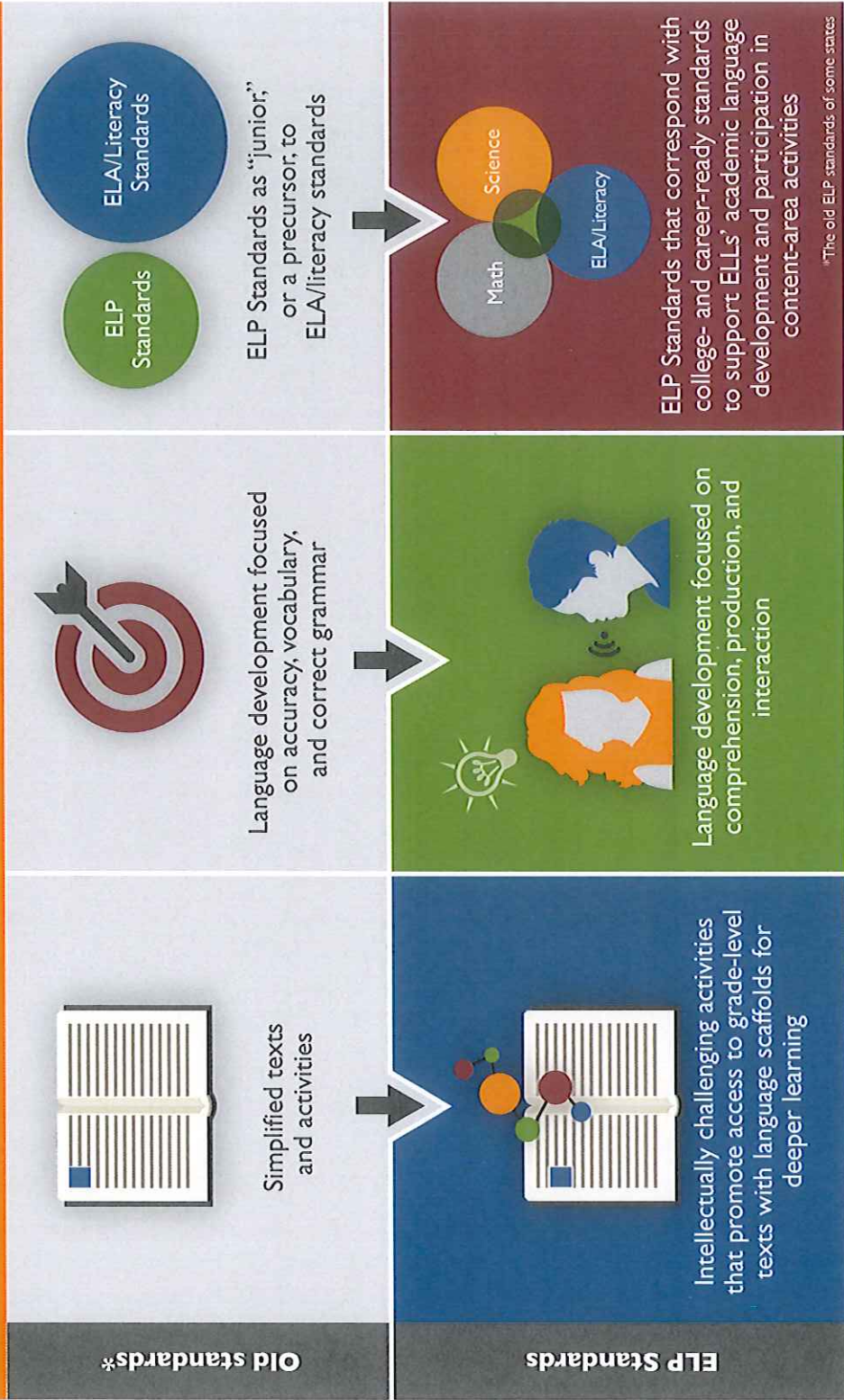


ELP Standards: Developing Language to Communicate Content



Organization of the Standards



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

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

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

*Council of Chief State School Officers. (2013). English language proficiency (ELP) standards. Washington, DC: CCSSO. Available April 21, 2015, from http://www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf.

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, productive¹, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCSS for ELA Language domain.)

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

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.

³ Council of Chief State School Officers. (2013). English language proficiency (ELP) standards. Washington, DC: CCSSO. Available April 21, 2015, from http://www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf.

Matrix of Shared Instructional Practices

Shared Practices	NGSS Science Practices	CCSS Math Practices	CCSS Anchor Standards: Reading & Writing	English Language Proficiency 21 Standards
1. Determine Meaning	Ask questions (SP 1)	Make sense of problems and perseverance in solving them (MP 1)	Interpret words and phrases as they are used in a text (R 4)	Determine meaning of words and phrases (ELP 8)
2. Interpret Meaning	Develop and use models (SP 2)	Model with Mathematics (MP 4) Use appropriate tools strategically (MP 5)	Determine central ideas or themes and analyze their development (R 2)	Construct meaning through listening, reading, and viewing (ELP 1)
3. Exchange Information	Obtain, evaluate and communicate information (SP 8)	Attend to precision (MP 6) Reason abstractly and quantitatively (MP 2)	Produce clear and coherent writing appropriate to task (W 4) Develop and strengthen writing as needed (W 5)	Participate in oral and written exchanges of ideas, responses ... questions (ELP 2) Create clear and coherent grade-appropriate speech and text (ELP 9) Accurate use of Standard English (ELP 10)
4. Respond to Complex Texts	Analyze and interpret data (SP 4)	Reason abstractly and quantitatively (MP 2)	Write arguments to support claims / write informative - explanatory texts – complex ideas (W 1 & 2)	Speak and write about complex informational text (ELP 3)
5. Construct Claims & Evidence	Construct explanations and design solutions (SP 6)	Construct arguments and critique reasoning (MP 3)	Cite specific textual evidence when writing or speaking to support conclusions (R 1)	Construct oral and written claims & support with evidence (ELP 4)
6. Research	Plan and carry out investigations (SP 3)	Look for and make use of structure (MP 7) Look for and express regularity (MP 8)	Gather relevant information from multiple print and digital sources (W 8)	Conduct research and evaluate findings (ELP 5)
7. Evaluate Arguments	Engage in arguments (SP 7)	Construct arguments and critique reasoning (MP 3)	Write arguments to support claims / Delineate and evaluate the argument and specific claims in a text (R 1 & 8)	Analyze and critique the arguments of others (ELP 6)
8. Adapt for a Purpose	Use math and computational thinking (SP 5)	Use appropriate tools strategically (MP 5)	Produce clear and coherent writing appropriate to task (W 4) Write routinely ... for a range of purposes (W 10)	Adapt language choices to purpose, task and audience (ELP 7)