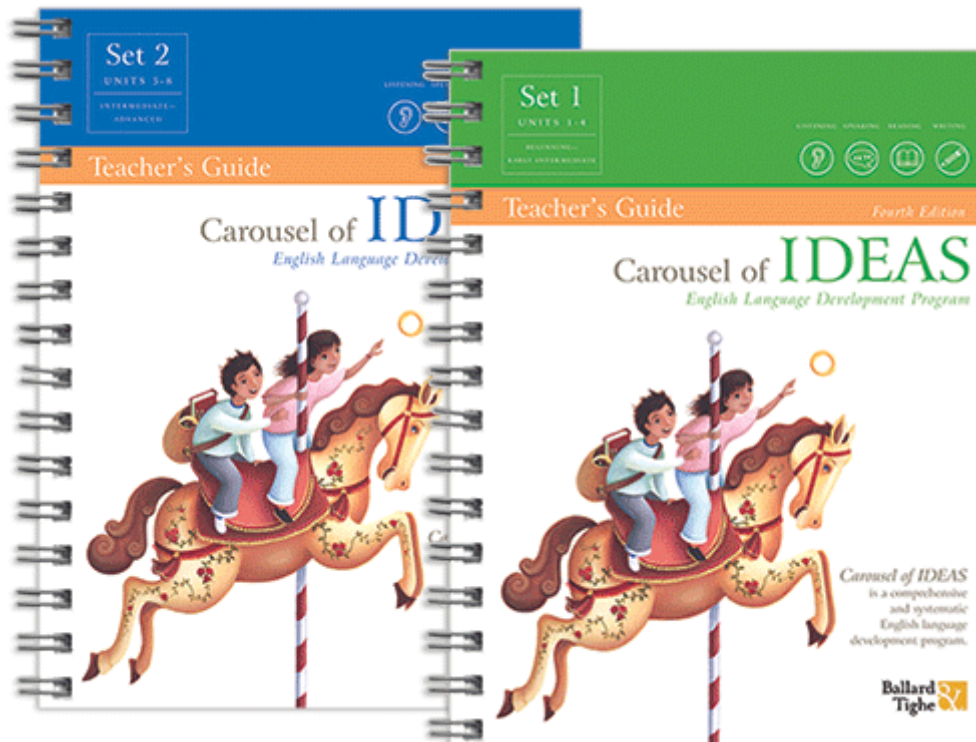


Carousel of IDEAS (Beginning – Advanced High)
correlated to
Kindergarten ELPA21 Standards
Citation-Based



Kindergarten ELP Standards with Correspondences

Kindergarten Standard 1:

ELP.K.1.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words <p>from read-alouds and oral presentations of information or stories.</p> <p>U1: 44, 54, 78, 123, 146 U2: 248, 275, 300, 320, 352</p>	<p>with prompting and support (including context and visual aids), use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases <p>from read-alouds and oral presentations.</p> <p>U3: 352, 378, 427, 453, 477 U4: 529, 553, 577, 602, 625</p>	<p>with prompting and support (including context and visual aids), use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details <p>from read-alouds and oral presentations.</p> <p>U5: 56, 88, 109, 116, 202 U6: 248, 278, 306, 338, 367</p>	<p>with prompting and support (including context and visual aids), use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details or parts of stories • retell events <p>from read-alouds, picture books, and oral presentations.</p> <p>U7: 424, 443, 451, 476, 505</p>	<p>with prompting and support (including context and visual aids), use a wide range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details • retell familiar stories <p>from read-alouds, picture books, and oral presentations.</p> <p>U8: 569, 595, 620, 642, 648</p>
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>			<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>
<p>when engaging in tasks aligned with the following Kindergarten CCSS for ELA Standards:</p>					
<p>Literature</p> <p>RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.3. With prompting and support, identify characters, settings, and major events in a story. RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RI.1., RI.1. With prompting and support, ask and answer questions about key details in a text. SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>			<p>Informational Text</p> <p>RI.2. Identify the main topic and retell key details of a text. RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>		

Kindergarten: Standard 2

ELP.K.2.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> listen with limited participation in short conversations respond to simple yes/no and some wh- questions <p>about familiar topics.</p> <p>U1: 82, 96, 117, 121, 138 U2: 255, 272</p>	<ul style="list-style-type: none"> participate in short conversations respond to simple yes/no and wh- questions <p>about familiar topics.</p> <p>U3: 343, 345, 358, 375, 417 U4: 543, 567, 571, 591, 599, 639</p>	<ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions <p>about familiar topics.</p> <p>U5: 53, 63, 117, 127, 146 U6: 240, 293, 297, 301, 313</p>	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion <p>about a variety of topics.</p> <p>U7: 411, 417, 420, 456</p>	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer questions follow rules for discussion <p>about a variety of topics.</p> <p>U8: 591, 599, 617, 618</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten ELA Standards:					
<p>W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 					

Kindergarten: Standard 3

ELP.K.3.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. <p>U1: 45, 60, 69, 81, 82, 149 U2: 164, 175, 203, 239, 250</p>	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, experiences, or events. <p>U3: 353, 359, 375, 387, 408 U4: 559, 569, 575, 582, 603</p>	<ul style="list-style-type: none"> communicate information or feelings about familiar topics, experiences, or events. <p>U5: 49, 67, 76, 86, 110 U6: 250, 255, 267, 272, 283</p>	<ul style="list-style-type: none"> tell or dictate simple messages about a variety of topics, experiences, or events. <p>U7: 418, 421, 448, 469</p>	<ul style="list-style-type: none"> make simple oral presentations compose short written texts about a variety of topics, experiences, or events. <p>U8: 612, 540, 648</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten ELA Standards:					
<p>W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>					

Kindergarten: Standard 4

ELP.K.4.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express a feeling or opinion <p>about a familiar topic showing limited control.</p> <p>U2: 173, 226</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a familiar topic showing emerging control.</p> <p>U4: 605, 628</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a familiar topic or story showing developing control.</p> <p>U5: 110 U6: 272</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a variety of topics or stories showing increasing control.</p> <p>U7: 531</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a variety of topics or stories showing increasing control.</p> <p>U8: 587</p>

when engaging in one or more of the following content-specific practices:

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| <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> | <p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p> | <p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> |
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when engaging in tasks aligned with the following Kindergarten ELA Standards:

- W.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- SL.6.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Kindergarten: Standard 5

ELP.K.5.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or from a provided source. <p>U1: 44 U2: 162, 264</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. <p>U4: 592, 604</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing developing control.</p> <p>U5: 63, 119, 147</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p> <p>U7: 499, 512</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p> <p>U8: na</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten ELA Standards:					
<p>W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>					

Kindergarten: Standard 6

ELP.K.6.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<p>with prompting and support,</p> <ul style="list-style-type: none"> • identify a reason an author or speaker gives to support a point. <p>U7: na</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> • identify appropriate reasons an author or speaker gives to support main points. <p>U8: na</p>

when engaging in one or more of the following content-specific practices:

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Kindergarten ELA Standards:

<p>RI.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>

Kindergarten: Standard 7

ELP.K.7.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none"> • show a developing awareness of the difference between appropriate language for the playground and language for the classroom. <p>U7: na</p>	<ul style="list-style-type: none"> • show awareness of differences between informal (“playground speech”) and language appropriate to the classroom • use some words learned through conversations, reading, and being read to. <p>U8: 563, 565</p>

when engaging in one or more of the following content-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
EP6. Use English structures to communicate context-specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.
SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Kindergarten ELA Standards:

W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.
L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Kindergarten: Standard 8

ELP.K.8.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p> <p>U1: 41, 65, 127, 133 U2: 185, 266, 294, 298</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p> <p>U3: 337, 363, 437, 643, 487 U4: 515, 539, 563, 587, 611</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p> <p>U5: 42, 71, 99, 133, 165 U6: 201, 237, 266, 294, 328</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases <p>in simple oral presentations and read-alouds about a variety of topics, experiences, or events.</p> <p>U7: 356, 384, 528</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases <p>in simple oral presentations and read-alouds about a variety of topics, experiences, or events.</p> <p>U8: 559, 563, 584, 632</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten ELA Standards:					
<p>Literature</p> <p>RL.4. Ask and answer questions about unknown words in a text.</p> <p>SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p> <p>L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>			<p>Informational Text</p> <p>RI.4. With prompting and support, ask and answer questions about unknown words in a text.</p>		

Kindergarten: Standard 9

ELP.K.9.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> • retell several events from experience or a familiar story <p>with developing control of some frequently occurring linking words (e.g., <i>and</i>, <i>then</i>).</p> <p>U5: 60, 90, 92, 118, 153 U6: 280, 311, 370, 398</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> • retell a simple sequence of events from experience or a familiar story <p>with increasingly independent control of frequently occurring linking words.</p> <p>U7: 427, 454, 477, 508, 540</p>	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> • retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end <p>using frequently occurring linking words.</p> <p>U8: 572, 597, 623, 643</p>

when engaging in one or more of the following content-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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when engaging in tasks aligned with the following Kindergarten ELA Standards:

<p>W.2c. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.3c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>
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Kindergarten: Standard 10

ELP.K.10.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. <p>U1: 41, 65, 87, 111, 133 U2: 159, 185, 211, 261, 307</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences <p>in shared language activities.</p> <p>U3: 353, 359, 384, 506 U4: 525, 526, 548, 550, 619</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences <p>in shared language activities.</p> <p>U5: 61, 75, 123, 140, 154 U6: 253, 301, 304, 312</p>	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences <p>in shared language activities.</p> <p>U7: 524, 539, 542</p>	<p>with increasing independence,</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh- questions) produce and expand simple sentences <p>in shared language activities.</p> <p>U8: 559, 565, 586, 616</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context- specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten ELA Standards:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 					