

When using the Standards to construct language and learning targets, define exactly what students are expected to know and do. The text in green define what students are expected to do in terms of task (i.e., construct meaning of oral presentations and literary and informational text) and domain (i.e., Standard 1; listening, reading, viewing).		ELP Standards - Newcomer Rubric			
Standards	Corresponding CCSS Standards	1	2	3	4
(1) Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	RI.1.2,3,7 RL.1.2,3,7 SL.2	Use a very limited set of strategies: - identify a few key words and phrases in oral communications and simple oral and written texts. - may require significant support and reliance on the student's L1.	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 - 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 - explain how the theme is developed by specific details in the texts - summarize part of the text.
(2) participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	W.6 SL.1	- participate in short conversational and written exchanges on familiar topics - present information - respond to simple yes/no questions and some wh- questions. - heavy support needed, including clarification in student's L1 and/or L1 used in response.	- participate in short conversational and written exchanges on familiar topics - present information - respond to simple yes/no questions and some wh- questions.	- participate in short conversational and written exchanges on familiar topics and texts - present information and ideas - respond to simple questions and wh- questions.	- participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues - build on the ideas of others - express his or her own ideas - ask and answer relevant questions - add relevant information and evidence - restate some of the key ideas expressed.
(3) speak and write about grade-appropriate complex literary and informational texts and topics	W.2.3 SL.4	with support (including modeled sentences): - communicate information - information may be unclear - student may rely heavily on their L1. about familiar texts, topics, and experiences.	with support (including modeled sentences): - communicate information about familiar texts, topics, and experiences.	with support (including modeled sentences): - deliver short oral presentations - compose written narratives or informational texts about familiar texts, topics, experiences, or events.	with support (including modeled sentences): - deliver short oral presentations - compose written informational texts - develop the topic with a few details about familiar texts, topics, or events.
(4) construct grade-appropriate oral and written claims and support them with reasoning and evidence	W.1 SL.4 L.6	- express an opinion about a familiar topic. - may require significant support - may rely heavily on L1	- express an opinion about a familiar topic.	- construct a claim about familiar topics - introduce the topic - give a reason to support the claim - provide a concluding statement.	- construct a claim about familiar topics - introduce the topic - provide sufficient reasons or facts to support the claim - provide a concluding statement.
(5) conduct research and evaluate and communicate findings to answer questions or solve problems	W.7,8,9 SL.4	- gather information from one or two select print and digital sources - label collected information, experiences, or events.	- gather information from a few provided print and digital sources - label collected information, experiences, or events.	- gather information from provided print and digital sources - summarize data and information.	- carry out short research projects to answer a question - gather information from multiple provided print and digital sources - evaluate the reliability of each source - paraphrase key information in a short written or oral report - include illustrations, diagrams, or other graphics - provide a list of sources.
(6) analyze and critique the arguments of others orally and in writing	RI.8 W.1b SL.3 L.6	with heavy support: - identify a point an author or a speaker makes.	- identify a point an author or a speaker makes.	- identify the main argument an author or speaker makes - identify one reason an author or a speaker gives to support the argument.	- explain the reasons an author or a speaker gives to support a claim - cite textual evidence to support the analysis.
(7) adapt language choices to purpose, task, and audience when speaking and writing	W.5 SL.6 L.6	- recognize the meaning of few words learned through conversations, reading, and being read to.	- recognize the meaning of some words learned through conversations, reading, and being read to.	- adapt language choices to task and audience with emerging control - use some frequently occurring general academic and content-specific words in conversation and discussion.	- adapt language choices and style according to purpose, task, and audience with developing ease - use an increasing number of general academic and content-specific words and expressions in speech and written text - show developing control of style and tone in oral or written text.
(8) determine the meaning of words and phrases in oral presentations and literary and informational text	RI.4 RL.4 L.4 L.5	relying heavily on context, visual aids, and knowledge of morphology in their native language: - recognize the meaning of very 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: - recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language: - determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words): - determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.
(9) create clear and coherent grade-appropriate speech and text	W.1c,2c,3c,4 SL.4,6	with support (including context and visual aids) and non-verbal communication: - communicate basic information about an event or topic - use a narrow range of vocabulary and syntactically simple sentences - may rely heavily on the student's L1 with limited control.	with support (including context and visual aids) and non-verbal communication: - communicate basic information about an event or topic - use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences): - recount a short sequence of events in order, and - introduce an informational topic - provide one or two facts about the topic - use common linking words to connect events and ideas (e.g., first, next, because) with emerging control.	- recount a sequence of events, with a beginning, middle, and end - introduce and develop an informational topic with facts and details - use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) - provide a conclusion with developing control.

<p>(10) make accurate use of standard English to communicate in grade-appropriate <i>speech</i> and <i>writing</i></p>	<p>L.1,3</p>	<p>with support (including modeled sentences):</p> <ul style="list-style-type: none"> - recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions - understand and respond to simple questions - may produce short, unclear phrases - may rely on L1 	<p>with support (including modeled sentences):</p> <ul style="list-style-type: none"> - recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions - understand and respond to simple questions. 	<p>with support (including modeled sentences):</p> <ul style="list-style-type: none"> - use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions - produce simple and compound sentences. 	<p>with support (including modeled sentences):</p> <ul style="list-style-type: none"> - use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) - use simple clauses (e.g., independent, dependent, relative, adverbial) - produce and expand simple, compound and a few complex sentences.
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