

# Table of Contents

## Title 28

### EDUCATION

#### Part LXXXV. Bulletin 112—Louisiana Connectors for English Language Learners

Chapter 1. Introduction.....	1
§101. Introduction .....	1
Chapter 3. Modalities .....	1
§301. Receptive Modalities .....	1
§303. Productive Modalities.....	5
§305. Interactive Modalities.....	9



# Title 28 EDUCATION

## Part LXXXV. Bulletin 112—Louisiana Connectors for English Language Learners

### Chapter 1. Introduction

#### §101. Introduction

A. The Louisiana connectors for English language learners, developed for K, 1, 2-3, 4-5, 6-8, and 9-12, highlight and amplify the critical language, knowledge about language, and skills using language that are in college-and-career-ready standards and that are necessary for English language learners (ELL) to be successful in schools. The 10 connectors for English language learners highlight a strategic set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by English language learners as they develop competence in the practices associated with English language arts (ELA) and literacy, mathematics, and science. The five English language proficiency levels for each of the connectors address the question, “What might an English language learner’s language use look like at each English language proficiency level as he or she progresses toward independent participation in grade-appropriate activities?” The connectors might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive, productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for English language learners to meaningfully engage with their peers during content area instruction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:879 (May 2017).

### Chapter 3. Modalities

#### §301. Receptive Modalities

A. Receptive modalities refer to the learner as a reader or listener/viewer working with “text” whose author or deliverer is not present or accessible. It presumes that the interactions with authentic written or oral documents where language input is meaningful and content-laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction.

B. ELL connectors one (listening) and eight (reading) are the two domains of the receptive modality.

1. ELL Connector One. Construct meaning from oral presentations through grade-appropriate listening.

a. Level 1—Beginning

i. Kindergarten. By the end of kindergarten, English language learners should be able to use a very limited set of strategies to identify a few key words from read-alouds and oral presentations of information or stories.

ii. Grade One. By the end of first grade, English language learners should be able to use, with prompting and support (including context and visual aids), a very limited set of strategies to identify a few key words from read-alouds, picture books, and oral presentations.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to use a very limited set of strategies to identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.

b. Level 2—Early Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to use an emerging set of strategies to identify some key words and phrases from read-alouds, simple written texts, and oral presentations.

ii. Grade One. By the end of first grade, English language learners should be able to use an emerging set of strategies to identify key words and phrases from read-alouds, simple written texts, and oral presentations.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to use an emerging set of strategies to identify some key words and phrases from read-alouds, simple written texts, and oral presentations; and identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to use an emerging set of strategies to identify the main topic from read-alouds, simple written texts, and oral presentations; and retell

a few key details from read-alouds, simple written texts, and oral presentations.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to use an emerging set of strategies to identify the main topic in oral communications and simple written texts; and retell a few key details.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to use an emerging set of strategies to identify the main topic; and retell a few key details in oral presentations and simple oral and written texts.

c. Level 3—Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support (including context and visual aids), use a developing set of strategies to identify main topics from read-alouds and oral presentations; and ask and answer questions about key details from read-alouds, simple written texts, and oral presentations.

ii. Grade One. By the end of first grade, English language learners should be able to use a developing set of strategies to identify main topics from read-alouds, simple written texts, and oral presentations; answer questions about key details from read-alouds, simple written texts, and oral presentations, and retell some key details from read-alouds, simple written texts, and oral presentations.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to use a developing set of strategies to identify the main topic or message from read-alouds, simple written texts, and oral presentations; answer questions from read-alouds, simple written texts, and oral presentations; and retell some key details from read-alouds, simple written texts, and oral presentations.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to use a developing set of strategies to determine the main idea or theme, and retell a few key details from read-alouds, simple written texts, and oral presentations; and retell familiar stories.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to use a developing set of strategies to determine the central idea or theme in simple oral presentations or written texts and explain how the theme is supported by specific details.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to use a developing set of strategies to determine the central idea or theme in oral presentations and written texts; explain how the theme is developed by specific details in the texts; and summarize part of the text.

d. Level 4—Early Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics from read-alouds, picture books, and oral presentations; answer questions about key details or parts of stories from read-alouds, picture books, and oral presentations; and retell events from read-alouds, picture books, and oral presentations.

ii. Grade One. By the end of first grade, English language learners should be able to use an increasing range of strategies to identify main topics from read-alouds, written texts, and oral presentations; ask and answer questions about an increasing number of key details from read-alouds, written texts, and oral presentations; and retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to use an increasing range of strategies to determine the main idea or message from read-alouds, written texts, and oral presentations; identify or answer questions about some key details that support the main idea/message from read-alouds, written texts, and oral presentations; and retell a variety of stories.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to use an increasing range of strategies to determine the main idea or theme; explain how some details support the main idea or theme from read-alouds, written texts, and oral presentations; and summarize part of a text.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written texts; explain how the central ideas/themes are supported by specific textual details; and summarize a simple text.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to use an increasing range of strategies to determine two central ideas or themes in oral presentations and written texts; analyze the development of the themes/ideas; cite specific details and evidence from the texts to support the analysis; and summarize a simple text.

e. Level 5—Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support (including context and visual aids), use a wide range of strategies to identify main topics from read-alouds, picture books, and oral presentations; answer questions about key details; and retell familiar stories.

ii. Grade One. By the end of first grade, English language learners should be able to use a wide range of strategies to identify main topics from read-alouds, written texts, and oral presentations; ask and answer questions about key details from read-alouds, written texts, and oral

presentations; and retell stories, including key details from read-alouds, written texts, and oral presentations.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to use a wide range of strategies to determine the main idea or message from read-alouds, written texts, and oral communications; tell how key details support the main idea from read-alouds, written texts, and oral communications; and retell a variety of stories.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to use a wide range of strategies to determine two or more main ideas or themes from read-alouds, written texts, and oral presentations; explain how key details support the main ideas or themes from read-alouds, written texts, and oral presentations; and summarize a text.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to use a wide range of strategies to determine central ideas or themes in oral presentations or written texts; explain how the central ideas/themes are developed by supporting ideas or evidence; and summarize a text.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to use a wide range of strategies to determine central ideas or themes in presentations and written texts; analyze the development of the themes/ideas; cite specific details and evidence from the texts to support the analysis; and summarize a text.

2. ELL Connector Eight. An ELL can determine the meaning of words and phrases in oral presentation and literacy and informational text.

a. Level 1—Beginning

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, relying heavily on visual aids, context, and knowledge of morphology in his or her native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions, in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to,

relying heavily on visual aids, context, and knowledge of morphology in his or her native language recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple discourse, read-alouds, and written texts about topics, experiences, or events.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, relying heavily on visual aids, context, and knowledge of morphology in his or her native language, recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to, relying heavily on visual aids, context, and knowledge of morphology in his or her native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions.

b. Level 2—Early Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to, with prompting and support (including context and visual aids), answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, using context, visual aids, and knowledge of morphology in his or her native language, ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, determine the meaning of some frequently occurring words, phrases, and expressions in simple discourse, read-alouds, and written texts about familiar topics, experiences, or events.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, using context, visual aids, reference materials, and knowledge of morphology in his or her native language determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences or events.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to, using context, visual aids,

reference materials, and knowledge of morphology in his or her native language, determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.

c. Level 3—Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support (including context and visual aids), answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to, using sentence-level context and visual aids, answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, using context, some visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, using context, visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of frequently occurring words and phrases in texts about familiar topics, experiences, or events; and determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and root words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to, using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.

d. Level 4—Early Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and

phrases in simple oral presentation and read-alouds about a variety of topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to, using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes) determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, and, at Grade 3, some general academic and content-specific vocabulary.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, using context, reference materials, and an increasing knowledge of English morphology determine the meaning of general academic and content-specific words and phrases in texts about a variety of topics, experiences, or events; and determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, using context, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.

e. Level 5—Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support (including context and visual aids), ask and answer questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to, using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), answer and ask questions to help determine or

clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), determine the meaning of less-frequently occurring words, phrases, and some idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events; and, at grade 3, some general academic and content-specific vocabulary.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, using context, reference materials, and knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases in texts about a variety of topics, experiences, or events; and determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in topics, experiences, or events.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, using context, reference materials, and knowledge of English morphology, determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to, using context, complex visual aids, reference materials, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17.6.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 43:879 (May 2017).

### **§303. Productive Modalities**

A. Productive modalities place the learner as speaker and writer for a “distant” audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast.

B. ELL connectors three, four, and seven are the domains of the productive (speaking and writing) modality.

1. ELL Connector Three. Construct meaning from oral presentations through grade-appropriate listening.

a. Level 1—Beginning

i. Kindergarten. By the end of kindergarten, English language learners should be able to communicate simple information or feelings about familiar topics or experiences.

ii. Grade One. By the end of first grade, English language learners should be able to communicate simple information or feelings about familiar topics or experiences.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to communicate simple information about familiar texts, topics, experiences, or events.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to communicate simple information about familiar texts, topics, events, or objects in the environment.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, communicate simple information about familiar texts, topics, and experiences.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to, with support (including modeled sentences), communicate information about familiar texts, topics, and experiences.

b. Level 2—Early Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to communicate simple information or feelings about familiar topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to communicate simple messages about familiar topics, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to deliver simple oral presentations about familiar texts, topics, experiences, or events; and compose written texts about familiar texts, topics, experiences, or events.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to deliver short oral presentations about familiar texts, topics, and experiences; compose written texts about familiar texts, topics, and experiences.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to deliver short oral presentations about familiar texts, topics, experiences, or events; and compose written narratives or informational texts about familiar texts, topics, experiences, or events.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to, with support (including modeled sentences), deliver short oral presentations about familiar texts, topics, experiences, or events; and compose written

narratives or informational texts about familiar texts, topics, experiences, or events.

c. Level 3—Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to communicate information or feelings about familiar topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to deliver short simple oral presentations about familiar topics, stories, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to deliver short oral presentations about familiar texts, topics, experiences, or events; compose written narratives about familiar texts, topics, experiences, or events; and compose informational texts about familiar texts, topics, experiences, or events.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, including a few details, deliver short oral presentations about familiar texts, topics, and experiences; and compose written narratives or informational texts about familiar texts, topics, and experiences.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to deliver short oral presentations about familiar texts, topics, and experiences; compose written narratives or informational texts about familiar texts, topics, and experiences; and deliver texts with some details about familiar texts, topics, and experiences.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to, with support (including modeled sentences), deliver short oral presentations about familiar texts, topics, or events; compose written informational texts about familiar texts, topics, or events; and develop the topic with a few details.

d. Level 4—Early Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to tell or dictate simple messages about a variety of topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to, using simple sentences and drawings or illustrations, deliver short simple oral presentations about a variety of texts, topics, experiences, or events; and compose written texts about a variety of texts, topics, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to deliver short oral presentations about a variety of texts, topics, experiences, or events; compose written narratives about a variety of texts, topics, experiences, or events; and compose

informational texts about a variety of texts, topics, experiences, or events.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, including some details, deliver short oral presentations about a variety of texts, topics, and experiences; and compose written narratives or informational texts about a variety of texts, topics, and experiences.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to deliver oral presentations about a variety of texts, topics, and experiences; compose written narratives or informational texts about a variety of texts, topics, or experiences; and develop texts with some specific details about a variety of texts, topics, and experiences.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to deliver oral presentations about a variety of texts, topics, or events; compose written informational texts about a variety of texts, topics, or events; develop the topic with some relevant details, concepts, examples, and information; and integrate graphics or multimedia when useful.

e. Level 5—Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to make simple oral presentations about a variety of topics, experiences, or events; and compose short written texts about a variety of topics, experiences, or events.

ii. Grade One. By the end of first grade, English language learners should be able to, including a few descriptive details, deliver oral presentations about a variety of texts, topics, experiences, or events; and compose written texts.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, with some details, deliver oral presentations about a variety of texts, topics, experiences, or events; compose written narratives about a variety of texts, topics, experiences, or events; and compose informational texts.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, including details and examples to develop a topic, deliver oral presentations about a variety of texts, topics, and experiences; and compose written narrative or informational texts.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to deliver oral presentations about a variety of texts, topics, and experiences; compose written narratives or informational texts about a variety of texts, topics, and experiences; and develop texts with relevant details, ideas, or information about a variety of texts, topics, or experiences.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to recount a complex and detailed

sequence of events or steps in a process, with an effective sequential or chronological order; introduce and effectively develop an informational topic with fact, details, and evidence; use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas; and provide a concluding section or statement.

2. ELL Connector Four. Construct grade-appropriate complex oral and written claims and support them with reasoning and evidence.

a. Level 1—Beginning

i. Kindergarten. By the end of kindergarten, English language learners should be able to express a feeling or opinion about a familiar topic showing limited control.

ii. Grade One. By the end of first grade, English language learners should be able to express a preference or opinion about familiar topics or experiences.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to express an opinion about a familiar topic.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to express an opinion about a familiar topic.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to express an opinion about a familiar topic.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to express an opinion about a familiar topic.

b. Level 2—Early Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to express an opinion or preference about a familiar topic showing emerging control.

ii. Grade One. By the end of first grade, English language learners should be able to express an opinion about familiar topics, experiences, or events.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to express an opinion about a familiar topic or story.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to construct a simple claim about a familiar topic; and give a reason to support the claim.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to construct a simple claim about a familiar topic; and give a reason to support the claim.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to construct a claim about familiar

topics; introduce the topic; give a reason to support the claim; and provide a concluding statement.

c. Level 3—Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to express an opinion or preference about a familiar topic showing developing control.

ii. Grade One. By the end of first grade, English language learners should be able to express an opinion about familiar topics, experiences, or events; and give a reason for the opinion.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to express an opinion about a familiar topic or story; and give one or more reasons for the opinion.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to construct a claim about familiar topics; introduce the topic; and provide a few reasons or facts to support the claim.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to construct a claim about a familiar topic; introduce the topic; provide several supporting reasons or facts in a logical order; and provide a concluding statement.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to construct a claim about familiar topics; introduce the topic; provide sufficient reasons or facts to support the claim; and provide a concluding statement.

d. Level 4—Early Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to express an opinion or preference about a variety of topics or stories showing increasing control.

ii. Grade One. By the end of first grade, English language learners should be able to express opinions about a variety of texts, topics, experiences, and events; and give a reason for the opinion.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to introduce a topic about a variety of topics; express opinions about a variety of topics; and give several reasons for the opinions.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to construct a claim about a variety of topics; introduce the topic; provide several reasons or facts to support the claim; and provide a concluding statement.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to construct a claim about a variety of topics; introduce the topic; provide sufficient reasons or facts to support the claim; and provide a concluding statement.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to construct a claim about a variety of topics; introduce the topic; provide logically ordered reasons or facts that effectively support the claim; and provide a concluding statement.

e. Level 5—Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to express an opinion or preference about a variety of topics or stories showing increasing control.

ii. Grade One. By the end of first grade, English language learners should be able to express opinions about a variety of texts, topics, experiences, or events; introduce the topic; give a reason for the opinion; and provide a sense of closure.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to introduce a topic about a variety of topics; express opinions about a variety of topics; give several reasons for the opinions; and provide a concluding statement.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to construct a claim about a variety of topics; introduce the topic; provide logically ordered reasons or facts to support the claim; and provide a concluding statement.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to construct a claim about a variety of topics; introduce the topic; provide compelling and logically ordered reasons or facts that effectively support the claim; and provide a concluding statement.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to construct a substantive claim about a variety of topics; introduce the claim; distinguish it from a counter-claim; provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim; and provide a conclusion that summarizes the argument presented.

3. ELL Connector Seven. Adapt language choices to purpose, task, and audience when speaking and writing.

a. Level 1—Beginning

i. Kindergarten. Standard introduced at level 4—advanced.

ii. Grade One. Standard introduced at level 3—upper intermediate.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to recognize the meaning of some words learned through conversations, reading, and being read to.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to

recognize the meaning of some words learned through conversations, reading, and being read to.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to recognize the meaning of some words learned through conversations, reading, and being read to.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to recognize the meaning of some words learned through conversations, reading, and being read to.

b. Level 2—Early Intermediate

i. Kindergarten. Standard introduced at level 4—advanced.

ii. Grade One. Standard introduced at level 3—upper intermediate.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom; and use some words learned through conversations, reading, and being read to.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, with emerging control adapt language choices to different social and academic contents; and use some words through conversations, reading, and being read to.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, with emerging control, adapt language choices according to task and audience; begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to adapt language choices to task and audience with emerging control; use come frequently occurring general academic and content-specific words in conversations and discussion.

c. Level 3—Intermediate

i. Kindergarten. Standard introduced at level 4—advanced.

ii. Grade One. By the end of first grade, English language learners should be able to show a developing awareness between appropriate language for the playground and language for the classroom.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to compare examples of the formal and informal use of English at grade 3, use an increasing number of general academic and content-specific words in conversations and discussions.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, with developing control, adapt language choices according to purpose, task, and audience in conversations, discussions, and short written texts; and use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and shorten written text.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, with developing ease, adapt language choices and style according to purpose, task, and audience; use an increasing number of general academic and content-specific words and phrases in speech and short written texts; and show developing control of style and tone in oral or written text.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to adapt language choices and style according to purpose, task, and audience with developing ease; use an increasing number of general academic and content-specific words and expressions in speech and written text; and show developing control of style and tone in oral or written text.

d. Level 4—Early Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to show a developing awareness of the difference between appropriate language for the playground and language for the classroom.

ii. Grade One. By the end of first grade, English language learners should be able to show awareness of differences between informal “playground speech” and language appropriate to the classroom; and use some words learned through conversations, reading, and being read to.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to adapt language choices, as appropriate, to formal and informal contexts; and at grade 3, use a wider range of general academic and content-specific words in conversations and discussions.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to, with increasing ease, adapt language choices and style (includes register) according to purpose, task, and audience in speech and writing; and use a wider range of general academic and content-specific words and phrases in speech and writing.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, with developing ease, adapt language choices and style according to purpose, task, and audience; use a wider range of general academic and content-specific academic words and phrases; and maintain consistency to style and tone throughout most of oral or written text.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to adapt language choices and style

according to purpose, task, and audience; use a wider range of complex general academic and content-specific words and phrases; and adapt and maintain a formal style in speech and writing as appropriate.

e. Level 5—Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to show awareness of differences between informal (“playground speech”) and language appropriate to the classroom; and cite some words learned through conversations, reading, and being read to.

ii. Grade One. By the end of first grade, English language learners should be able to shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time; and use words learned through conversations, reading, and being read to.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to adapt language choices, as appropriate, to formal and informal contexts; and at grade 3, use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to adapt language choices and style according to purpose, task, and audience in speech in speech and writing; and use a wide variety of general academic and content-specific words and phrases in speech and writing.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to, with ease, adapt language choices and style according to purpose, task, and audience; use a wide variety of complex general academic and content-specific academic words to precisely express ideas; and maintain an appropriate and consistent style and tone throughout an oral or written text.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to adapt language choices and style according to purpose, task, and audience with ease; use a wide variety of complex general academic and content-specific words and phrases; and employ both formal and more informal styles effectively as appropriate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:880 (May 2017).

**§305. Interactive Modalities**

A. Interactive modalities refer to the learner as a speaker/listener and reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops.

B. ELL connectors two, five, and six are the domains of the interactive (listening, speaking, reading and writing) modality.

1. ELL Connector Two. Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

a. Level 1—Beginning

i. Kindergarten. By the end of kindergarten, English language learners should be able to listen with limited participation in short conversations; and respond to simple yes/no and some *wh*- questions about familiar topics.

ii. Grade One. By the end of first grade, English language learners should be able to listen to short conversations; and respond to simple yes/no and some WH questions about familiar topics.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to listen to and occasionally participate in short conversations; and respond to simple yes/no and some *wh*- questions about familiar topics.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to participate in short conversations; participate in short written exchanges; actively listen to others; and respond to simple questions and some *wh*- questions about familiar topics.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to participate in short conversational and written exchanges on familiar topics; present simple information; and respond to simple questions and some *wh*- questions.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to participate in short conversational and written exchanges on familiar topics; present information; and respond to simple yes/no questions and some *wh*- questions.

b. Level 2—Early Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to participate in short conversations; and respond to simple yes/no and *wh*- questions about familiar topics.

ii. Grade One. By the end of first grade, English language learners should be able to participate in short conversations; take turns; and respond to simple yes/no and *wh*- questions about familiar topics.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to participate in short conversations, discussions, and written exchanges; take turns; and respond to simple yes/no and *wh*- questions about familiar topics.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to

participate in short conversations; participate in short written exchanges; actively listen to others; and respond to simple questions and some *wh*- questions.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to participate in short conversational and written exchanges on familiar topics and texts; present information and ideas; respond to simple questions and *wh*- questions.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to participate in short conversational and written exchanges on familiar topics and texts; present information and ideas; and respond to simple questions and *wh*- questions.

c. Level 3—Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to participate in short conversations; follow some rules for discussion; and respond to simple yes/no and *wh*- questions about familiar topics.

ii. Grade One. By the end of first grade, English language learners should be able to participate in short discussions, conversations, and short written exchanges; follow rules for discussion; and ask and answer simple questions about familiar topics.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to participate in short discussions and written exchanges; follow the rules for discussion; ask questions to gain information or clarify understanding; respond to the comments of others; and contribute his or her own comments about familiar topics and texts.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to participate in short conversations and discussions; participate in short written exchanges; respond to others' comments; add some comments of his or her own; and ask and answer questions about familiar topics and texts.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to participate in conversations, discussions, and written exchanges on familiar topics and texts; build on the ideas of others; express his or her own ideas; ask and answer relevant questions; and add relevant information.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues; build on the ideas of others; express his or her own ideas; ask and answer relevant questions; add relevant information and evidence; and restate some of the key ideas expressed.

d. Level 4—Early Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to participate in conversations and discussions; ask and answer simple questions; and follow increasing number of rules for discussion about a variety of topics.

ii. Grade One. By the end of first grade, English language learners should be able to participate in discussions, conversations, and written exchanges; follow rules for discussion; ask and answer questions; respond to the comments of others; and make comments of his or her own about a variety of topics and texts.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to participate in discussions, conversations, and written exchanges; follow the rules for discussion; ask and answer questions; build on the ideas of others; and contribute his or her own ideas about a variety of topics and texts.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to participate in conversations and discussions; participate in written exchanges; build on the ideas of others; express his or her own ideas; ask and answer relevant questions; and add relevant information and evidence about a variety of topics and texts.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues; build on the ideas of others; express his or her own ideas; ask and answer relevant questions; add relevant information and evidence; and paraphrase the key ideas expressed.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues; build on the ideas of others; express his or her own ideas clearly; support points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.

e. Level 5—Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to participate in conversations and discussions; ask and answer questions; and follow rules for discussion about a variety of topics.

ii. Grade One. By the end of first grade, English language learners should be able to participate in extended discussions, conversations, and written exchanges; follow rules for discussion; ask and answer questions; build on the comments of others; and contribute his or her own comments about a variety of topics and texts.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to participate in extended discussions, conversations, and written exchanges; follow the rules for discussion; ask and

answer questions; build on the ideas of others; and express his or her own ideas about a variety of topics and texts.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to participate in extended conversations and discussions; participate in extended written exchanges; build on the ideas of others; express his or her own ideas clearly; pose and respond to relevant questions; add relevant and detailed information using evidence; and summarize the key ideas expressed about a variety of topics and texts.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others; express his or her own ideas clearly; pose and respond to relevant questions; add relevant and specific evidence; summarize the key ideas; and reflect on the key ideas expressed.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues; build on the ideas of others; express his or her own ideas clearly and persuasively; refer to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.

2. ELL Connector Five. Conduct research and evaluate and communicate findings to answer or solve problems.

a. Level 1—Beginning

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support from adults, recall information from experience or from a provided source.

ii. Grade One. By the end of first grade, English language learners should be able to, with prompting and support from adults, participate in shared research projects; gather information; and label information from provided sources showing limited control.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, with prompting and support, carry out short individual or shared research projects; and gather information from provided sources; and label information.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to recall information from experience; gather information from a few provided sources; and label some key information.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to gather information from a few provided sources; and label collected information.

## EDUCATION

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to gather information from a few provided print and digital sources; and label collected information, experiences, or events.

### b. Level 2—Early Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support from adults, recall information from experience or use information from a provided source to answer a question.

ii. Grade One. By the end of first grade, English language learners should be able to, with prompting and support from adults, participate in shared research projects; gather information; and summarize some key information from provided sources showing emerging control.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, with prompting and support, carry out short individual or shared research projects; recall information from experience; gather information from provided sources; and record some information/observations in simple notes.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to recall information from experience; gather information from provided sources; and record some information.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to gather information from provided sources; and record some data and information.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to gather information from provided print and digital sources; and summarize data and information.

### c. Level 3—Intermediate

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support from adults, recall information from experience or use information from provided sources to answer a question showing developing control.

ii. Grade One. By the end of first grade, English language learners should be able to, with prompting and support from adults, participate in shared research projects; gather information; and summarize information from provided sources showing developing control.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, with prompting and support, carry out short individual or shared research projects; recall information from experience; gather information from provided sources; and record information/ observations in orderly notes.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to recall

information from experience; gather information from print and digital sources to answer a question; and identify key information in orderly notes.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to gather information from multiple provided print and digital sources; summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate; and cite sources.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to carry out short research projects to answer a question; gather information from multiple provided print and digital sources; evaluate the reliability of each source; paraphrase key information in a short written or oral report; include illustrations, diagrams, or other graphics; and provide a list of sources.

### d. Level 4—Early Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support from adults, recall information from experience or use information from provided sources to answer a question showing increasing control.

ii. Grade One. By the end of first grade, English language learners should be able to, with prompting and support from adults, participate in shared research projects; gather information; summarize information; and answer a question from provided sources showing increasingly independent control.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, with prompting and support, carry out short individual or shared research projects; recall information from experience; gather information from multiple sources; and sort evidence into provided categories.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to recall information from experience; gather information from print and digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; and provide a list of sources.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to gather information from multiple print and digital sources; use search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; cite sources; and use a standard format for citations.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources; use search terms effectively; evaluate the reliability

of each source; integrate information into an organized oral or written report; and cite sources appropriately.

e. Level 5—Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support from adults, recall information from experience or use information from provided sources to answer a question showing increasing control.

ii. Grade One. By the end of first grade, English language learners should be able to, with prompting and support from adults, participate in shared research projects; gather information; summarize information; and answer a question from provided sources showing independent control.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to carry out short individual or shared research projects; recall information from experience; gather information from multiple sources; and sort evidence into categories.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to recall information from experience; gather information from print and digital sources; summarize key ideas and information in detailed and orderly notes, with graphics as appropriate; and provide a list of sources.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to gather information from multiple print and digital sources; use search terms effectively; at Grade Eight, evaluate the credibility of each source; quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate; cite sources; and use a standard format for citations.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources; use advanced search terms effectively; evaluate the reliability of each source; analyze and integrate information into a clearly organized oral or written text; and cite sources appropriately.

3. ELL Connector Six. Analyze and critique the arguments of others orally and in writing.

a. Level 1—Beginning

i. Kindergarten. Standard introduced at level 4—advanced.

ii. Grade One. Standard introduced at level 2—lower intermediate.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, with prompting and support, use a few frequently occurring words and phrases to identify a point made by an author or a speaker.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to identify a point made by an author or a speaker.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to identify a point made by an author or a speaker.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to identify a point made by an author or a speaker.

b. Level 2—Early Intermediate

i. Kindergarten. Standard introduced at level 4—advanced.

ii. Grade One. By the end of first grade, English language learners should be able to, with prompting and support, identify a reason an author or a speaker gives to support a point.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to, with prompting and support, identify a reason an author or a speaker gives to support the main point.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to identify a reason an author or speaker gives to support a main point; and agree or disagree with the author or speaker.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to identify the main argument made by an author or a speaker; and identify one reason an author or a speaker gives to support the argument.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to identify the main argument made by an author or a speaker; and identify one reason an author or a speaker gives to support the argument.

c. Level 3—Intermediate

i. Kindergarten. Standard introduced at level 4—advanced.

ii. Grade One. By the end of first grade, English language learners should be able to identify one or two reasons an author or a speaker gives to support the main point.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to tell how one or two reasons support the main point an author or a speaker makes.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to tell how one or two reasons support the specific points an author or speaker makes or fails to make.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to explain the argument an author or a speaker makes;

and distinguish between claims that are supported by reasons and evidence from those that are not.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to explain the reasons an author or a speaker gives to support a claim; and cite textual evidence to support the analysis.

d. Level 4—Early Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support, identify a reason an author or speaker gives to support a point.

ii. Grade One. By the end of first grade, English language learners should be able to identify reasons an author or a speaker gives to support the main point.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to tell how one or two reasons support the specific points an author or a speaker makes.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to describe how reasons support the specific points an author or speaker makes or fails to make.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to analyze the argument and specific claims made in texts or speech; determine whether the evidence is sufficient to support the claims; cite textual evidence to support the analysis.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance; determine whether the evidence is sufficient to support the claim; and cite textual evidence to support the analysis.

e. Level 5—Advanced

i. Kindergarten. By the end of kindergarten, English language learners should be able to, with prompting and support, identify appropriate reasons an author or speaker gives to support main points.

ii. Grade One. By the end of first grade, English language learners should be able to identify appropriate reasons an author or a speaker gives to support the main point.

iii. Grades Two and Three. By the end of second and third grade, English language learners should be able to describe how reasons support the specific points an author or a speaker makes.

iv. Grades Four and Five. By the end of fourth and fifth grade, English language learners should be able to explain how an author or speaker uses reasons and evidence to support or fail to support particular points; and, at grade 5, identify which reasons and evidence support which points.

v. Grades Six through Eight. By the end of sixth, seventh, and eighth grade, English language learners should be able to analyze and evaluate the argument and specific claims made in texts or speech/ presentations; determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.

vi. Grades Nine through Twelve. By the end of ninth, tenth, eleventh, and twelfth grade, English language learners should be able to analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance; determine whether the evidence is sufficient to support the claim; and cite specific textual evidence to thoroughly support the analysis.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:887 (May 2017).