



## ***Standards By Design:***

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### ***High School for ELP Aligned to English Language Arts***



# ELP Aligned to English Language Arts

## High School

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

### Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

#### **There is no ELA standard associated with these proficiencies**

Advanced Reads a short paragraph out loud smoothly with proper intonation.

Early Advanced Reads a short paragraph out loud smoothly with teacher support.

Intermediate Reads a short paragraph out loud smoothly with teacher support.

Early Intermediate Repeats and reads words and phrases out loud.

Beginning Repeats and reads isolated words and common phrases out loud.

#### **EL.HS.RE.01 Read at an independent and instructional reading level appropriate to grade level.**

Advanced Applies knowledge of academic and social vocabulary to achieve independent reading.

Early Advanced Uses knowledge of vocabulary, both academic and social, to read independently.

Intermediate Uses knowledge of vocabulary, both academic and social, to read independently.

Early Intermediate Reads simple paragraphs and passages independently that use basic vocabulary.

Beginning Recognizes some words and phrases and knows their meanings.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

#### **There is no ELA standard associated with these proficiencies**

Advanced Applies knowledge of academic and social vocabulary while reading and comprehending independently grade appropriate material with teacher support.

Early Advanced Reads and comprehends written material using context and prior knowledge with teacher support.

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Intermediate Interacts independently with a variety of academic print using sight words, dictionaries, and short simple sentences.

Early Intermediate Demonstrates recognition of words, phrases and word/object correlation from previously learned materials.

Beginning Recognizes and identifies pictures and symbols to determine meaning of basic classroom routines using dictionaries and visual organizers.

**EL.HS.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**

Advanced Listens to, reads, and understands text from a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information with teacher support.

Early Advanced Listens to, reads and summarizes text from a variety of informational and narrative text including literature, magazines, newspapers, reference materials, and online information using sentences with teacher support.

Intermediate Listens to, reads and outlines text from a variety of informational and narrative text including literature, poetry, magazines, newspapers, reference materials, and online information, using more complex sentences with teacher support.

Early Intermediate Listens to, reads and retells simple stories from a variety of informational and narrative text including literature, magazines, newspapers, and online information using simple sentences.

Beginning Listens to, reads and retells simple stories from a variety of informational and narrative text using drawings, words, or phrases.

**EL.HS.RE.03 Make connections to text, within text, and among texts across the subject areas.**

Advanced Makes connections to text, within text, and among texts across the subject areas with teacher support.

Early Advanced Makes connections to text, within text, and among texts across the subject areas with teacher support.

Intermediate Following pre-teaching of essential concepts, makes connections to and within texts across the subject areas.

Early Intermediate Using familiar text, makes connections between personal life and text.

Beginning Using familiar text, makes connections between personal life and text.

**EL.HS.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.**

Advanced Demonstrates listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Early Advanced Demonstrates listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Intermediate Demonstrates listening comprehension of text through class and/or small group discussions across the subject areas.

Early Intermediate Demonstrates listening comprehension of some familiar text across the subject areas using simple sentences.

Beginning Demonstrates listening comprehension of familiar text using drawings, words, or phrases.

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**EL.HS.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.**

Advanced Matches reading to purpose: location of information, full comprehension, and personal enjoyment.

Early Advanced Matches reading to purpose: location of information, full comprehension, and personal enjoyment.

Intermediate Matches reading to purpose: location of information, full comprehension, and personal enjoyment.

Early Intermediate Matches reading to purpose: location of information, comprehension, and personal enjoyment.

Beginning Matches reading to purpose: location of information and personal enjoyment.

**EL.HS.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**

Advanced Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and guided group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Early Advanced Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and group guided discussions, generating and responding to essential questions, making predictions, and comparing information from several sources that may be provided by teacher.

Intermediate Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and small group guided discussions, generating and responding to questions, making predictions, and comparing information provided by teacher.

Early Intermediate Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, small group guided discussions, generating and responding to questions, making predictions using simple sentences.

Beginning Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, generating and responding to simple questions, using drawings, words, or phrases.

**EL.HS.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

**There is no ELA standard associated with these proficiencies**

Advanced Uses knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in literature and content area texts.

Early Advanced Uses knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.

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Intermediate Uses knowledge of simple morphemes, phonics, synonyms, and antonyms to interpret the meaning of unknown words.

Early Intermediate Recognizes simple suffixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).

Beginning None available

**EL.HS.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**

Advanced Interprets words appropriately that sometimes have multiple meanings and applies this knowledge consistently to literature and texts in content areas.

Early Advanced Recognizes that words sometimes have multiple meanings and applies this knowledge to understanding written texts.

Intermediate Recognizes that words sometimes have multiple meanings and applies this knowledge to understanding written texts.

Early Intermediate Recognizes that words sometimes have multiple meanings.

Beginning Produces simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

**EL.HS.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

There are no proficiencies related to this standard.

***EL.HS.RE.10 Determine meanings of words using contextual and structural clues.***

Advanced Determines meanings of words using contextual and structural clues without referring to outside resources (e.g., textbook).

Early Advanced Uses contextual and structural clues to determine meanings of unknown words using textbook to find information (e.g., glossary, margin notes, table of contents, index).

Intermediate Uses contextual and structural clues to determine meanings of unknown words using textbook (e.g., glossary, margin notes, table of contents).

Early Intermediate Uses contextual and structural clues to determine meanings of unknown words with teacher support.

Beginning Uses contextual and structural clues to determine meanings of unknown words with teacher support.

***EL.HS.RE.11 Identify and use the literal and figurative meanings of words and phrases.***

Advanced Identifies and uses literal and figurative meanings of words and phrases using contextual clues.

Early Advanced Uses contextual and structural clues to determine meanings of words and to develop other reading strategies.

Intermediate Recognizes that words have multiple meanings (literal and figurative) within context provide

Early Intermediate Examines literary devices (dialogue, rhyme) through spoken language and simple printed sentences.

Beginning Recognizes dialogue, and rhyme through spoken language and simple printed sentences.

***EL.HS.RE.12 Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.***

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Advanced Demonstrates familiarity with the denotative and connotative meanings of words, and interprets the connotative power.

Early Advanced Demonstrates familiarity between the denotative and connotative meanings of words, and recognizes the connotative power.

Intermediate Defines words denotatively and connotatively and understands about connotative power with teacher support.

Early Intermediate Defines words denotatively and connotatively with teacher support.

Beginning Finds definitions of words.

**EL.HS.RE.13 Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.**

Advanced Independently uses dictionaries, glossaries, thesauruses, or related references to perform academic tasks.

Early Advanced Skims and scans for key information in reading materials with familiar vocabulary and context, uses dictionaries, locates and evaluates informational texts.

Intermediate Locates and uses reference materials with teacher support.

Early Intermediate Uses a variety of informational material and reference with teacher support.

Beginning Uses dictionaries and other informational sources.

Advanced Uses a standard dictionary to determine meaning of unknown words.

Early Advanced Uses standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).

Intermediate Uses standard dictionary to derive meaning of unknown vocabulary.

Early Intermediate Uses a dictionary to derive meanings of unknown vocabulary. Understands layout of a dictionary.

Beginning Uses a picture dictionary and other informational sources to derive meaning of unknown vocabulary. Memorizes alphabet.

**EL.HS.RE.14 Understand technical vocabulary in subject area reading.**

Advanced Understands familiar words of technical vocabulary in subject area reading with contextual support and explores unfamiliar words.

Early Advanced Acquires technical vocabulary using all various for contextual support.

Intermediate Acquires technical vocabulary in subject area reading using graphs, charts, diagrams, charts, glossary, dictionary and index.

Early Intermediate Locates basic information using graphs, diagrams, and headings.

Beginning Within context, locates information using graphs, charts and diagrams.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

**There is no ELA standard associated with these proficiencies**

Advanced None available

Early Advanced None available

Intermediate Understands and orally explains most multi-step directions for simple mechanical devices and for simple applications.

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Early Intermediate Identifies and follows some multi-step directions for simple mechanical devices and basic forms.

Beginning Understands and follows simple multi-step oral directions of classroom or work-related activities.

**EL.HS.RE.15 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.**

Advanced Reads essays, historical documents, editorials, and textbooks.

Early Advanced Reads textbooks, magazines, newspapers, and consumer forms.

Intermediate Reads simple textbooks, informal letters, directions, magazine articles written with controlled vocabulary, brief news stories, and diaries.

Early Intermediate Reads catalogs, short biographical sketches, adapted textbooks, informal notes and simple directions.

Beginning Reads pictorial, graphic or contextualized texts, (e.g., bus routes).

***EL.HS.RE.16 Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.***

Advanced Synthesizes familiar information found in a variety of informational texts and draws conclusions from the selected facts, independently and with contextual support.

Early Advanced Synthesizes information from charts, tables, diagrams and glossaries to elaborate conclusions with teacher support.

Intermediate Synthesizes information from charts, graphs, tables, diagrams, glossaries, or related grade-level material and begins to elaborate conclusions related to own experience with teacher support.

Early Intermediate Extracts information from visual materials and provides at least one conclusion from the material.

Beginning Uses pictures, lists, charts, and tables to identify the vocabulary used in different settings to get information.

***EL.HS.RE.17 Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.***

Advanced Analyzes the structure and format of job and consumer-related information materials and how the features support the intended purpose, with contextual support.

Early Advanced Reads and analyzes the affect of patterns of organization, repetition of key ideas, syntax, and word choice and how the features explain the intended purpose with contextual support.

Intermediate Reads and identifies the structure and format of workplace documents (e.g., graphics and headers) and gives one brief example of how authors use features to achieve purpose.

Early Intermediate Uses simple sentences to orally identify the structure and organization of workplace documents (e.g., format, graphics and headers).

Beginning Uses pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).

**There is no ELA standard associated with these proficiencies**

Advanced Analyzes the features and rhetorical devices of different types of public documents and how the authors use these features and devices.

Early Advanced Analyzes the structure and format of workplace documents and how authors use these to achieve their purposes.

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Intermediate Reads and uses simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.

Early Intermediate Reads and orally identifies a few specific facts in simple expository text such as consumer and workplace documents and content area text.

Beginning Recognizes a few specific facts in familiar expository texts such as consumer, workplace documents and content area texts.

**EL.HS.RE.18 Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Websites on the Internet).**

Advanced Demonstrates sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Websites on the Internet) with teacher support.

Early Advanced Demonstrates the use of technology by following directions in technical manuals (e.g., those found with graphic calculators and software programs and in access guides to the World Wide Web sites).

Intermediate Demonstrates the use of technology by following simple directions in manuals with teacher and contextual support.

Early Intermediate Demonstrates the use of technology by following simple directions in manuals with teacher and contextual support.

Beginning Follows simple directions, supported by pictures or other graphics, to access and use devices of modern technology.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

***EL.HS.RE.19 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.***

Advanced Identifies and/or summarizes sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections with teacher support.

Early Advanced Identifies opinions, summarizes sequence of events, and explains the main ideas and supporting details of informational and practical texts.

Intermediate Identifies opinions, sequence of events and uses detailed sentences to explain main ideas and details of informational and practical texts.

Early Intermediate Identifies the sequence of events, main ideas and some details of familiar informational and practical texts using key words or phrases.

Beginning Identifies the sequence of events from simple informational and practical texts using pictures, lists, charts, and tables.

**EL.HS.RE.20 Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.**

Advanced Clarifies understanding of informational texts by creating outlines, graphic organizers, diagrams, notes, or summaries with teacher support.

Early Advanced Clarifies understanding of informational texts by creating webs, diagrams, semantic webbing, charts, tables, or summaries.

Intermediate Clarifies understanding of informational texts by creating webs, diagrams, semantic webbing, charts, or tables.

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Early Intermediate Clarifies understanding of short and simple informational texts by creating comics, Venn diagrams, semantic webbing, charts, or tables.

Beginning Clarifies understanding of familiar informational texts by creating simple illustrations, charts, tables, or Venn diagrams.

**Informational Text: Develop an Interpretation:** Develop an interpretation of grade-level informational text across the subject areas.

*EL.HS.RE.21 Predict probable future outcomes supported by the text.*

Advanced Identifies details of informational, literary, and text materials in content areas and predict outcomes supported by textual clues.

Early Advanced Reads and uses detailed sentences to explain main ideas and details of informational, literary, and text materials in content areas and predict outcomes based on textual clues.

Intermediate Reads and uses sentences to explain main ideas and details of informational, literary, and text materials in content areas and predict outcomes.

Early Intermediate Makes predictions about events of stories on familiar topics.

Beginning Orders events in a storyboard.

**There is no ELA standard associated with these proficiencies**

Advanced Applies knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.

Early Advanced Applies knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.

Intermediate Reads and uses detailed sentences to orally identify main ideas and uses them to make predictions about informational, literary text, and text in content areas.

Early Intermediate Uses simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics and headers).

Beginning Identifies main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures) using key words or phrases.

**There is no ELA standard associated with these proficiencies**

Advanced Analyzes how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.

Early Advanced Reads and analyzes how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.

Intermediate Uses detailed sentences to orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax.

Early Intermediate Reads and orally responds to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.

Beginning Identifies main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures) using key words or phrases.

*EL.HS.RE.22 Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.*

Advanced Infers an author's unstated meaning and draws conclusions about an author's stated meaning based on facts, events, images, patterns found in text, with teacher support.

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Early Advanced Infers an author's unstated meaning and draws conclusions about an author's stated meaning based on facts, events, images, patterns found in text with teacher support.

Intermediate Reads and examines simply written allegorical stories with teacher support.

Early Intermediate Reads and examines simply written allegorical stories with teacher support.

Beginning Relates symbols to one's personal life (e.g., what animal would you be?).

*EL.HS.RE.23 Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.*

Advanced Makes determinations about an author's arguments by using elements of the text to defend and clarify interpretations with teacher support.

Early Advanced Determines author's arguments based on elements of the text and clarifies interpretations.

Intermediate Determines author's arguments about a subject using explicitly stated information from a given passage.

Early Intermediate Determines author's explicit assumptions about a subject, given a brief passage.

Early Intermediate Recognizes author's arguments about a subject, given a brief passage.

Beginning Relates symbols from a graphic or simple text to one's personal experience.

*EL.HS.RE.24 Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.*

Advanced Analyzes implicit relationships, such as cause-and-effect, sequence-time, comparisons, classifications, and generalizations with teacher support.

Early Advanced Orally and in writing, analyzes relationships such as cause-effect, sequence-time, comparisons, and classifications.

Intermediate Uses detailed sentences to explain relationships such as cause-effect, sequence-time.

Early Intermediate Identifies cause-effect, sequence-time relationship of familiar objects or events using words or phrases.

Beginning Identifies cause-effect relationship of familiar objects or events by pointing, labeling or using graphics.

*EL.HS.RE.25 Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

Advanced Infers main idea when it is not explicitly stated, and supports main idea with details from texts.

Early Advanced Identifies and explains the main ideas and critical details of informational materials, literary texts, and text in content areas.

Intermediate Reads and uses detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.

Early Intermediate Reads and identifies main ideas and details of informational materials, literary text and text in content areas using simple sentences.

Beginning Identifies main ideas and some details of familiar texts using key words or phrases.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

*EL.HS.RE.26 Draw conclusions about the author's purpose based on evidence in the text.*

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Advanced Determines the author's purpose and perspective and relates them to specific details in the text with teacher's guidance.

Early Advanced Determines author's purpose and identifies author's perspective from provided list of appropriate words. Relates purpose and perspective to details in text.

Intermediate Identifies the author's purpose and relates it to specific details in the text.

Early Intermediate Selects the author's purpose from a provided list of appropriate words.

Beginning Identifies author's purpose by matching, labeling, drawing.

*EL.HS.RE.27 Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.*

Advanced Differentiates among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques with teacher support.

Early Advanced Defends positions with relevant evidence and logical reasoning as stated in informational texts.

Intermediate Identifies reasoning based on fact from selected texts across various subject areas using such rhetorical devices as case study and analogy.

Early Intermediate None available

Beginning None available

*EL.HS.RE.28 Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.*

Advanced Evaluates if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies with teacher support.

Early Advanced Explains author's credibility by the use of credible sources in support of arguments or proposed actions.

Intermediate Identifies unsupported inferences and persuasion in text using resources in the text (such as ideas, illustrations, titles).

Early Intermediate None available

Beginning None available

*EL.HS.RE.29 Compare and contrast information on the same topic after reading several passages or articles.*

Advanced Compares and contrasts information on the same topic after reading several passages or articles with teacher support.

Early Advanced Compares and contrasts information on the same topic after reading two or more familiar passages or articles.

Intermediate Using graphic organizers, compares and contrasts information on the same familiar topic after reading at least two or more passages or articles.

Early Intermediate Using graphic organizers, compares information on the same familiar topic after reading at least two brief passages or articles.

Beginning Compares familiar objects or events using charts, tables or other non-verbal resources.

*EL.HS.RE.30 Evaluate the logic, unity, and consistency of text.*

Advanced Evaluates the logic, unity and consistency of text with teacher support.

Early Advanced Explains how a text shows logic and consistency.

Intermediate None available

Early Intermediate None available

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Beginning None available

**EL.HS.RE.31 Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source material).**

Advanced Evaluates an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text with teacher support.

Early Advanced Explains how an author makes an argument by evaluating the relationship between generalizations and evidence, author's intent or bias.

Intermediate Identifies the relationship between generalizations and evidence and how the author's intent or bias affects the tone of a text.

Early Intermediate None available

Beginning None available

**EL.HS.RE.32 Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.**

Advanced With teacher support, evaluates the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Early Advanced Examines the sequence of information and procedures in documents containing directions (e.g., assembly of an item) in anticipation of possible reader misunderstandings.

Intermediate Identifies statements in documents containing directions (e.g., assembly of an item) that may lead to possible reader misunderstandings.

Early Intermediate None available

Beginning None available

**EL.HS.RE.33 Generate relevant questions about readings on issues that can be researched.**

Advanced Applies knowledge of other subject-specific classes and generates relevant questions about readings on issues that can be researched.

Early Advanced Locates and evaluates a variety of informational texts for research purposes with contextual support.

Intermediate Elaborates more detailed subject-specific tasks with teacher and contextual support.

Early Intermediate None available

Beginning Uses pictures, lists, charts, and tables to identify the factual components of informational materials in which the student can draw meaning.

**EL.HS.RE.34 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.**

Advanced Synthesizes the content from several sources or works by a single author dealing with a single issue; paraphrases the ideas and connects them to other sources and related topics to demonstrate comprehension with teacher support.

Early Advanced Paraphrases the ideas of two or more texts on a single topic and connects them to other sources and related topics to demonstrate comprehension.

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Intermediate Reads and uses more detailed sentences to describe relationships between two or more texts on the same topic to demonstrate comprehension.

Early Intermediate Reads and identifies relationships between two written texts on the same issue and their own experience using simple sentences to demonstrate comprehension.

Beginning Identifies relationships between two simple texts on a single issue read to them and their own experiences using key words and/or phrases.

**EL.HS.RE.35 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.**

Advanced Extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration with teacher support.

Early Advanced Elaborates on ideas presented in primary or secondary sources.

Intermediate Paraphrases and extends ideas presented in primary or secondary sources.

Early Intermediate Lists ideas about a single topic found in simple primary or secondary texts.

Beginning None available

## **Literature**

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

**EL.HS.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.**

Advanced Listens to and reads detailed sentences to respond to a variety of works, including fiction, nonfiction, poetry, drama, short story, essay, novel, from a variety of cultures and time periods.

Early Advanced Listens to and reads sentences to respond to comprehension questions taken from forms of brief prose (e.g., short story, essay) from a variety of cultures.

Intermediate Identifies the major characteristics of short story, novel, poetry, drama, fiction and nonfiction and makes connections to a variety of literary works from a variety of cultures and time periods.

Early Intermediate Distinguishes among poetry, drama, and short stories from a variety of cultures, using simple sentences. Uses pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends from a variety of cultures.

Beginning Distinguishes between fiction and nonfiction using one- or two-word responses. Uses pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.

**EL.HS.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**

Advanced Demonstrates listening comprehension of more complex literary text through class and/or small guided group interpretive discussions.

Early Advanced Demonstrates listening comprehension of literary text through class and/or small-guided group interpretive discussions.

Intermediate Demonstrates listening comprehension of literary text through class and/or small-guided group discussions.

Early Intermediate Demonstrates listening comprehension of some familiar literary text using simple sentences.

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Beginning Demonstrates listening comprehension of familiar literary text using drawings, words, or phrases.

**Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.**

*EL.HS.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*

Advanced Identifies sequence of events and summarizes the main ideas and supporting details in literary selections.

Early Advanced Identifies sequence of events and explains the main ideas and critical details of literary texts.

Intermediate Reads and uses detailed sentences to orally describe the sequence of events in literary texts.

Early Intermediate Identifies sequence of events, main ideas and some details of familiar texts, using key words or phrases.

Beginning Uses pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.

**There is no ELA standard associated with these proficiencies**

Advanced Orally responds to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.

Early Advanced Applies knowledge of language to analyze and derives meaning/ comprehension from literary texts.

Intermediate Reads and uses detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.

Early Intermediate Responds to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.

Beginning Identifies the beginning, middle, and end of a simple literary text.

**Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.**

*EL.HS.LI.04 Predict probable future outcomes supported by the text, including foreshadowing clues.*

Advanced Predicts future outcomes supported by the text.

Early Advanced Predicts outcomes supported by the text using more complex sentences.

Intermediate Predicts outcomes supported by the text using sentences.

Early Intermediate Predicts outcomes supported by the text using simple sentences.

Beginning Predicts outcomes supported by the text using pictures, drawings or words.

*EL.HS.LI.05 Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.*

Advanced Identifies the actions and motives of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme with teacher support.

Early Advanced Identifies the actions and motives of characters in a work of fiction and relates these to the plot or theme.

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Intermediate Describes major characters in a brief literary text by identifying their thoughts, actions, or motivations and relate these to the plot.

Early Intermediate Describes a character in a brief literary text by identifying the thoughts and actions of the character, using simple sentences.

Beginning Using pictures, lists, charts, and tables, identifies contrasting actions (good/bad) of major characters from simple literary texts read aloud.

*EL.HS.LI.06 Identify themes in literary works, and provide support for interpretations from the text.*

Advanced Identifies themes in literary works and provides support for interpretations from the text with teacher support.

Early Advanced Identifies the development of themes of literary works based on evidence in the text.

Intermediate Identifies the themes of a literary work based on evidence from text.

Early Intermediate Choosing from a provided list of key words or phrases, identifies the theme of a familiar story.

Beginning None available

*EL.HS.LI.07 Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

Advanced Infers main ideas not implicitly stated and supports with evidence from text with teacher support.

Early Advanced Identifies explicitly and implicitly stated main ideas of simple literary texts and supports with evidence from text.

Intermediate Identifies explicitly and implicitly stated main ideas of simple literary texts and uses them to draw inferences about written text.

Early Intermediate Identifies explicitly stated main ideas of simple literary texts and uses them to draw inferences about written text using simple sentences.

Beginning Choosing from a provided list of key words or phrases, identifies main ideas and some details of familiar texts.

*EL.HS.LI.08 Identify and analyze unstated reasons for actions or beliefs based on explicitly stated information.*

Advanced Infers reasons for actions not stated, based on evidence in the text with teacher support.

Early Advanced Identifies explicitly and implicitly stated reasons for actions not stated in the text.

Intermediate Identifies explicitly and implicitly stated reasons for actions not stated in simple literary texts.

Early Intermediate Identifies explicitly stated reasons for actions from simple literary texts.

Beginning Choosing from a provided list of key words or phrases, identifies stated reasons for actions from familiar texts.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

### **There is no ELA standard associated with these proficiencies**

Advanced Uses common idioms and some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).

Early Advanced Uses idioms, analogies and metaphors in literature and texts in content areas.

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Intermediate Demonstrates sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.

Early Intermediate Recognizes simple idioms, analogies, and figures of speech in literature and content area texts (e.g., the last word).

Beginning None available

*EL.HS.LI.09 Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.*

Advanced Identifies literary devices such as narrative voice, symbolism, dialect, and irony and uses those elements to analyze and evaluate the work with teacher support.

Early Advanced Identifies and uses personification, common idioms and some analogies, similes and metaphors (e.g., "shine like a star," "let the cat out of the bag").

Intermediate Recognizes and uses simple literary devices such as personification, analogies and metaphors in literature.

Early Intermediate Recognizes simple literary devices such as similes and metaphors in literature (e.g., to take a fall).

Beginning Demonstrates knowledge of comparisons using pictures, drawings or other graphics to compare familiar objects.

**There is no ELA standard associated with these proficiencies**

Advanced Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism) and evaluate how well literary elements contribute to the overall effectiveness of a selection.

Early Advanced Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).

Intermediate Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.

Early Intermediate Orally identify literary elements of theme, plot, setting, and character using simple sentences.

Beginning None available

*EL.HS.LI.10 Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.*

Advanced Interprets and evaluates the impact of subtleties, contradictions, and ironies in a text with teacher support.

Early Advanced Identifies subtleties and contradictions used in a selection and tells how these contribute to enhance the text.

Intermediate Identifies subtleties or contradictions used in a selection.

Early Intermediate None available

Beginning None available

**There is no ELA standard associated with these proficiencies**

Advanced Analyzes the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).

Early Advanced Reads and uses detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.

Intermediate Briefly describes what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.

Early Intermediate Recognizes characteristics of major characters from a provided list.

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Beginning Identifies and lists major characters in simple literary selection.

*EL.HS.LI.11 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.*

Advanced Explains how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text with teacher support.

Early Advanced Explains how voice and the choice of narrator affect characterization and the plot of a text.

Intermediate Briefly describes what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.

Early Intermediate Recognizes the difference between first and third person using phrases or simple sentences.

Beginning Reads and orally identifies the speaker or narrator in a simple selection.

*EL.HS.LI.12 Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.*

Advanced Develops an understanding of how to analyze an author's development of time and sequence, including the use of complex literary devices such as foreshadowing or flashbacks with teacher guidance.

Early Advanced Reads and identifies the use of foreshadowing and flashbacks and the impact on the development of time and sequence.

Intermediate Recognizes and uses more complex literary devices such as foreshadowing or flashbacks in literature.

Early Intermediate Recognizes more complex literary devices such as flashbacks.

Beginning Demonstrates knowledge of more complex literary devices such as flashbacks using pictures, drawings or other graphics in familiar texts.

*EL.HS.LI.13 Evaluate the impact of word choice and figurative language on tone, mood, and theme.*

Advanced With contextual support, develops an understanding of how to evaluate the impact of word choice and figurative language on tone, mood, and theme.

Early Advanced With contextual support, develops an understanding of how to analyze how repetition of key ideas, syntax, and word choice and figurative language impact tone and mood.

Intermediate Reads and identifies the vocabulary, syntax, and grammar used in various tones and moods in simple literary text.

Early Intermediate Uses simple sentences to identify the vocabulary, syntax, and grammar used in various tones and moods in simple literary text.

Beginning Uses pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in various tones in simple literary text.

*EL.HS.LI.14 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.*

Advanced Identifies and describes the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature with teacher support.

Early Advanced Identifies the function of dialogue, scene design, and asides in dramatic literature.

Intermediate Identifies words in dialogue that describe characters in dramatic literature.

Early Intermediate Identifies dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature, using words or phrases.

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Beginning Identifies dialogue, soliloquies and stage directions by pointing, labeling or using other nonverbal resources.

**EL.HS.LI.15 Analyze the impact the choice of literary form has on the author's message or purpose.**

Advanced Analyzes the impact the choice of literary form has on the author's message or purpose with teacher support.

Early Advanced Relates literary works and authors to major themes and issues of their eras.

Intermediate Identifies techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).

Early Intermediate Uses detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.

Beginning None available

**There is no ELA standard associated with these proficiencies**

Advanced Compares and contrasts a similar theme or topic across genres and explains how the genre shapes the theme or topic.

Early Advanced Identifies recognized works of world literature and contrasts the major literary forms and techniques.

Intermediate Orally, and in writing, compares and contrasts a similar theme or topic across several genres using detailed sentences.

Early Intermediate Uses detailed sentences to orally compare and contrast a similar theme or topic across three genres.

Beginning None available

**EL.HS.LI.16 Analyze the way in which a work of literature is related to the themes and issues of its historical period.**

Advanced Analyzes the way in which a work of literature is related to the themes and issues of its historical period with teacher support.

Early Advanced Identifies a recognized work of world literature and examines the relationship between its theme or topic to its historical period.

Intermediate Orally and in writing, compares and contrasts a similar theme or topic across historical time periods using detailed sentences.

Early Intermediate Uses detailed sentences to orally compare and contrast a similar theme or topic across historical periods.

Beginning None available

**EL.HS.LI.17 Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.**

Advanced Compares works that express a universal theme and provides evidence to support the ideas expressed in each work with teacher support.

Early Advanced Identifies a universal theme in works of literature and identifies evidence provided in text to support the theme.

Intermediate Orally and in writing, compares works that express a universal theme and supports decision with sentences provided in text.

Early Intermediate From a provided list, identifies universal themes, (i.e., love, hate friendship, enemies).

Beginning None available

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**EL.HS.LI.18 Compare and contrast the presentation of a similar theme or topic across literary forms to explain how the selection of form shapes the theme or topic.**

Advanced Analyzes recurring themes across literary works (e.g., good and evil, loyalty and betrayal).

Early Advanced Compares and contrasts a similar theme or topic across known literary selection.

Intermediate Identifies similar themes or topics across familiar or traditional literary works.

Early Intermediate Identifies the major themes or topics of a familiar text.

Beginning Using pictures, lists, charts, tables or other forms or nonverbal resources, identifies major topics of a familiar text read aloud.

**EL.HS.LI.19 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.**

Advanced Analyzes a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author with teacher support.

Early Advanced Analyzes a work of literature and their genre in order to contrast major periods and trends.

Intermediate Identifies recognized works of literature and their genre in order to contrast major periods, themes, and trends.

Early Intermediate Distinguishes the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).

Beginning None available

## Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

**EL.HS.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.**

Advanced Uses a variety of strategies to prepare for writing such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes with teacher support.

Early Advanced Uses writing strategies to prepare for writing such as brainstorming, making lists, mapping, grouping related ideas, using graphic organizers, and taking notes with peer and teacher support.

Intermediate Uses writing strategies to prepare for writing such as brainstorming, making lists, mapping, using graphic organizers, and taking notes with peer and teacher support.

Early Intermediate Uses writing strategies to prepare for writing such as making lists, using graphic organizers with teacher support.

Beginning Uses a graphic organizer to prepare an illustrated narrative.

**EL.HS.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**

Advanced Discusses ideas for writing with classmates, teachers, and other writers, and develops drafts alone and collaboratively.

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Early Advanced Discusses ideas for writing with classmates, teachers, and other writers, and develops drafts collaboratively with teacher support.

Intermediate Brainstorms ideas for writing with classmates, teachers, and other writers, and develops drafts with peer and teacher support.

Early Intermediate Brainstorms ideas for writing using visual organizers in a teacher-led class activity.

Beginning Collects and lists vocabulary on a specified topic in a teacher-led class activity.

**EL.HS.WR.03 Identify audience and purpose.**

Advanced Identifies audience and purpose.

Early Advanced Identifies audience and purpose.

Intermediate Identifies audience and purpose.

Early Intermediate Identifies purpose through illustrations or visuals.

Beginning Identifies purpose through illustrations or visuals.

**EL.HS.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.**

Advanced Chooses the form of writing that best suits the intended purpose (personal letter, letter to the editor, review, poem report, or narrative).

Early Advanced Chooses the form of writing that suits the intended purpose (personal letter, letter to the editor, review, poem, report, or narrative) with teacher support.

Intermediate Chooses the form of writing that suits the intended purpose (personal letter, letter to the editor, review, poem, report, or narrative) with teacher support.

Early Intermediate Identifies various forms of writing (personal letter, letter to the editor, review, poem, report, or narrative) with teacher support.

Beginning Identifies various forms of writing (personal letter, letter to the editor, review, poem, report, or narrative) and develops vocabulary related to each with teacher support.

**EL.HS.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.**

Advanced Uses the writing process (prewriting, drafting, revising, editing, and publishing successive versions).

Early Advanced Uses the writing process (prewriting, drafting, revising, editing, and publishing successive versions) with teacher support.

Intermediate Uses the writing process (prewriting, drafting, revising, editing, and publishing) with teacher support.

Early Intermediate Uses the writing process (prewriting, drafting, revising, editing, and publishing) to acquire vocabulary and grammatical structures with teacher support.

Beginning Uses the writing process to acquire vocabulary and grammatical structures with extensive teacher support.

**EL.HS.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**

Advanced Focuses on central idea, excluding loosely related, extraneous, and repetitious information.

Early Advanced Focuses on a central idea, excluding loosely related, extraneous, and repetitious information with teacher support.

Intermediate Focuses on a central idea excluding extraneous information with teacher support.

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Early Intermediate Focuses on a central idea with teacher support.

Beginning Groups vocabulary, focusing on a central idea with teacher support.

**EL.HS.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**

Advanced Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Early Advanced Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity with teacher support.

Intermediate Uses a scoring guide to review and revise writing for meaning.

Early Intermediate Uses vocabulary associated with editing and revision and uses a scoring guide to revise writing.

Beginning Observes how a scoring guide is used working with other students.

**EL.HS.WR.08 Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone--by taking into consideration the audience, purpose, and formality of the context.**

Advanced Revises drafts to improve the logic, the organization, the controlling idea, the word choice, and the tone.

Early Advanced Revises drafts to improve the logic, the word choice, and the organization with teacher support.

Intermediate Revises drafts to improve the organization and word choice with teacher support.

Early Intermediate Revises drafts of sentences; organizes sentences.

Beginning Revises word choice as vocabulary is acquired.

**EL.HS.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**

Advanced Edits and proofreads one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with examples of corrections of specific errors.

Early Advanced Edits and proofreads one's own writing, as well as that of others using the writing conventions, and, for example, an editing checklist or list of rules with examples of corrections of specific errors with peer and teacher support.

Intermediate Edits and proofreads one's own writing, as well as that of others, with teacher and peer support, an editing checklist, or list of rules with examples of corrections of specific errors.

Early Intermediate Edits and proofreads one's own writing with teacher and peer support.

Beginning Edits and proofreads any vocabulary contained in an illustrated project.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

*EL.HS.WR.10 Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.*

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Advanced Establishes a coherent and supported thesis for an essay that engages the reader, conveys a clear perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a supported conclusion.

Early Advanced Establishes a thesis for an essay that engages the reader, conveys a clear perspective on the subject, maintains its focus, and has a conclusion with peer and teacher support.

Intermediate Establishes a thesis for an essay that interests the reader and has a beginning, middle, and end with peer and teacher support.

Early Intermediate Uses drawings, visual graphics, and phrases to establish a thesis for an essay that interests the reader and has a beginning, middle, and end.

Beginning Uses drawings and/or visual graphics to establish a thesis for an essay that interests the reader and has a beginning, middle, and end.

*EL.HS.WR.11 Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.*

Advanced Creates an organizational structure that logically presents information using transitional elements that unify paragraphs and the work as a whole.

Early Advanced Creates an organizational structure that logically presents information and uses transitions.

Intermediate Creates an organizational graphic for presenting information and includes a list of simple transitions.

Early Intermediate Creates an organizational graphic for presenting information using visual graphics, single words and phrases.

Beginning Creates a visual representing an organizational plan for a story or expository piece using drawings and graphics.

*EL.HS.WR.12 Use precise language, action verbs, sensory details, and appropriate modifiers.*

Advanced Uses action verbs, sensory details, and appropriate modifiers.

Early Advanced Uses action verbs, sensory details, and some modifiers.

Intermediate Uses action verbs, concrete adjectives and some sensory details within short phrases and sentences.

Early Intermediate Uses some action verbs, concrete adjectives and some sensory details in a short piece consisting of single words and phrases.

Beginning Represents action verbs, concrete adjectives and some sensory details in a piece consisting of drawings and other visual graphics.

*EL.HS.WR.13 Demonstrate an understanding of sentence construction--including parallel structure and subordination--to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.*

Advanced Demonstrates an understanding of sentence construction to achieve clarity of meaning and vary sentence types.

Early Advanced Demonstrates an understanding of basic sentence construction in a few different sentence types.

Intermediate Demonstrates an understanding of basic sentence construction.

Early Intermediate Uses simple phrases to convey meaning.

Beginning Uses drawings and visual graphics to convey meaning.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

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*EL.HS.WR.14 Produce writing that shows accurate spelling.*

Advanced Produces writing that shows accurate spelling.

Early Advanced Produces writing that shows accurate spelling for commonly used words.

Intermediate Produces correctly spelled words in a piece of writing consisting of simple phrases and sentences.

Early Intermediate Produces correctly spelled words in context.

Beginning Produces basic words correctly spelled.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

*EL.HS.WR.15 Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.*

Advanced Shows control of some types of clauses.

Early Advanced Shows control of a few simple types of clauses.

Intermediate Uses simple phrases and sentences, with occasional clauses.

Early Intermediate Uses single words and phrases.

Beginning Uses drawings and other graphic organizers to convey ideas.

*EL.HS.WR.16 Understand and use proper placement of modifiers.*

Advanced Uses proper placement of modifiers most of the time.

Early Advanced Uses proper placement of modifiers.

Intermediate Uses modifiers in some phrases and sentences.

Early Intermediate Uses modifiers in simple phrases.

Beginning Uses drawings and other graphic organizers to convey ideas.

*EL.HS.WR.17 Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.*

Advanced Demonstrates an understanding of English usage, including the use of verb tenses and forms.

Early Advanced Demonstrates an understanding of generally correct English usage.

Intermediate Demonstrates an understanding of basic English usage in simple phrases and sentences.

Early Intermediate Demonstrates an understanding of very basic English usage in simple phrases.

Beginning Uses drawings and other graphic organizers to convey ideas.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

*EL.HS.WR.18 Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens and dashes.*

Advanced Uses conventions of punctuation correctly.

Early Advanced Uses conventions of punctuation.

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Intermediate Uses basic conventions of punctuation, such as commas and periods in simple sentences.

Early Intermediate Uses commas in simple phrases, e.g., for dividing city and state. Uses periods correctly in simple sentences.

Beginning Uses periods correctly in short simple sentences.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

*EL.HS.WR.19 Use correct capitalization.*

Advanced Uses correct capitalization.

Early Advanced Uses correct capitalization the majority of the time.

Intermediate Uses correct capitalization when called for in simple phrases and sentences.

Early Intermediate Uses correct capitalization for proper nouns and when called for in simple phrases.

Beginning Uses correct capitalization for proper nouns in a list of vocabulary.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

**EL.HS.WR.20 Write legibly.**

Advanced Writes legibly.

Early Advanced Writes legibly.

Intermediate Writes legibly.

Early Intermediate Writes legibly.

Beginning Writes legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

*Personal Narrative*

Advanced Writes personal narrative based on prompt with teacher support.

Early Advanced Writes personal narrative with concrete vocabulary and teacher support.

Intermediate Writes personal narrative by using short phrases and simple sentences with teacher support.

Early Intermediate Writes personal narrative by using single words, phrases, pictures, and organizers with teacher support.

Beginning Writes personal narrative using single words, pictures, and organizers with teacher support.

*Fictional Narrative*

Advanced Writes fictional narrative based on prompt with teacher support.

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Early Advanced Writes fictional narrative with concrete vocabulary and teacher support.

Intermediate Writes fictional narrative by using short phrases and simple sentences with teacher support.

Early Intermediate Writes fictional narrative using single words, pictures, phrases, and organizers with teacher support.

Beginning Writes fictional narrative using single words, pictures, and organizers with teacher support.

#### *Expository*

Advanced Writes expository essay based on prompt with teacher support.

Early Advanced Writes expository essay with concrete vocabulary and teacher support.

Intermediate Writes expository essay by using short phrases and simple sentences with teacher support.

Early Intermediate Writes expository piece by using single words, organizers, phrases and pictures to give information with teacher support.

Beginning Writes expository piece by using single words, organizers, and pictures to give information with teacher support.

#### *Persuasive*

Advanced Writes persuasive essay based on prompt with teacher support.

Early Advanced Writes persuasive essay with concrete vocabulary and teacher support.

Intermediate Writes persuasive essay by using short phrases and simple sentences with teacher support.

Early Intermediate Writes persuasive piece by using single words, organizers, phrases, and pictures to present an opinion with teacher support.

Beginning Writes persuasive piece by using single words, organizers, and pictures to present an opinion with teacher support.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

#### **EL.HS.WR.21 Write biographical or autobiographical narratives or short stories:**

- **Relate a sequence of events, and communicate the significance of the events to the audience.**
- **Locate scenes and incidents in specific places.**
- **Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.**
- **Pace the presentation of actions to accommodate changes in time and mood.**
- **Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.**

Advanced Writes biographical or autobiographical narratives or short stories. Relates a sequence of events and communicates the significance of the events to the audience with teacher support.

Early Advanced Writes biographical or autobiographical narratives or short stories. Relates a sequence of events.

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Intermediate Writes a short biographical or autobiographical narrative or short story.

Early Intermediate Uses single words or phrases to label an autobiographical timeline or other graphic organizers such as a series of illustrations, or a web outline.

Beginning Learns appropriate vocabulary words and uses them to label an autobiographical timeline.

Advanced Locates scenes and incidents in specific places with teacher support.

Early Advanced Locates scenes and incidents in appropriate places with peer and teacher support.

Intermediate Locates scenes and incidents in appropriate places with peer and teacher support.

Early Intermediate Locates and labels incidents in specific places.

Beginning Illustrates and labels a familiar scene or setting with single words.

Advanced Describes, with concrete sensory details, the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; Uses interior monologue to depict the characters' feelings.

Early Advanced Describes sights, sounds, smells, actions, and feelings of characters. Uses interior monologue to depict characters' feelings.

Intermediate Describes sights, sounds, smells, actions, and feelings of characters.

Early Intermediate Sorts words into categories for describing sights, sounds, actions, and feelings.

Beginning Labels an illustration or photograph with single words to describe concrete sights, actions, and some feelings.

Advanced Paces the presentation of actions to accommodate changes in time and mood.

Early Advanced Paces the presentation of actions to accommodate changes in time and mood.

Intermediate Identifies changes in time and mood with peer and teacher support.

Early Intermediate Writes words and phrases that describe feelings, moods, and states of being, using illustrations.

Beginning Applies action words to a series of events represented by an illustration or timeline.

Advanced Makes use of descriptions of appearance, images, shifting perspectives, and sensory details.

Early Advanced Makes use of descriptions of appearances, images, perspectives, and sensory details.

Intermediate Writes a descriptive passage to describe appearances, images, and other sensory details.

Early Intermediate Combines adjectives with nouns to create short phrases that describe appearances, images, and other sensory details.

Beginning Applies adjectives to illustrations in order to describe appearances, images, and other sensory details.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

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**EL.HS.WR.22 Write responses to literature:**

- **Demonstrate an understanding of the significant ideas of literary works.**
- **Support important ideas and viewpoints through accurate and detailed references to the text or to other works.**
- **Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.**
- **Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.**

Advanced Demonstrates an understanding of significant ideas of literary works.

Early Advanced Demonstrates understanding of some of the significant ideas of literary works with teacher support.

Intermediate Demonstrates an understanding of the significant ideas of familiar literary works.

Early Intermediate Demonstrates an understanding of the significant ideas of familiar literary works using vocabulary words and phrases to label a visual organizer.

Beginning Demonstrates an understanding of the significant ideas of familiar literary works using illustrations.

Advanced Supports important ideas and viewpoints through references to the text or to other works.

Early Advanced Supports important ideas and viewpoints through references to a context-embedded text.

Intermediate Supports important ideas and viewpoints through references to a context-embedded text when given a small selection of simple text. Locates phrases and sentences that relate to the important ideas of the text.

Early Intermediate Locates previously instructed vocabulary words and phrases that relate to the important ideas of the text.

Beginning Makes references to familiar, specific text that represents important ideas or viewpoints.

Advanced Demonstrates an awareness of the author's use of stylistic devices and an appreciation of the effects created with teacher support.

Early Advanced Demonstrates an awareness of the author's use of stylistic devices with peer and teacher support.

Intermediate Locates specified examples of stylistic devices in a simple passage of text.

Early Intermediate Categorizes phrases according to categories of stylistic devices with teacher support.

Beginning Uses similes with familiar vocabulary.

Advanced Identifies and analyzes ambiguities, nuances and complexities within the text.

Early Advanced Identifies and analyzes ambiguities in a context-reduced text.

Intermediate Identifies ambiguities and phrases in a simple passage of text.

Early Intermediate Identifies and discusses homonyms in simple phrases or labels.

Beginning Identifies common homonyms with teacher support.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

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**EL.HS.WR.23 Write analytical essays and research reports:**

- **Gather evidence in support of a thesis, including information on all relevant perspectives.**
- **Convey information and ideas from primary and secondary sources accurately and coherently.**
- **Make distinctions between the relative value and significance of specific data, facts, and ideas.**
- **Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.**
- **Anticipate and address readers' potential misunderstandings, biases, and expectations.**
- **Use technical terms and notations accurately.**
- **Document sources.**

Advanced Writes essays and research reports: Gathers evidence in support of a thesis, including information on relevant perspectives.

Early Advanced Writes research reports. Gathers evidence in support of a thesis.

Intermediate Locates phrases and sentences in a simple passage of text that supports a specified theme.

Early Intermediate Categorizes words and phrases according to a theme.

Beginning Categorizes concrete vocabulary words according to a theme.

Advanced Conveys information and ideas from primary and secondary sources coherently.

Early Advanced Conveys information and ideas from primary and secondary sources with peer and teacher support.

Intermediate Conveys information and ideas from primary sources using short phrases and sentences.

Early Intermediate Locates and lists vocabulary words and phrases on a particular topic.

Beginning Lists some types of sources that one would use to find information.

Advanced Makes distinctions between the relative value and significance of specific data, facts, and ideas.

Early Advanced Makes distinctions between the relative value and significance of specific data, facts, and ideas in a context-embedded text.

Intermediate Categorizes sentences as facts or ideas, given a list of familiar phrases and sentences.

Early Intermediate Identifies words and phrases that best pertain to a specified concrete topic, given a list of previously instructed vocabulary.

Beginning Identifies those which best pertain to a specified concrete topic, given a list of previously instructed vocabulary words.

Advanced Includes visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Early Advanced Includes visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Intermediate Includes visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Early Intermediate Includes visual aids by employing appropriate technology to organize and record information or simple written labels on charts, maps, and graphs.

Beginning Includes visual aids by employing appropriate technology to organize and record information or single-word labels on charts, maps, and graphs.

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Advanced Anticipates and addresses readers' potential misunderstandings, biases, and expectations.

Early Advanced Anticipates and addresses readers' potential misunderstandings, biases, and expectations.

Intermediate Anticipates and addresses readers' potential misunderstandings and expectations.

Early Intermediate None available

Beginning None available

Advanced Uses technical terms and notations accurately for selected topics.

Early Advanced Uses technical terms and notations for selected topics.

Intermediate Uses some technical terms and notations in short phrases and sentences for selected topics.

Early Intermediate Uses a few technical words and terms in short phrases for selected topics.

Beginning Copies format for notations.

Advanced Documents sources.

Early Advanced Documents sources.

Intermediate Documents sources.

Early Intermediate Demonstrates knowledge of documentation formats.

Beginning Copies documentation formats.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

#### **EL.HS.WR.24 Write persuasive compositions:**

- **Structure ideas and arguments in a sustained and logical fashion.**
- **Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.**
- **Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.**
- **Address readers' concerns, counter-claims, biases, and expectations.**

Advanced Writes persuasive compositions. Structures ideas and arguments in a logical fashion.

Early Advanced Writes persuasive compositions. Structures ideas and opinions in a logical fashion.

Intermediate Structures ideas and opinions in a logical fashion. Writes persuasive paragraph.

Early Intermediate None available

Beginning None available

Advanced Uses specific rhetorical (communication) devices to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical beliefs, or relating a personal anecdote, case study, or analogy with peer or teacher support.

Early Advanced Uses specific rhetorical (communication) devices to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical beliefs, or relating a personal anecdote, case study, or analogy.

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Intermediate Uses short phrases and sentences to convey thoughts, opinions, and ideas.  
 Early Intermediate Uses single words and phrases to convey basic thoughts, opinions, and needs.  
 Beginning Uses gestures, drawings, and actions to convey basic thoughts and needs.  
 Advanced Clarifies and defends positions with relevant evidence, including facts, expert opinions, quotations, and logical reasoning.  
 Early Advanced Uses somewhat complex phrases and sentences to present evidence, including facts, opinions, quotations, and reasoning.  
 Intermediate Uses short phrases and sentences to express facts and opinions.  
 Early Intermediate Uses single words and phrases to convey basic facts.  
 Beginning Uses gestures, drawings, words and actions to convey basic facts.  
 Advanced Addresses readers' concerns, counter-claims, biases, and expectations.  
 Early Advanced Addresses readers' concerns.  
 Intermediate Addresses readers' concerns, using simple phrases and sentences.  
 Early Intermediate Uses single words and phrases to convey basic ideas.  
 Beginning Uses gestures, drawings, and actions to convey basic ideas.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

**EL.HS.WR.25 Write business letters:**

- **Provide clear and purposeful information and address the intended audience appropriately.**
- **Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.**
- **Emphasize central ideas or images.**
- **Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.**

Advanced Writes business letters. Provides clear information and addresses the intended audience.  
 Early Advanced Writes business letters. Provides information and addresses the intended audience with teacher support.  
 Intermediate Writes business letters. Provides basic information and addresses an audience with teacher and organizational support.  
 Early Intermediate Lists vocabulary and phrases that could be used in a business letter.  
 Beginning Lists vocabulary that could be used in a business letter.  
 Advanced Uses appropriate vocabulary, tone, and style to address varied audiences.  
 Early Advanced Uses general vocabulary, appropriate tone, and style to address varied audiences.  
 Intermediate Uses vocabulary and appropriate tone; addresses varied audiences.  
 Early Intermediate Provides very basic information by using cued words, and phrases.  
 Beginning Provides limited information by using cued words.  
 Advanced Emphasizes central ideas or images.  
 Early Advanced Conveys central ideas or images.  
 Intermediate Conveys a central idea with simple sentences.

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Early Intermediate Conveys a central idea with words, pictures, and organizers.

Beginning Uses words, pictures, and organizers to convey a central idea.

Advanced Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.

Early Advanced Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability.

Intermediate Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability.

Early Intermediate Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability.

Beginning Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability.

**EL.HS.WR.26 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting:**

- **Report information and convey ideas logically and correctly.**
- **Offer detailed and accurate specifications.**
- **Include scenarios, definitions, and examples to aid comprehension.**
- **Anticipate readers' problems, mistakes, and misunderstandings.**

Advanced Writes technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting. Reports information and convey ideas logically and correctly.

Early Advanced Reports information and conveys ideas logically about a process.

Intermediate Reports basic information and conveys general ideas.

Early Intermediate Reports very basic information and conveys a general idea by using cued words, phrases, pictures, and organizers.

Beginning Reports limited information and conveys limited ideas by using cued words, pictures, and organizers.

Advanced Offers accurate specifications.

Early Advanced Offers specifications.

Intermediate Offers specifications with teacher support.

Early Intermediate None available

Beginning None available

Advanced Includes scenarios, definitions, and/or examples to aid comprehension.

Early Advanced Includes a few definitions and/or examples with teacher support to aid comprehension.

Intermediate Includes at least one definition or example to aid comprehension.

Early Intermediate None available

Beginning None available

Advanced Anticipates readers' problems, mistakes, and misunderstandings with teacher support.

Early Advanced Anticipates readers' problems, mistakes, and misunderstandings with teacher support.

Intermediate Anticipates readers' problems, mistakes, and misunderstandings with peer and teacher support.

Early Intermediate None available

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Beginning None available

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

**EL.HS.WR.27 Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.**

Advanced Uses research questions and research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.

Early Advanced Uses research questions and research sources with teacher support, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.

Intermediate Uses research questions with teacher support and uses research sources, including the library, electronic media, and personal interviews, to gather and present evidence on visual organizers from primary and secondary print or Internet sources.

Early Intermediate None available

Beginning None available

**EL.HS.WR.28 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.**

Advanced Uses note-taking techniques to ensure documentation of quoted and paraphrased material.

Early Advanced Uses note-taking techniques to ensure documentation of quoted and paraphrased material with teacher support.

Intermediate Uses note-taking techniques to ensure documentation of quoted and paraphrased material with teacher support.

Early Intermediate None available

Beginning None available

**EL.HS.WR.29 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.**

Advanced Develops the main ideas within the body of the composition through supporting evidence.

Early Advanced Develops the main ideas within the body of the composition through supporting evidence with teacher support.

Intermediate Develops a main idea within the body of a short composition through supporting evidence.

Early Intermediate None available

Beginning None available

**EL.HS.WR.30 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.**

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Advanced Synthesizes information from several sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, online sources, news sources, in-depth field studies, speeches, journals, and technical documents.

Early Advanced Synthesizes information from several sources and identifies differences in the information and perspectives found in each medium, including almanacs, online sources, news sources, speeches, journals, and technical documents with teacher support.

Intermediate Synthesizes information from several sources such as online resources, news sources, and other easily interpreted sources.

Early Intermediate None available

Beginning None available

**EL.HS.WR.31 Integrate quotations and citations into a written text while maintaining the flow of ideas.**

Advanced Integrates relevant quotations and citations into a written text.

Early Advanced Integrates relevant quotations and citations into a written text with teacher support.

Intermediate Uses at least one quotation and identifies its source in a short written text.

Early Intermediate Identifies a quotation within a text and a citation within a text and its source (e.g. works cited page).

Beginning Identifies a quotation within a text.

**EL.HS.WR.32 Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries--MLA, Reference Entries--APA).**

Advanced Uses conventions for documentation in text and works cited, following the formats in specific style manuals (e.g. Works Cited entries-MLA, reference entries-APA).

Early Advanced Uses conventions for documentation in text and works cited, following the formats in specific style manuals (e.g. Works Cited entries-MLA, reference entries-APA) with teacher support.

Intermediate Follows the formats for documentation in text and works cited for specific style manuals (e.g. Works Cited entries-MLA, reference entries-APA) with teacher support.

Early Intermediate None available

Beginning None available

**EL.HS.WR.33 Design and publish documents by using publishing software and graphics programs.**

Advanced Designs and publishes documents by using publishing software and graphics programs.

Early Advanced Designs and publishes documents by using publishing software and graphics programs.

Intermediate Design and publishes documents by using publishing software and graphics programs.

Early Intermediate Designs and publishes documents by using publishing software and graphics programs.

Beginning Designs and publishes documents by using publishing software and graphics programs.

**EL.HS.WR.34 Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.**

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Advanced Reflects manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material such as citing sources within the text, using direct quotations, and paraphrasing.

Early Advanced Reflects manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material such as citing sources within the text and using direct quotations with teacher support.

Intermediate Reflects manuscript requirements, including title page presentation, pagination, and spacing and margins with teacher support.

Early Intermediate None available

Beginning None available

## Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

### **EL.HS.SL.01 Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.**

Advanced Presents and supports in some detail a familiar thesis statement and uses appropriate types of proof (e.g., statistic, testimony, specific instances) that approach standard English grammatical forms, sounds, intonations, pitch and modulation adding to the evidence, credibility and relevance.

Early Advanced Presents independently a statement of a familiar topic, using consistent standard English, grammatical form, sounds, intonation but may have some difficulties.

Intermediate Actively participates in social and academic instructional conversations with peers and other adults by asking and answering questions and soliciting information.

Early Intermediate Asks and answers questions using phrases or simple sentences.

Beginning Uses short, patterned questions to seek information, express basic needs, and identify familiar words.

### **EL.HS.SL.02 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).**

Advanced Uses appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

Early Advanced Identifies appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

Intermediate Explains simple main ideas and organizes basic supporting details.

Early Intermediate Brainstorms and organizes ideas related to a given topic using visual organizers.

Beginning Lists and/or organizes a narrative using visual illustrations.

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**EL.HS.SL.03 Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.**

Advanced Chooses logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause with teacher support.

Early Advanced Selects logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause with teacher support.

Intermediate Demonstrates knowledge of different patterns of organization for informing and persuasion.

Early Intermediate Identifies patterns of organization and uses various forms of communication to express basic needs, thoughts, and feelings.

Beginning Constructs meaning from different patterns of organization and communicates basic needs, (e.g., hunger, thirst).

**EL.HS.SL.04 Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.**

There are no proficiencies related to this standard.

**EL.HS.SL.05 Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.**

Advanced Uses English appropriately in a range of situations to describe, narrate, argue, persuade, summarize, converse, and other effective uses of language. With contextual support, practices verbal and non-verbal techniques.

Early Advanced On learned topic with usual aids, gives a small presentation, responding to questions and using verbal and non-verbal techniques.

Intermediate With contextual support, uses non-verbal techniques to give instructions and directions with some detail. Discusses a variety of listeners.

Early Intermediate In short phrases, uses verbal and non-verbal techniques to give instructions and directions.

Beginning Using gestures, one or two word responses, or simple phrases, gives basic instructions or directions.

**EL.HS.SL.06 Use appropriate grammar.**

There are no proficiencies related to this standard.

**EL.HS.SL.07 Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).**

Advanced Uses props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria) with minimal teacher support.

Intermediate Demonstrates familiarity with the use of props, visual aids, graphs, and/or electronic media (not part of scoring guide criteria).

Early Intermediate Identifies the use and purpose of props, visual aids, graphs, and/or electronic media (not part of scoring guide criteria).

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Beginning Identifies the purpose of props, visual aids, graphs, and/or electronic media (not part of scoring guide criteria).

**EL.HS.SL.08 Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).**

Advanced Produces concise notes for extemporaneous speaking (not part of scoring guide criteria) with teacher support.

Early Advanced Begin to produce concise notes for extemporaneous speaking (not part of scoring guide criteria) with teacher support.

Intermediate Use note-taking strategies to prepare for a speaking activity.

Early Intermediate Use note-taking strategies to prepare for a speaking activity with teacher support.

Beginning Uses words, visual aids, signs and gestures to communicate orally.

**EL.HS.SL.09 Analyze the occasion and the interests of the audience, and choose effective verbal and non-verbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.**

Advanced Analyzes the occasion and the interests of the audience and chooses effective verbal and nonverbal techniques such as volume, expression, rate, gestures, eye contact for presentations with teacher support.

Early Advanced Analyzes the occasion and the interests of the audience and chooses effective verbal and nonverbal techniques such as volume, expression, rate, gestures, eye contact for presentations with teacher support.

Intermediate With contextual support, uses nonverbal techniques to give instructions and directions with some detail. Discusses a variety of listeners.

Early Intermediate Is understood when speaking and when giving oral presentations.

Beginning Speaks with a few words or sentences in group settings.

Listening: Listen critically and respond appropriately across the subject areas.

**EL.HS.SL.10 Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.**

Advanced Formulates own judgments about ideas under discussion and supports those judgments with convincing evidence and teacher support.

Early Advanced Formulates judgments about ideas under discussion in small teacher-directed groups.

Intermediate Formulates judgments about ideas under discussion with a peer or in small teacher-directed groups.

Early Intermediate Listens to and responds to familiar conversations on familiar topics.

Beginning Responds to short simple questions following provided pattern.

**EL.HS.SL.11 Follow complex verbal instructions that include technical vocabulary and processes.**

Advanced Follows complex verbal instructions that include technical vocabulary with some teacher support.

Early Advanced Follows instructions that include technical vocabulary with peer and teacher support.

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Intermediate Follows directions that include technical vocabulary previously learned.

Early Intermediate Follows simple directions that include familiar vocabulary and concept-carrying words related to specific subjects.

Beginning Follows simple directions with support from visual clues.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

**EL.HS.SL.12 Evaluate the clarity, quality, and effectiveness of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.**

Advanced Evaluates the clarity, quality, and effectiveness of a speaker's important arguments, evidence, organization of ideas, delivery, diction, and syntax with teacher support.

Early Advanced Examines the clarity, quality, and effectiveness of a speaker's important arguments, evidence, organization of ideas, and delivery with peer and teacher support.

Intermediate Explains ideas or arguments of oral presentations; evaluates for clarity and effectiveness with support such as scoring guide.

Early Intermediate Restates points and ideas of conversation or presentations.

Beginning Responds to simple commands, statements, and questions.

**EL.HS.SL.13 Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.**

Advanced Identifies and analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic with teacher support.

Early Advanced Identifies various types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic with peer and teacher support.

Intermediate Identifies types of arguments including argument by authority, emotion, and logic with peer and teacher support.

Early Intermediate None available

Beginning None available

**EL.HS.SL.14 Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.**

Early Advanced Identifies the aesthetic effects of a media presentation and the techniques used to create them with peer and teacher support.

Early Advanced Identifies the aesthetic effects of a media presentation and the techniques used to create them with teacher support.

Intermediate Identifies the aesthetic effects of a media presentation and the techniques used to create them.

Early Intermediate None available

Beginning None available

**EL.HS.SL.15 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.**

Advanced Compares and contrasts the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) covers the same event with teacher support.

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Early Advanced Compares and contrasts the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event with peer and teacher support.

Intermediate Identifies the various forms of media genres (e.g., televised news, news magazines, documentaries, online information) used to cover the same event.

Early Intermediate Demonstrates understanding of the different media genres.

Beginning Distinguishes between the various media genres.

**EL.HS.SL.16 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.**

Advanced Analyzes historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address", Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable with teacher support.

Early Advanced Recognizes rhetorical devices and features in historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address", Martin Luther King, Jr.'s "I Have a Dream") with peer and teacher support.

Intermediate Identifies key patterns in speeches that enhance the speaker's message with the support of small groups, peers and teacher.

Early Intermediate None available

Beginning None available

**EL.HS.SL.17 Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.**

Advanced Analyzes how language and delivery affect the mood and tone of the oral communication and make an impact on the audience with teacher support.

Early Advanced Identifies language and delivery that affect oral communication and make an impact on the audience with peer and teacher support.

Intermediate Identifies language and delivery that affect oral communication with peer and teacher support.

Early Intermediate None available

Beginning None available

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# English Language Proficiency

## Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

**Forms** of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

### Example Function: Expressing Needs and Likes

**Target Form - Sentence Structure:** The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

**Beginning** - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two*, *apples*, or *tree*)

**Early Intermediate** - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

**Intermediate** - Elaborated sentences with subject/verb/object

**Early Advanced** - Sentences with subject/verb/object and dependent clause

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**Advanced** - Complex sentences, perhaps with tags or embedded questions

<b>Language Function</b>	<b>Examples of Language Forms</b>
1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives
17. Defining	Nouns, pronouns, and adjectives

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18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit  
<http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

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