	<u>communicate simple</u> <u>information or feelings</u> <u>about familiar topics,</u> <u>experiences, events, or</u> <u>objects in the</u> <u>environment.</u>	<u>communicate</u> <u>information or feelings</u> <u>about familiar topics,</u> <u>experiences, or events.</u>	<u>tell or dictate simple</u> <u>messages about a</u> <u>variety of topics or</u> <u>experiences.</u>	<u>make simple oral</u> <u>presentations and</u> <u>compose short</u> <u>written texts about a</u> <u>variety of topics,</u> <u>experiences, or</u> <u>events.</u>
<u>ELP.K.4.</u>	<u>An ELL can . . .</u> <u>construct grade-</u> <u>appropriate oral and</u> <u>written claims and</u> <u>support them with</u> <u>reasoning and</u> <u>evidence.</u>	<u>express a feeling or</u> <u>opinion about a</u> <u>familiar topic.</u>	<u>express an opinion or</u> <u>preference about a</u> <u>familiar topic.</u>	<u>express an opinion or</u> <u>preference about a</u> <u>familiar topic or story.</u>	<u>express an opinion or</u> <u>preference about a</u> <u>variety of topics or</u> <u>stories.</u>	<u>express an opinion or</u> <u>preference about a</u> <u>variety of topics or</u> <u>stories.</u>
<u>ELP.K.5.</u>	<u>An ELL can . . .</u> <u>conduct research</u> <u>and evaluate and</u> <u>communicate</u> <u>findings to answer</u> <u>questions or solve</u> <u>problems.</u>	<u>with prompting and</u> <u>support from adults,</u> <u>recall information</u> <u>from experience or</u> <u>from a provided</u> <u>source.</u>	<u>with prompting and</u> <u>support from adults,</u> <u>recall information</u> <u>from experience or use</u> <u>information from a</u> <u>provided source to</u> <u>answer a question.</u>	<u>with prompting and</u> <u>support from adults,</u> <u>recall information</u> <u>from experience or use</u> <u>information from</u> <u>provided sources to</u> <u>answer a question.</u>	<u>with prompting and</u> <u>support from adults,</u> <u>recall information</u> <u>from experience or use</u> <u>information from</u> <u>provided sources to</u> <u>answer a question.</u>	<u>with prompting and</u> <u>support from adults,</u> <u>recall information</u> <u>from experience or</u> <u>use information from</u> <u>provided sources to</u> <u>answer a question.</u>

Kindergarten ELP Standards

Standards 6, 7, and 8

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

Kindergarten ELP Standards

Standards 9 and 10

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
<u>ELP.K.9.</u>	<u>An ELL can . . .</u> create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	retell several events from experience or a familiar story, with support (including visual aids, context), with developing control of some frequently occurring linking words (e.g., <i>and, then</i>).	retell a simple sequence of events from experience or a familiar story, with support (including visual aids, context), with increasingly independent control of frequently occurring linking words.	retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end, with support (including visual aids), using frequently occurring linking words.
<u>ELP.K.10.</u>	<u>An ELL can . . .</u> make accurate use of standard English to communicate in grade-appropriate speech and writing.	recognize and use a small number of frequently occurring nouns and verbs, and understand and respond to simple questions, with support (including context and visual aids).	recognize and use frequently occurring nouns and verbs and short phrases; respond to yes/no and wh-questions; and produce a few simple sentences in shared language activities, with support (including context, visual aids).	recognize and use frequently occurring regular plural nouns (-s, -es), verbs, and prepositions; use and respond to question words; and produce simple sentences in shared language activities, with support (including context, visual aids).	recognize and use frequently occurring regular plural nouns, verbs, and prepositions; use and respond to question words; and produce and expand simple sentences in shared language activities, with support (context, visual aids).	use frequently occurring regular plural nouns, verbs, prepositions, and question words; ask and answer questions using interrogatives; and produce and expand simple sentences, in shared language activities and with increasing independence.

Grade 1 ELP Standards

Standards 1 and 2

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

Grade 1 ELP Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.1.3.	An ELL can . . . <u>speak and write about grade-appropriate complex literary and informational texts and topics.</u>	<u>communicate simple information or feelings about familiar topics or experiences.</u>	<u>communicate simple messages about familiar topics, experiences, events, or objects in the environment.</u>	<u>deliver short simple oral presentations and compose short written texts about familiar topics, stories, experiences, or events.</u>	<u>deliver short simple oral presentations and compose written texts about a variety of texts, topics, experiences, or events, using simple sentences and drawings or illustrations.</u>	<u>deliver oral presentations and compose written texts which include a few descriptive details about a variety of texts, topics, experiences, or events.</u>
ELP.1.4.	An ELL can . . . <u>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</u>	<u>express a preference or opinion about a familiar topic.</u>	<u>express an opinion about a familiar topic.</u>	<u>express an opinion about a familiar topic or story, and give a reason for the opinion.</u>	<u>express opinions about a variety of texts and topics, and give a reason for the opinion.</u>	<u>express opinions about a variety of texts and topics, introducing the topic and giving a reason for the opinion, and providing a sense of closure.</u>
ELP.1.5.	An ELL can . . . <u>conduct research and evaluate and communicate findings to answer questions or solve problems.</u>	<u>with prompting and support from adults, participate in shared research projects, gathering information from provided sources and labeling information.</u>	<u>with prompting and support from adults, participate in shared research projects, gathering information from provided sources and summarizing some key information.</u>	<u>with prompting and support from adults, participate in shared research projects, gathering information from provided sources and summarizing information.</u>	<u>with prompting and support from adults, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.</u>	<u>with prompting and support from adults, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.</u>

Grade 1 ELP Standards

Standards 6 and 7

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

Grade 1 ELP Standards

Standard 8

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

Grade 1 ELP Standards

Standards 9 and 10

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

Grades 2-3 ELP Standards

Standards 1 and 2

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

Grades 2-3 ELP Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP-2-3.3.	<u>An ELL can . . .</u> speak and write about grade-appropriate complex literary and informational texts and topics.	<u>communicate simple information about familiar texts, topics, experiences, or events.</u>	<u>deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events.</u>	<u>deliver short oral and compose written narratives or informational texts about familiar texts, topics, experiences, or events.</u>	<u>deliver short oral and compose written narratives and informational texts about a variety of texts, topics, experiences, or events.</u>	<u>deliver oral and compose written narratives and informational texts, with some details, about a variety of texts, topics, experiences, or events.</u>
ELP-2-3.4.	<u>An ELL can . . .</u> construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<u>express an opinion about a familiar topic.</u>	<u>express an opinion about a familiar topic or story.</u>	<u>express an opinion about a familiar topic or story, giving one or more reasons for the opinion.</u>	<u>express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion.</u>	<u>express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement.</u>
ELP-2-3.5.	<u>An ELL can . . .</u> conduct research and evaluate and communicate findings to answer questions or solve problems.	<u>with prompting and support (at Grade 2), carry out short individual or shared research projects, gathering information from provided sources and labeling information.</u>	<u>with prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording some information/observations in simple notes.</u>	<u>with prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/observations in orderly notes.</u>	<u>with prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources.</u>	<u>with prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience and/or gathering information from multiple sources.</u>

Grades 2-3 ELP Standards

Standards 6 and 7

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
<u>ELP.2-3.6.</u>	<u>An ELL can . . .</u> <u>analyze and critique the arguments of others orally and in writing.</u>	<u>with prompting and support (at Grade 2), identify a point an author or a speaker makes, using a few frequently occurring words and phrases.</u>	<u>with prompting and support (at Grade 2), identify a reason an author or a speaker gives to support the main point.</u>	<u>tell how one or two reasons support the main point an author or a speaker makes.</u>	<u>tell how one or two reasons support the specific points an author or a speaker makes.</u>	<u>describe how reasons support the specific points an author or a speaker makes.</u>
<u>ELP.2-3.7.</u>	<u>An ELL can . . .</u> <u>adapt language choices to purpose, task, and audience when speaking and writing.</u>	<u>recognize the meaning of some words learned through conversations, reading, and being read to.</u>	<u>show increasing awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.</u>	<u>compare examples of the formal and informal use of English, and (at Grade 3) use an increasing number of general academic and content-specific words in conversations and discussions.</u>	<u>adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3) use a wider range of general academic and content-specific words in conversations and discussions.</u>	<u>adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.</u>

		By the end of each English language proficiency level, an ELL can . . .				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
ELP.2.3.8.	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids, context, and knowledge of morphology in his or her native language.	ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, visual aids, and knowledge of morphology in his or her native language.	determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology.	determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes).	determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes).

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.2-3.9.	An ELL can . . . create clear and coherent grade-appropriate speech and text.	communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., <i>and, then</i>).	recount a short sequence of events, and present a few pieces of information about a topic, with support (including modeled sentences), using, with developing control, common linking words (e.g., <i>and, but, next, after</i>) to connect ideas or events.	recount a sequence of events, using temporal words (<i>before, after, soon</i>), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., <i>because, and, also</i>) to connect ideas or events.	recount a coherent sequence of events, using temporal words to signal event order clearly, and introduce an informational topic and present facts about it using linking words (e.g., <i>because, and, also</i>) to connect ideas and provide a concluding statement.
	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions with support (including context and visual aids).	recognize and use some frequently occurring collective nouns (e.g., <i>group</i>), verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	use some collective nouns, frequently occurring adjectives, adverbs, and conjunctions, and the past tense of some frequently occurring irregular verbs, and produce and expand simple and some compound sentences, with support (including modeled sentences).	use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.	use collective and commonly occurring abstract nouns (e.g., <i>childhood</i>), the past tense of frequently occurring irregular verbs, coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.

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

Grades 4–5 ELP Standards

Standards 3, 4, and 5

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

Grades 4–5 ELP Standards

Standards 6 and 7

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

		<u>By the end of each English language proficiency level an ELL can . . .</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
<u>ELP.4-5.8.</u>	<p><u>An ELL can . . .</u></p> <p><u>determine the meaning of words and phrases in oral presentations and literary and informational text.</u></p>	<p><u>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in his or her native language.</u></p>	<p><u>determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and knowledge of morphology in his or her native language.</u></p>	<p><u>determine the meaning of frequently occurring words and phrases and some idiomatic 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, roots, and base words).</u></p>	<p><u>determine the meaning of general academic and content-specific words, phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.</u></p>	<p><u>determine the meaning of general academic and content-specific words and phrases and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.</u></p>

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

Grades 6–8 ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.1.	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	<u>use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.</u>	<u>use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.</u>	<u>use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.</u>	<u>use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.</u>	<u>use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.</u>
ELP.6-8.2.	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<u>participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh- questions.</u>	<u>participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.</u>	<u>participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.</u>	<u>participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.</u>	<u>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.</u>

Grades 6–8 ELP Standards

Standards 3 and 4

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
<u>ELP.6-8.3.</u>	<u>An ELL can . . .</u> <u>speak and write</u> <u>about grade-</u> <u>appropriate complex</u> <u>literary and</u> <u>informational texts</u> <u>and topics.</u>	<u>communicate simple</u> <u>information about</u> <u>familiar texts, topics,</u> <u>and experiences.</u>	<u>deliver short oral and</u> <u>compose written</u> <u>narratives or</u> <u>informational texts</u> <u>about familiar texts,</u> <u>topics, experiences, or</u> <u>events.</u>	<u>deliver short oral and</u> <u>compose written</u> <u>narratives or</u> <u>informational texts</u> <u>about familiar texts,</u> <u>topics, and</u> <u>experiences,</u> <u>developed with some</u> <u>details.</u>	<u>deliver oral and</u> <u>compose written</u> <u>narratives or</u> <u>informational texts</u> <u>about a variety of</u> <u>texts, topics, and</u> <u>experiences,</u> <u>developed with some</u> <u>specific details.</u>	<u>deliver oral and</u> <u>compose written</u> <u>narratives or</u> <u>informational texts</u> <u>about a variety of</u> <u>texts, topics, and</u> <u>experiences,</u> <u>developed with</u> <u>relevant details,</u> <u>ideas, or information.</u>
<u>ELP.6-8.4.</u>	<u>An ELL can . . .</u> <u>construct grade-</u> <u>appropriate oral and</u> <u>written claims and</u> <u>support them with</u> <u>reasoning and</u> <u>evidence.</u>	<u>express an opinion</u> <u>about familiar topics.</u>	<u>construct a claim</u> <u>about familiar topics</u> <u>and give a reason to</u> <u>support the claim.</u>	<u>construct a claim</u> <u>about a familiar topic;</u> <u>introduce the topic and</u> <u>provide several</u> <u>supporting reasons or</u> <u>facts in a logical order,</u> <u>and provide a</u> <u>concluding statement.</u>	<u>construct a claim</u> <u>about a variety of</u> <u>topics; introduce the</u> <u>topic, provide</u> <u>sufficient reasons or</u> <u>facts to support the</u> <u>claim, and provide a</u> <u>concluding statement.</u>	<u>construct a claim</u> <u>about a variety of</u> <u>topics; introduce the</u> <u>topic, provide</u> <u>compelling and</u> <u>logically ordered</u> <u>reasons or facts that</u> <u>effectively support</u> <u>the claim, and</u> <u>provide a concluding</u> <u>statement.</u>

Grades 6–8 ELP Standards

Standard 5

		<u>By the end of each English language proficiency level, an ELL can . . .</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
<u>ELP.6-8.5.</u>	<u>An ELL can . . .</u> <u>conduct research</u> <u>and evaluate and</u> <u>communicate</u> <u>findings to answer</u> <u>questions or solve</u> <u>problems.</u>	<u>gather information</u> <u>from a few provided</u> <u>sources and label</u> <u>collected information.</u>	<u>gather information</u> <u>from provided sources</u> <u>and record some data</u> <u>and information.</u>	<u>gather information</u> <u>from multiple</u> <u>provided print and</u> <u>digital sources and</u> <u>summarize or</u> <u>paraphrase</u> <u>observations, ideas,</u> <u>and information, with</u> <u>labeled illustrations,</u> <u>diagrams, or other</u> <u>graphics, as</u> <u>appropriate, and cite</u> <u>sources.</u>	<u>gather information</u> <u>from multiple print</u> <u>and digital sources,</u> <u>using search terms</u> <u>effectively; quote or</u> <u>paraphrase the data</u> <u>and conclusions of</u> <u>others, using charts,</u> <u>diagrams, or other</u> <u>graphics, as</u> <u>appropriate; and cite</u> <u>sources, using a</u> <u>standard format for</u> <u>citation.</u>	<u>gather information</u> <u>from multiple print</u> <u>and digital sources,</u> <u>using search terms</u> <u>effectively; and (at</u> <u>Grade 8) evaluate the</u> <u>credibility of each</u> <u>source; quote or</u> <u>paraphrase the data</u> <u>and conclusions of</u> <u>others, using charts,</u> <u>diagrams, or other</u> <u>graphics, as</u> <u>appropriate; and cite</u> <u>sources, using a</u> <u>standard format for</u> <u>citation.</u>

Grades 6–8 ELP Standards

Standards 6 and 7

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.6.	An ELL can . . . <u>analyze and critique the arguments of others orally and in writing.</u>	<u>identify a point an author or a speaker makes.</u>	<u>identify the main argument and one reason an author or a speaker gives to support the argument.</u>	<u>explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.</u>	<u>analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.</u>	<u>analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.</u>
ELP.6-8.7.	An ELL can . . . <u>adapt language choices to purpose, task, and audience when speaking and writing.</u>	<u>recognize the meaning of some words learned through conversations, reading, and being read to.</u>	<u>adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.</u>	<u>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 phrases in speech and short written texts, and show developing control of style and tone in oral or written text.</u>	<u>adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.</u>	<u>adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.</u>

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	
ELP.6-8.8.	<p><u>An ELL can . . .</u></p> <p><u>determine the meaning of words and phrases in oral presentations and literary and informational text.</u></p>	<p><u>recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.</u></p>	<p><u>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 knowledge of morphology in their native language.</u></p>	<p><u>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, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).</u></p>	<p><u>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 an increasing knowledge of morphology.</u></p>	<p><u>determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.</u></p>

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.9.	<u>An ELL can . . .</u>					
	<u>create clear and coherent grade-appropriate speech and text.</u>	<u>communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.</u>	<u>recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., <i>next, because, and, also</i>).</u>	<u>recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, 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>).</u>	<u>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, 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>).</u>	<u>recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.</u>

Grades 6–8 ELP Standards

Standard 10

		By the end of each English language proficiency level, an ELL can . . .				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
ELP.6-8.10.	<u>An ELL can . . .</u> <u>make accurate use of standard English to communicate in grade-appropriate speech and writing.</u>	<u>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.</u>	<u>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).</u>	<u>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, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).</u>	<u>use an increasing number of intensive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers;</u> <u>and produce and expand simple, compound, and complex sentences.</u>	<u>use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.</u>

Grades 9–12 ELP Standards

Standard 1

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.1.	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to identify the main topic, and retell a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts; and summarize part of the text.	use an increasing range of strategies to determine two central ideas or themes, and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text.	use a wide range of strategies to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text.

Grades 9-12 ELP Standards

Standard 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	
ELP 9-12.2.	<p><u>An ELL can . . .</u></p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>participate in short conversational and written exchanges on familiar topics, presenting information and responding to simple yes/no questions and some wh- questions.</p>	<p>participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas, and responding to simple questions and wh- questions.</p>	<p>participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and restate some of the key ideas expressed.</p>	<p>participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues; build on the ideas of others and express his or her own clearly, supporting points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.</p>	<p>participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues; build on the ideas of others and express his or her own clearly and persuasively, referring to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.</p>

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.3.	An ELL can . . . <u>spe</u> ak and write about grade-appropriate complex literary and informational texts and topics.	<u>communicate information about familiar texts, topics, and experiences.</u>	<u>deliver short oral and compose written narratives or informational texts about familiar texts, topics, experiences, or events.</u>	<u>deliver short oral and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences).</u>	<u>deliver oral and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.</u>	<u>deliver oral and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.</u>
ELP.9-12.4.	An ELL can . . . <u>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</u>	<u>express an opinion about a familiar topic.</u>	<u>construct a claim about familiar topics; introduce the topic and give a reason to support the claim, and provide a concluding statement.</u>	<u>construct a claim about familiar topics; introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.</u>	<u>construct a claim about a variety of topics; introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.</u>	<u>construct a substantive claim about a variety of topics; introduce the claim and distinguish it from a counter-claim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.</u>

		<u>By the end of each English language proficiency level, an ELL can . . .</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
<u>ELP.9-12.5.</u>	<u>An ELL can . . .</u> <u>conduct research and evaluate and communicate findings to answer questions or solve problems.</u>	<u>gather information from a few provided print and digital sources, and label collected information, experiences, or events.</u>	<u>gather information from provided print and digital sources, and summarize data and information.</u>	<u>carry out short research projects to answer a question; gather information from multiple provided print and digital sources, and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.</u>	<u>carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.</u>	<u>carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.</u>

Grades 9–12 ELP Standards

Standards 6 and 7

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
<u>ELP.9-12.6.</u>	<u>An ELL can . . . analyze and critique the arguments of others orally and in writing.</u>	<u>identify a point an author or a speaker makes.</u>	<u>identify the main argument and one reason an author or a speaker gives to support the argument.</u>	<u>explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.</u>	<u>analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.</u>	<u>analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.</u>
<u>ELP.9-12.7.</u>	<u>An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.</u>	<u>recognize the meaning of some words learned through conversations, reading, and being read to.</u>	<u>adapt language choices to task and audience with emerging control, and use some frequently occurring general academic and content-specific words in conversation and discussion.</u>	<u>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, and show developing control of style and tone in oral or written text.</u>	<u>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, and adopt and maintain a formal style in speech and writing, as appropriate.</u>	<u>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, and employ both formal and more informal styles effectively, as appropriate.</u>

		<u>By the end of each English language proficiency level, an ELL can . . .</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>ELP.9-12.8.</u>	<u>An ELL can . . .</u> <u>determine the meaning of words and phrases in oral presentations and literary and informational text.</u>	<u>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.</u>	<u>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 knowledge of morphology in their native language.</u>	<u>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, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).</u>	<u>determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of morphology.</u>	<u>determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, figurative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events, using context, complex visual aids, reference materials, and consistent knowledge of morphology.</u>

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
<u>ELP.9-12.9.</u>	<p><u>An ELL can . . .</u></p> <p><u>create clear and coherent grade-appropriate speech and text.</u></p>	<p><u>communicate basic information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.</u></p>	<p><u>recount a short sequence of events in order, and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., <i>first, next, because</i>).</u></p>	<p><u>recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>).</u></p>	<p><u>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.</u></p>	<p><u>recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas.</u></p>

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	
ELL.9-12.10.	<u>An ELL can . . .</u> make accurate use of standard English to communicate in grade-appropriate speech and writing.	recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.	use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences).	use simple phrases (e.g., noun, verb, adjectival, adverbial, prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple compound and a few complex sentences, with support (including modeled sentences).	use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.	use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.

126CSR15

POLICY (2417): Programs of Study for Limited English Proficient Students

COMMENT PERIOD ENDS: December 16, 2013

COMMENT RESPONSE FORM

NOTICE: Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.

The following form is provided to assist those who choose to comment on Policy 2417: Programs of Study for Limited English Proficient Students. Additional sheets may be attached, if necessary.

Name: _____ Organization: _____

Title: _____

City: _____ State: _____

Please check the box below that best describes your role.

- | | | |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Community Member |

COMMENTS/SUGGESTIONS Programs of Study for Limited English Proficient Students
§126-15-1. General.
§126-15-2. Definitions.
§126-15-3. Regulations.

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§126-15-4. Incorporation by Reference.

§126-15-4. Incorporation by Reference.

§126-15-5. Summary of the Standards.

§126-15-6. Severability.

COMMENTS/SUGGESTIONS English language Proficiency Standards and Objectives for West Virginia Schools
Kindergarten ELP Standards
Grade 1 ELP Standards
Grades 2-3 ELP Standards

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Grades 4-5 ELP Standards
Grades 6-8 ELP Standards
Grades 9-12 ELP Standards

Please direct all comments to:

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