

FROM THE STANDARDS TO TEACHING AND LEARNING IN THE
CLASSROOM: A SERIES OF RESOURCES FOR TEACHERS

UNPACKING THE NEW ENGLISH LANGUAGE PROFICIENCY STANDARDS

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San Francisco, California
April 2014



Many of the activities in this document have been adapted with permission
from the 2013 CSAI publication “Getting a Handle on the Standards.”

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The work reported herein was supported by grant number #S283B050022A between the U.S. Department of Education and
WestEd with a subcontract to CRESST.

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Overview

This resource is part of a series produced by the Center for Standards and Assessment Implementation to assist teachers and those who support teachers to plan teaching and learning using the new English Language Proficiency (ELP) Standards. In 2013, the Council of Chief State School Officers (CCSSO) utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop these new ELP Standards.

An important first step in preparing to teach the new ELP Standards well is to understand the content of the ELP Standards and how they differ from States' prior ELP Standards. This resource provides an introduction to the ELP Standards and outlines a detailed process that teachers can use to become knowledgeable about the standards and prepare to teach them.

How to use this resource

This resource provides an overview of the ELP Standards as well as activities for educators to examine the ELP Standards in depth. It uses a three-step process to unpack the new ELP Standards.

Step One: Upon which conceptual frameworks and guiding principles are the new ELP Standards based?

Step Two: What does each new ELP Standard entail?

Step Three: What processes and resources should be in place to implement the new ELP Standards?

Step One Activities:

- Explore Guiding Principles for the new ELP Standards
- Browse the new ELP Standards documents

Step Two Activities:

- Interpret the new ELP Standards
- Classify the Depth of Knowledge associated with the language demands of certain new ELP Standards
- Explore the language demands of ELA, Mathematics, and Science tasks
- Summarize the language demands of among content area practices
- Consider broader modes of communication to support students' abilities to receive, interact, and produce language during instructional activities
- Examine the vertical progressions of the new ELP Standards
- Compare current and new ELP Standards

Step Three Activities:

- Determine the degree to which specific ELP Standards are currently being instructed
- Determine how lessons might be integrated into units
- Determine next steps and resources needed for ELP Standards implementation

The information and materials provided in this resource are intended to help educators at all levels better understand the new ELP Standards. Educators can choose to work through all sections of this resource individually or as a group (recommended) or to use and/or adapt specific sections to tailor this resource to their needs. In addition to the text placed in this document, please refer to the resources posted in

<https://wested.box.com/ELPStandardsResources>.

Explore the Guiding Principles for the new ELP Standards

Directions: Work with a partner or, using the jigsaw method, count off by 8's and sit with those with the same number. Together, read the Guiding Principles around which the ELP Standards have been designed. With your partner or group, develop a list of what each guiding principle does not state, its antithesis. Return to base group to share results. Keep track of questions that arise.

Guiding Principles	Antithesis of Each Guiding Principle
<p>1. Potential</p> <p>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).</p> <p>2. Funds of Knowledge</p> <p>ELLs’ primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their “funds of knowledge” [Moll, Amanti, Neff, & González, 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).</p> <p>3. Diversity in ELL Progress in Acquiring English Language Proficiency</p> <p>A student’s ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. Thus, a student’s designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., “Level 1 student”), but rather identifies what a student knows and can do at a particular stage of English language development, for example, “a student at Level 1” or “a student whose listening performance is at Level 1.” Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume parallel development of language and content-area knowledge, skills, and abilities. ELLs do not need to wait until their ELP is sufficiently</p>	

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

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

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

5. Students with Limited or Interrupted Formal Education

ELLs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the 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

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.

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.

What elements of the Guiding Principle you discussed are you able to implement in your current practice? Where do you encounter challenges?

Additional questions raised during your discussion:

Browse the new ELP Standards

Tour the new ELP Standards. What are your observations? With a partner or a group, organize your observations using the following categories:

<i>Facts, Details</i>	<i>Reactions, Feelings</i>
<i>Questions</i>	<i>New Ideas, Connections</i>
<i>What is most important here?</i>	

Frame group discussion of this organizer as a K-W-L: (a) This is what we know about the ELP Standards; (b) this is what we want to learn; and (c) later, return and discuss: This is what we found out.

Interpret the New ELP Standards

Each of the 10 standard statements outlines a goal for the English language proficiency which ELLs will need to develop to participate independently in grade-appropriate classroom activities.

- **Use a pencil** to write the gist of each statement in your own words.
- Analyze the new ELP Standards to identify which ones address listening, speaking, reading, and writing. Place a check mark next to the domains from the list in the column to the right. Try to reach consensus on the domains addressed in each.
- Take turns sharing your interpretations of the standards with the whole group.
- Provide feedback to one another and make changes to your summary as needed, until you are confident you understand the main points of your standard, including how it is distinct from the other ELP Standards.
- We will revisit these summaries as we complete the next few activities.

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

Classify the Depth of Knowledge associated with the Language Demands of Certain ELP Standards

Directions: Examine the ELP Standards below. What is the depth of knowledge (DOK) associated with the language demands described in each standard?

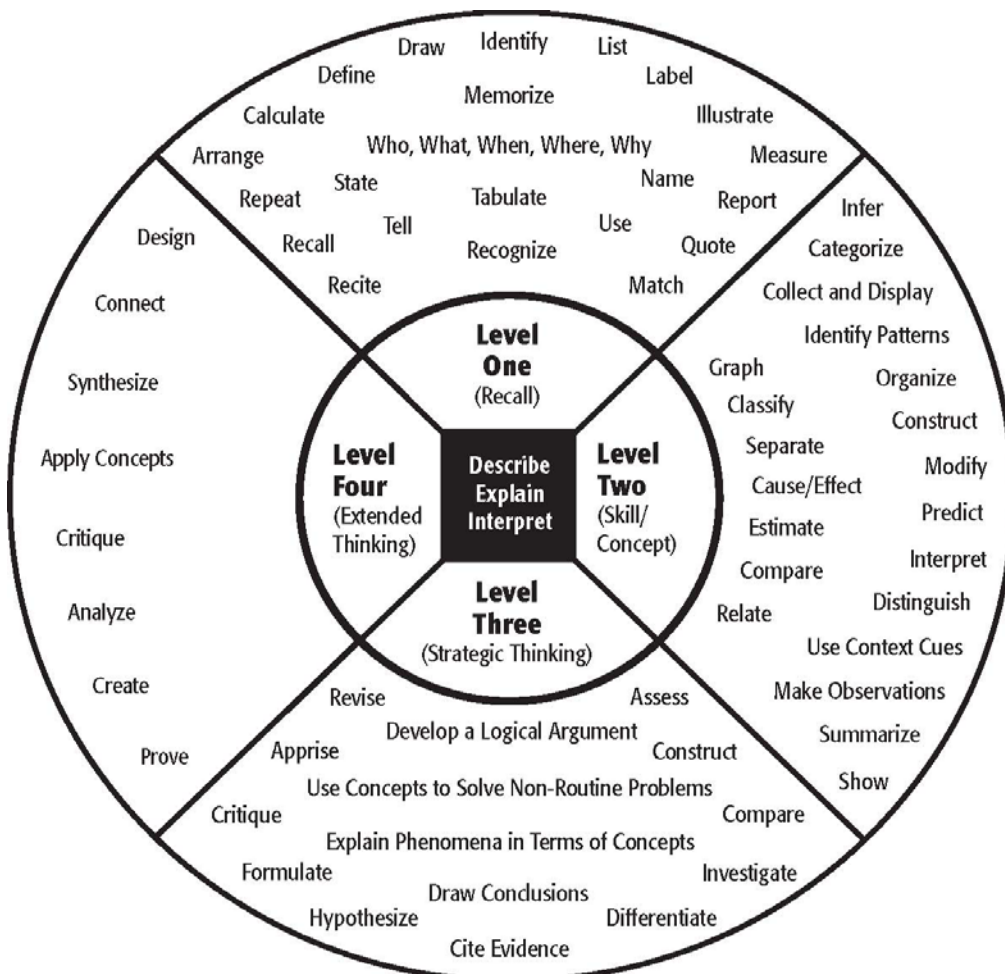
- Place the number for each standard next to the appropriate DOK section(s) in the chart.
- Be prepared to explain your thinking. What generalizations or conclusions can you now make?
- Follow-up: Are there any ways in which your ELP Standard summaries on p. 7 can be adjusted?

Standard 3: speak and write about grade-appropriate complex literary and informational texts and topics

Standard 4: construct grade-appropriate oral and written claims and support them with reasoning and evidence

Standard 5: conduct research and evaluate and communicate findings to answer questions or solve problems

Standard 6: analyze and critique the arguments of others orally and in writing



Questions to consider:

If you use the Depth of Knowledge wheel to understand more about the depth of your student's understanding, what does the student's language use reveal about his or her access to content?

Explore the Language Demands of ELA, Mathematics, and Science Tasks

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

Example of New ELP Standards with Correspondences

Grades 4-5 ELP Standards with Correspondences

Standard 1.

Standard 1.	By the end of each English language proficiency level, an ELL can . . .				
	1	2	3	4	5
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 read-alouds, simple written texts, and oral presentations.	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.	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.	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.	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.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade 4 ELA Standards:					
Literature RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			Informational Text RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		
RI.1., RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					



Each ELP Standard contains a standard statement and 5 ELP levels



First Set of Correspondences: Each ELP Standard contains correspondences with Standards for Practice: English Practices (EPs), Mathematical Practices (MPs), and Science Practices (SPs)



Second Set of Correspondences: Each ELP Standard contains correspondences with CCSS for ELA content standards

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CCSS for ELA & Literacy

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

What are the practices?

The term *practices* refers to behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content-area maturity and expertise throughout their elementary, middle, and high school years.

- The [CCSS Standards for Mathematical Practices a.k.a., the Mathematical Practices](#) are the first eight standards for the CCSS for Mathematics
- The [NGSS Science and Engineering Practices](#) are one of three dimensions in every NGSS standard.
- A set of ELA “Practices” was created for the CCSSO ELPD Framework since the CCSS for ELA & Literacy did not include specific practices in their original form.

The ELP Standards address the types of *language proficiency* that ELLs need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each ELP Standard than the groupings shown in Figure 1). “By explicitly calling attention to these practices, state ELP Standards [can be designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text” (CCSSO, 2012, p. 16).

Summarize the Language Demands among the Content Area Practices

Create a summary for the converging practices shown in each of the section in the diagram below.

Relationships and Convergences

Found in:
 1. CCSS for Mathematics (practices)
 2a. CCSS for ELA & Literacy (student capacity)
 2b. ELPD Framework (ELA "practices")
 3. NGSS (science and engineering practices)

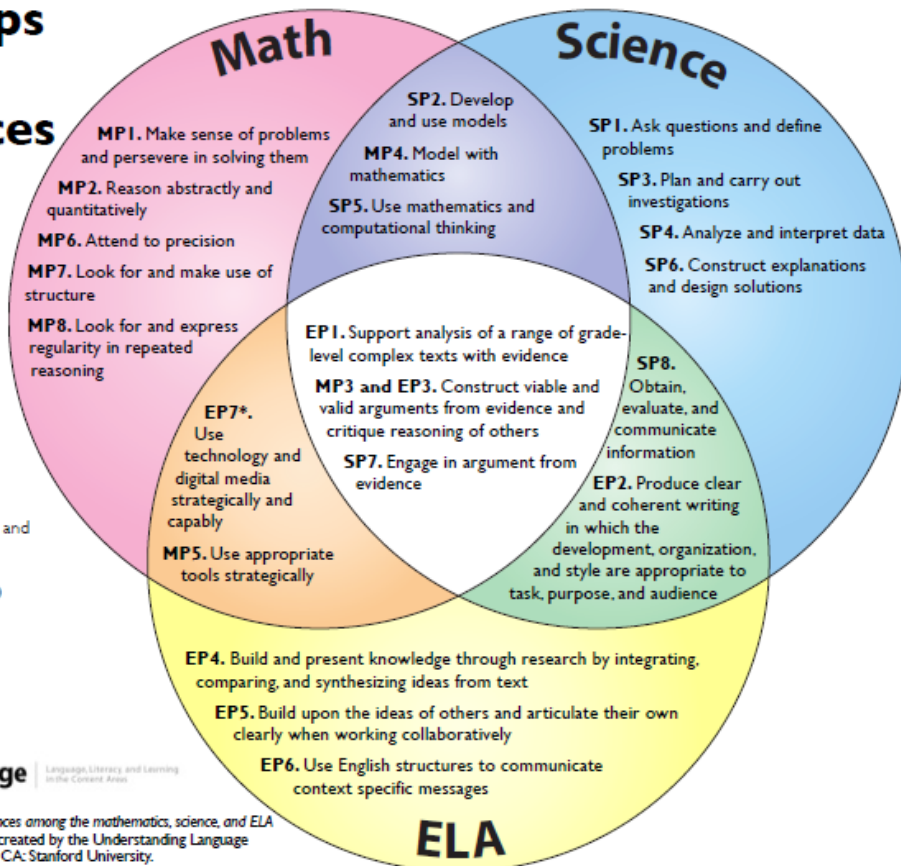
Notes:

1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).



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

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



Summaries for the Diagram Sections

I. EP2, EP5, MP3, EP4, SP7:	II. SP2, MP4, SP5:
III. SP8, EP2:	IV. EP7, MP5:
V. MP1, MP2, MP6, MP7, MP8:	VI. SP1, SP3, SP4, SP6:
VII. EP4, EP5, EP6:	

K-12 Practices Matrix

Use the **K-12 Practices Matrix** to identify a practice and its corresponding ELP Standard. In the ELP Standards documents, you can click on the ELP Standard number to go to the standard.

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

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

² While the CCSS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCSS for ELA do not explicitly identify key practices and core ideas) (CCSSO, 2012, p. 16).

Consider Broader Modes of Communication to Support Students' Abilities to Receive, Interact, and Produce Language during Instructional Activities

Guiding Principle 1 focus on **Potential**. It states:

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-appropriate³ 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).

As you examine and explore different model lessons and tools showing effective practices for instructing ELLs, discuss with your colleagues which broader communication approaches, strategies, or tools which might support student participation in activities designed around these ELP Standards.⁴

Receptive modalities	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
Interactive modalities	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
Productive modalities	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

³ Grade appropriate is defined by the English language arts, mathematics, and science standards for that grade.

⁴ The goal with this task is not necessarily to arrive at a prescribed set of supports that can be used for these types of instructional activities, but to study and discuss the possible broader modes of communication which might be used to support student access to the curriculum.

Examine the vertical progressions of the new ELP Standards

Reviewing how the ELP Standards are organized across grade levels (e.g., from K-12) can help teachers gain a broader sense of the progression of learning that occurs as students become more sophisticated in their understanding of a particular concept or skill described in a standard or a related set of standards.

Instructions for Vertical Progression Analysis

1. Examine the standards for one grade level/span, as well as the related standards a few grade levels/spans above and a few below your own. Notice how the English language proficiency knowledge and skills develop progressively.
2. If you do this work with a partner or as part of a larger group (e.g., teachers in grade-level bands), you can jigsaw the work, with each pair studying a few standards and their progression and then sharing what they learn with others.
3. Use the handout below to summarize the nature of the progression.

Examine the vertical progression of the new ELP Standards

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Name(s) _____ Grade/Grade Span: _____

Directions: Using the ELP Standards progressions spreadsheet examine how each standard progresses from grade/grade span to the next grade/grade span.

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

Compare current and new ELP Standards

The goal with this task is not necessarily to arrive at definitive classifications of the standards by category but to study and discuss them in terms of the different teaching and learning they require.

1. Use the State’s current ELP Standards as the starting point. Pick a grade and a domain (listening, speaking, reading, and writing) to review first.
2. Identify the domain in your State’s current standards that corresponds with the new ELP standards.
3. Place both sets of standards documents with the grade level strand you will be reviewing side-by-side so you can look at them simultaneously. It may be helpful to have a partner or small group to work with.
4. Code and annotate each of the current and new standards in the strand you’re reviewing to represent one of the four categories described below, using a different code for each category. The categories are: Same, Similar but More Rigorous, New, and Removed. It may be helpful to use highlighters to color code the documents.
5. Once you have finished coding the current and new standards, take some time to reflect on general trends that you noticed in each of the strands and the standards as a whole. Use the worksheet below to write down your reflections.

Coding Categories

- **Same:** The new standard is the same or nearly identical to a current standard (choose one color to highlight all the standards that have a correlate in the new/current standards). Also, write the strand initials and number of the related standard from the new/current version of standards in parentheses after the text.
- **Similar but More Rigorous:** The new standard is similar to a current standard, but the new standard is more rigorous. Color code all the new/current standards that have this type of relationship in the same color. Add the strand initials and number from the matching standard(s) in the parentheses after the corresponding standard’s text while also adding the word “Rigor” after the number. You can also underline the section of the new standard that is more rigorous than the current one.
- **New:** The new standard has no corresponding standard in the current standards. These new standards can be color coded separately from the others with the phrase “ELP 2013” in parentheses after the standard’s text. This indicates a new area for instructional focus.
- **Removed:** A current standard has no corresponding standard in the new standards. These current standards can be color coded separately from the others and the phrase “Removed” included in parentheses after the standard’s text.

Compare Current and New ELP Standards

Originally adapted from Marcelletti & Saunders (2012, p. 18). Reproduced with permission.

Name(s) _____ Grade/Grade Span: _____

Directions:

- Review and compare the current and new ELP standards. What is the same? What is similar but more rigorous? What is new to the ELP standards at this grade/grade span? [The domains have already been identified.]

ELP Standards		Domains	How does this compare to our current ELP Standards?	Coding?
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Reading Listening		Same Same but more rigorous New Removed
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	Listening Speaking Reading Writing		Same Same but more rigorous New Removed
3	speak and write about grade-appropriate complex literary and informational texts and topics	Speaking Writing		Same Same but more rigorous New Removed
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence	Speaking Writing		Same Same but more rigorous New Removed
5	conduct research and evaluate and communicate findings to answer questions or solve problems	Listening Speaking Reading Writing		Same Same but more rigorous New Removed
6	analyze and critique the arguments of others orally and in writing	Listening Speaking Reading Writing		Same Same but more rigorous New Removed
7	adapt language choices to purpose, task, and audience when speaking and writing	Speaking Writing		Same Same but more rigorous New Removed
8	determine the meaning of words and phrases in oral presentations and literary and informational text			Same Same but more rigorous New Removed
9	create clear and coherent grade-appropriate speech and text			Same Same but more rigorous New Removed
10	make accurate use of standard English to communicate in grade-appropriate speech and writing			Same Same but more rigorous New Removed

Implementation Considerations

After examining the new ELP Standards in depth, an important next step in thinking about the ELP Standards is to determine what existing resources are currently available for providing instruction in each of the standards.

Follow the step-by-step directions below to complete the next three activities.

Instructions for Implementation Coding

1. To begin the process, review (on your own or with a partner) each of your grade/grade span ELP Standards in turn and ask yourself: (1) Is this something I already teach and have all the materials for? (2) Is it something I partially teach and need to develop further lessons for my units around and collect supporting materials? (3) Is this brand new, and do I have to begin thinking about how to instruct students in the concept or skill for the first time?
2. As you review each standard, code it with one of the following four categories: Currently Covered, Needs Refinement, Needs Development, and Not Sure. Use the four acronyms described in the text box below for this purpose.
3. After you have finished coding, begin thinking about ways that you can adapt your current curriculum to provide instruction in each of the standards. This may include determining where you need to carve out more time to teach more rigorous concepts. How might lessons involving the new ELP Standards be integrated into units and instructional modules?
4. Compile a list of additional resources you need to implement the new standards, including types of texts, lessons and units that need to be revised or planned, new materials, structural changes you want to make to your classroom practices, time to discuss implementation with your professional learning community, and any additional coaching or administrative support.

Explanation of Implementation Codes		
Codes		
cc	Currently Covered	This standard is being effectively addressed through our existing program and teaching.
nr	Needs Refinement	This standard will require refinement of our existing program and teaching in order to address it effectively.
nd	Needs Development	This standard will require development of materials and/or teaching methods in order to address it effectively.
??	Not Sure	Just not sure which code to use for this standard, and/or what this new standard actually means.

Determine the degree to which specific ELP Standards are currently being instructed

Originally adapted from Marcelletti & Saunders (2012, p. 115). Reproduced with permission.

Name(s) _____ Grade/Grade Span: _____

Directions: Assign a code to each standard and provide notes that explain why you assigned that particular code to the standard. See the previous page for explanations of codes.

ELP Standard	Implementation Code	Notes
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

cc = currently covered

nr = needs refinement nd = needs development ?? = not sure

Determine how lessons might be integrated by concepts and themes into units

It is important to remember that both the college and career-ready standards and the new ELP Standards are intended to go into greater depth using units and projects (rather than surface coverage through decontextualized lessons). Are there activities around common concepts or themes that this standard can enhance or support?

Name(s) _____ Grade/Grade Span: _____

Directions: Choose a group of standards to work with and then list the number of the standard, the curriculum materials you have available to provide instruction in that standard, and the implementation code you gave the standard in the previously activity. Consider how this standard might be integrated into the new instructional units and modules being introduced in your school or district.

ELP Standard	Existing Curriculum Material	Implementation Code	How might this ELP Standard be integrated into existing units or modules?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

cc = currently covered

nr = needs refinement nd = needs development ?? = not sure

Determine next steps and resources needed for ELP Standards implementation.

Adapted from CRESST, UCLA, 2013

Name(s) _____ Grade/Grade Span: _____

Directions: Choose a group of standards to work with and then list the number of the standard, the curriculum materials you have available to provide instruction in that standard, the implementation code you gave the standard in the two previous activities, and what materials or other resources you still need to be able to teach the standard.

ELP Standard	Existing Curriculum Material	Implementation Code	Next Steps/What We Need
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

cc = currently covered

nr = needs refinement

nd = needs development

?? = not sure