# English Language Development Connectors for the Alternate ELPAC





California Department of Education | August 2021

## Contents

[**Introduction 2**](#_Toc78809854)

[Alternate ELPAC Question Types 2](#_Toc78809855)

[Shared Structures of the 2012 ELD Standards and ELD Connectors 2](#_Toc78809856)

[**Kindergarten ELD Connectors 4**](#_Toc78809857)

[**Grade One ELD Connectors 7**](#_Toc78809858)

[**Grade Two ELD Connectors 10**](#_Toc78809859)

[**Grade Three through Five ELD Connectors 13**](#_Toc78809860)

[**Grades Six through Eight ELD Connectors 17**](#_Toc78809861)

[**Grades Nine through Twelve ELD Connectors 20**](#_Toc78809862)

## Introduction

The purpose of this document is to help educators understand the relationship between the 2012 California English Language Development Standards (2012 ELD Standards) and the English Language Development Connectors (ELD Connectors), which are reduced in breadth, depth, and complexity for students with the most significant cognitive disabilities. The ELD Connectors provide expectations for students at the highest level and were developed in consultation with California educators. The ELD Connectors represent the highest level of expected performance in English language proficiency (ELP) for English learners with the most significant cognitive disabilities at a given grade or grade span. The ELD Connectors are not intended to represent the full range of performance in ELP that may be measured by a standardized alternate ELP assessment.

Each table below contains a single grade level or grade span which is assessed on the Alternate English Language Proficiency Assessments for California (Alternate ELPAC), i.e., Kindergarten, 1, 2, 3–5, 6–8, and 9–12. These tables show the 2012 ELD Standard, the ELD Connector for the Alternate ELPAC, and what item type is assessed on the Alternate ELPAC for that specific grade or grade-span level.

### Alternate ELPAC Question Types

The use of receptive (Listening and Reading) and expressive (Speaking and Writing) test questions on the Alternate ELPAC allows maximum flexibility for students to demonstrate their ELP through the means that are most consistent with how they are able to communicate in the classroom, inclusive of listening, reading, speaking, and writing, as well as alternate modes of communication.

Therefore, on the Alternate ELPAC:

* Receptive test items are those that require students to demonstrate their comprehension of a stimulus by selecting a response from two or three options; the student is not required to generate any language.
* Expressive test items are those that require students to communicate to others their understandings and ideas related to the stimulus using their individually preferred expressive mode of communication.

### Shared Structures of the 2012 ELD Standards and ELD Connectors

The standards and connectors share the following structures:

* Part (PI, PII, PIII)
  + Part I (PI)—Interacting in Meaningful Ways
  + Part II (PII—Learning About How English Works
  + Part III (PIII)—Foundational Literacy Skills
* Mode of communication (A, B, C)
  + Collaborative (A)
  + Interpretive (B)
  + Productive (C)
* The standard number (1–12)

## Kindergarten ELD Connectors

| **2012 ELD Standard** | **ELD Connector** | **Question Types Assessed** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, responding to simple *yes/no* and *wh-* questions using gestures or words, and by following some rules for discussion about familiar social and academic topics. | Receptive and Expressive |
| **PI.A.2**: Interacting with others in written English in various communicative forms (print, communicative, technology, and multimedia) | **PI.A.2:** Interact with others in written English by telling or dictating simple information about familiar topics, experiences, or events in various communicative forms. | Expressive |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by expressing an opinion or a preference about a familiar topic or story. | Receptive and Expressive |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by asking and answering *yes/no* and *wh-* questions about key details and by retelling basic information from read-alouds and oral presentations. | Receptive |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books. | Receptive |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events. | Expressive |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or events using appropriate technology. | Expressive |
| **PI.C.11:** Supporting own opinions and evaluating others’ opinions in speaking and writing | **PI.C.11:** Support own opinions in speaking and writing by expressing an opinion or a preference about a familiar topic. | Expressive |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey ideas by retelling events of a familiar experience or a story. | Expressive |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing a variety of common text types in shared language activities. | Receptive |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a story, and sequencing events from experience or from a familiar story using frequently occurring connector words. | Receptive and Expressive |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use frequently occurring verbs and verb phrases in producing simple sentences on familiar topics in shared language activities. | Expressive |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use frequently occurring nouns and noun phrases in producing simple sentences on familiar topics in shared language activities. | Expressive |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using frequently occurring prepositional phrases to provide details about familiar topics in shared language activities. | Expressive |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas in simple ways by recognizing and using one frequently occurring connecting word and by combining two simple sentences into one compound sentence in shared language activities. | Expressive |

## Grade One ELD Connectors

| **2012 ELD Standard** | **ELD Connector** | **Question Types Assessed** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, responding to simple *yes/no* and *wh-* questions, using gestures or words, and by following some rules for discussion about familiar social and academic topics. | Receptive and Expressive |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative, technology, and multimedia) | **PI.A.2:** Interact with others in written English by telling or dictating simple information about familiar topics, stories, experiences, or events in various communicative forms. | Expressive |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by expressing an opinion or a preference about a familiar topic or story. | Receptive and Expressive |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by asking and answering *yes/no* and *wh-* questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations. | Receptive |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts. | Receptive |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events. | Expressive |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Compose texts by telling or dictating simple information about familiar topics, stories, experiences, or events using appropriate technology. | Expressive |
| **PI.C.11:** Supporting own opinions and evaluating others’ opinions in speaking and writing | **PI.C.11:** Support own opinions in speaking and writing by expressing an opinion or a preference about a familiar topic. | Expressive |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey ideas by retelling a text or experience using key words and by communicating simple information about a familiar topic. | Expressive |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing the distinguishing features of a sentence and of text in shared language activities. | Receptive |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a sequence of two or three events, and using familiar temporal and connector words. | Receptive and Expressive |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use an increasing number of verb and verb phrases in producing simple or compound sentences on familiar topics in shared language activities. | Expressive |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use an increasing number of nouns and noun phrases in producing simple or compound sentences on familiar topics in shared language activities. | Expressive |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using an increasing number of prepositional phrases to provide details about familiar topics in shared language activities. | Expressive |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas in simple ways by recognizing and using one frequently occurring connecting word and by combining two simple sentences into one compound sentence in shared language activities. | Expressive |
| **PII.C.7:** Condensing Ideas | **PII.C.7:** Condense ideas in simple ways by recognizing and using one high-frequency conjunction in shared language activities. | Expressive |

## Grade Two ELD Connectors

| **2012 ELD Standard** | **ELD Connector** | **Question Types Assessed** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering simple questions, and following some rules for discussion about familiar social and academic topics. | Receptive and Expressive |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | **PI.A.2:** Interact with others in written English by delivering information and by composing simple written text using familiar texts, topics, experiences, or events in various communicative forms. | Expressive |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by expressing a preference or an opinion and providing one or more reasons from a familiar topic or story. | Receptive and Expressive |
| **PI.A.4:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) | **PI.A.4:** Adapt language choices to social and academic contexts by using an increasing number of learned words, sounds, expressions, and gestures. | Expressive |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. | Receptive |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read- alouds, picture books, and simple written texts. | Receptive |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by telling or dictating information about familiar texts, topics, experiences, or events. | Expressive |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Write or compose short texts by telling or dictating information about familiar texts, topics, experiences, or events using appropriate technology. | Expressive |
| **PI.C.11:** Supporting own opinions and evaluating others’ opinions in speaking and writing | **PI.C.11:** Support own opinions in speaking and writing by expressing an opinion or preference and providing one or more reasons about a familiar topic. | Expressive |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey ideas by retelling a text or experience using key words to add detail and by communicating information about a familiar topic. | Expressive |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing the distinguishing features of a sentence and of text in shared language activities. | Receptive |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a short sequence of events, and using temporal and connector words. | Receptive and Expressive |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use an increasing number of verbs and verb phrases in producing simple and compound sentences on familiar topics in shared language activities. | Expressive |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics in shared language activities. | Expressive |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using an increasing number of prepositional phrases to provide details about familiar topics in shared language activities. | Expressive |
| **PII.C.6:** Connecting Ideas | **PII.C.6:** Connect ideas by using frequently occurring connecting words and by combining two simple sentences into a compound sentence in shared language activities. | Expressive |
| **PII.C.7:** Condensing ideas | **PII.C.7:** Condense ideas in simple ways by recognizing and using one high-frequency conjunction (and) to create precise and detailed sentences in shared language activities. | Expressive |
| **PIII:** Using Foundational Literacy Skills | **PIII:** Use foundational literacy skills by distinguishing uppercase from lowercase letters, recognizing familiar words used in everyday routines, recognizing an increasing number of letter sounds, and participating in shared reading activities. | Receptive |

## Grade Three through Five ELD Connectors

| **2012 ELD Standard** | **ELD Connector** | **Question Types Assessed** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others’ comments or ideas about familiar social and academic topics. | Receptive and Expressive |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | **PI.A.2:** Interact with others in written English by participating in short written exchanges, delivering information, and composing written text about familiar texts, topics, experiences, or events in various communicative forms. | Expressive |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by expressing an opinion and providing a few reasons or facts to support the opinion about a familiar topic or story. | Receptive and Expressive |
| **PI.A.4:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) | **PI.A.4:** Adapt language choices to social and academic contexts by using an increasing number of learned words, sounds, expressions, and gestures. | Expressive |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations. | Receptive |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts. | Receptive |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by delivering short presentations or information on a variety of topics and content areas. | Expressive |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology. | Expressive |
| **PI.C.11:** Supporting own opinions and evaluating others’ opinions in speaking and writing | **PI.C.11:** Support own opinions in speaking and writing by expressing an opinion and providing more than one reason to support the opinion about a familiar topic. | Expressive |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to add detail to a text and convey ideas. | Expressive |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing the distinguishing features of a sentence and understanding how simple texts are organized by sequence. | Receptive |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked, retelling a sequence of events, and using temporal words, linking words, and transitional words and phrases. | Receptive and Expressive |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use an increasing number of verbs and verb phrases in producing simple and compound sentences on familiar topics. | Expressive |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics. | Expressive |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using an increasing number of prepositional phrases and adverbs to provide details about familiar topics. | Expressive |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas by using frequently occurring connecting words and by combining two simple sentences into one compound sentence on familiar topics. | Expressive |
| **PII.C.7:** Condensing ideas | **PII.C.7:** Condense ideas in simple ways by using a small number of high-frequency conjunctions to create precise and detailed sentences. | Expressive |
| **PIII:** Using Foundational Literacy Skills | **PIII:** Use foundational literacy skills by distinguishing uppercase from lowercase letters, recognizing familiar words used in everyday routines, recognizing an increasing number of letter sounds, and participating in shared reading activities. | Receptive |

## Grades Six through Eight ELD Connectors

| **2012 ELD Standard** | **ELD Connector** | **Question Types Assessed** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one’s own ideas about familiar social and academic topics. | Receptive and Expressive |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | **PI.A.2:** Interact with others in written English by participating in short written exchanges, delivering information, and composing written text about familiar texts, topics, experiences, or events in various communicative forms. | Expressive |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by providing information and a few reasons or facts to support the information about a familiar topic, experience, or event. | Receptive and Expressive |
| **PI.A.4:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) | **PI.A.4:** Adapt language choices to various contexts by using language appropriate for a purpose, task, and audience and by using an increasing number of general academic and content-specific words or phrases. | Expressive |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas and themes, and identifying supporting details and how they support central ideas or themes in oral presentations. | Receptive |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read- alouds and simple written texts. | Receptive |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by planning and delivering short presentations or information on a variety of academic content. | Expressive |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, and experiences using appropriate technology. | Expressive |
| **PI.C.11:** Justifying own arguments and evaluating others’ arguments in writing | **PI.C.11:** Support own opinions and evaluate others’ in speaking and writing by providing information and more than one reason or fact to support the information about a familiar topic. | Expressive |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey precise meaning. | Expressive |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing how simple texts are organized. | Receptive |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked throughout a text, retelling a sequence of events or steps in a process, and using connector words, temporal words, and common transitional words and phrases. | Receptive and Expressive |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use an increasing number of verbs and verb phrases in producing simple and compound sentences on familiar topics. | Expressive |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics. | Expressive |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using an increasing number of prepositional phrases and adverbs to provide details about familiar topics. | Expressive |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas by using an increasing range of connecting words in producing simple and compound sentences on familiar topics. | Expressive |
| **PII.C.7:** Condensing ideas | **PII.C.7:** Condense ideas in simple ways by using high-frequency conjunctions to create precise and detailed sentences. | Expressive |

## Grades Nine through Twelve ELD Connectors

| **2012 ELD Standard** | **ELD Connector** | **Question Types Assessed** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one’s own ideas about familiar social and academic topics. | Receptive and Expressive |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | **PI.A.2:** Interact with others in written English by participating in short written exchanges, delivering information, and composing written text about familiar texts, topics, experiences, or events in various communicative forms. | Expressive |
| **PI.A.3:** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | **PI.A.3:** Offer and support opinions or negotiate with others by providing information and a few reasons or facts to support the information about a familiar topic, experience, or event. | Receptive and Expressive |
| **PI.A.4:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) | **PI.A.4:** Adapt language choices to various contexts by using language appropriate for a purpose, task, and audience and by using an increasing number of general academic and content-specific words and phrases. | Expressive |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. | Receptive |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read- alouds and simple written texts. | Receptive |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by planning and delivering presentations or information on a variety of academic content. | Expressive |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, experiences, and events using appropriate technology. | Expressive |
| **PI.C.11:** Justifying own arguments and evaluating others’ arguments in writing | **PI.C.11:** Support own opinions and evaluate others’ in speaking and writing by providing information and more than one reason or fact to support the information about a familiar topic. | Expressive |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and other language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey ideas and create text. | Expressive |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing how different, simple written texts and oral presentations are organized. | Receptive |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are connected, retelling a sequence of events or steps in a process, and using connecting words, temporal words, and common transitional words and phrases. | Receptive and Expressive |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use verbs and verb phrases in producing simple, compound, and complex sentences. | Expressive |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use nouns and noun phrases in producing simple, compound, and complex sentences. | Expressive |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using prepositional phrases and adverbs to provide details about familiar topics. | Expressive |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas by using an increasing range of connecting words in producing compound and complex sentences. | Expressive |
| **PII.C.7:** Condensing ideas | **PII.C.7:** Condense ideas in simple ways by combining clauses using high-frequency conjunctions or by adding a prepositional phrase to create precise and detailed sentences. | Expressive |