ELD/ELA Standards Correlations

Domain	Category	Grade	Behavior	ELD Std.	Prof. Level	ELA Std.	ELA Std.	ELA Std.	ELA Std.	ELA Std.	ELA Std.
Communication Mode	Collaborative	2	contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases	ELD-C 2.1	Emerging	SL 2.1-6	L 2.1, 3, 6				
Communication Mode	Collaborative										
Communication Mode	Interpretive	5	explain ideas, phenomena, processes, and text relationships (e.g.; compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support	ELD-C 5.6a	Emerging	RL.5.1-7,9-10;	RI.5.1-7,9-10;	SL.5.2-3;	L.5.3,4,6		
Communication Mode	Interpretive										
Communication Mode	Productive	8	plan and deliver brief informative oral presentations on concrete topics	ELD-C 8.9	Emerging	SL.8.4-6;	L.8.1,3				
Communication Mode	Productive										
Language Knowledge	Connecting & Condensing Ideas	11	condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year.)	ELD-L 11-12.7	Bridging	W.11-12.1-5;	WHST.11-12.1-2,4-5	SL.11-12.4,6;	L.11-12.1,3-6		
Language Knowledge	Connecting & Condensing Ideas										
Language Knowledge	Expanding & Enriching Ideas	K	use a wide variety of verbs and verb types (e.g.; doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently	ELD-L 0.3a	Bridging,	W.0.5;	SL.0.6;	L.0.1,6			
Language Knowledge	Expanding & Enriching Ideas										
Language Knowledge	Structuring Cohesive Texts	6	apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion	ELD-L 6.2a	Expanding	RI.6.5;	RH.6.5;	RST.6.5;	W.6.1-5,10;	WHST.6.1-2,4-5,10;	L.6.1,3-6
Language Knowledge	Structuring Cohesive Texts										

ELA Standards

Reading – Literature **(RL)**
- Key Ideas & Details
- Craft & Structure
- Integration of Knowledge/Ideas
- Range & Complexity Level

Reading - Informational Text **(RI)**
- Key Ideas & Details
- Craft & Structure
- Integration of Knowledge/Ideas
- Range & Complexity Level

Reading - Foundational Skills - gr. K-5 **(RF)**
- Print Concepts
- Phonemic Awareness
- Phonics & Word Recognition
- Fluency

Reading: History & Social Studies - gr. 6-12 **(RHS)**
- Key Ideas & Details
- Craft & Structure
- Integration of Knowledge/Ideas
- Range & Complexity Level

Reading: Science & Technical Subjects - gr. 6-12 **(RST)**
- Key Ideas & Details
- Craft & Structure
- Integration of Knowledge/Ideas
- Range & Complexity Level

Language **(L)**
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition & Use

Writing **(W)**
- Text Types/Purposes: Informative
- Text Types/Purposes: Narrative
- Text Types/Purposes: Opinion - gr. K-5
- Text Types/Purposes: Argument - gr. 6-12
- Production & Distribution
- Research to Present Knowledge

Writing - History & Science- gr. 6-12 **(WHS)**
- Text Types & Purposes
- Production & Distribution
- Research to Present Knowledge
- Range of Writing

Speaking and Listening **(SL)**
- Comprehension & Collaboration
- Presentation of Knowledge/Ideas

Developing Linguistically Appropriate IEP Goals

	ELPAC	EL Proficiency
Reading	1 Min, 2 Somewhat/Mod, 3 Well	Emerging, Expanding, Bridging
Writing	1 Min, 2 Somewhat/Mod, 3 Well	Emerging, Expanding, Bridging
Listening	1 Min, 2 Somewhat/Mod, 3 Well	Emerging, Expanding, Bridging
Speaking	1 Min, 2 Somewhat/Mod, 3 Well	Emerging, Expanding, Bridging

Present Levels in reading, writing, communication (including area(s) of need/low proficiency):

Mode of Communication/Area of Need	Domain of Language Acquisition
Reading	Interpretive
Writing	Productive
Listening (Receptive Communication need)	Collaborative, Interpretive
Speaking (Expressive Communication need)	Collaborative, Productive

Is the area of need primarily in Production of Language (Designated) vs. Accessing Content (Integrated)?

State the reason for goal (incorporates scores, levels, strengths/ weaknesses, progress on last year's goals):

Go to the GoalWizard and if the area of need is learning about how English works, choose ELD/Language Knowledge or if the need is about interacting in meaningful ways, choose ELD/Communication Mode. Select domain, category and grade. Look for a purple shaded standard that matches closest to the area of need and reason for goal. Select a stem.

ELD Standard(s):
Correlated ELA Standard(s):
Target date (one year from now):
Setting/Condition (may include extra supports for EL):
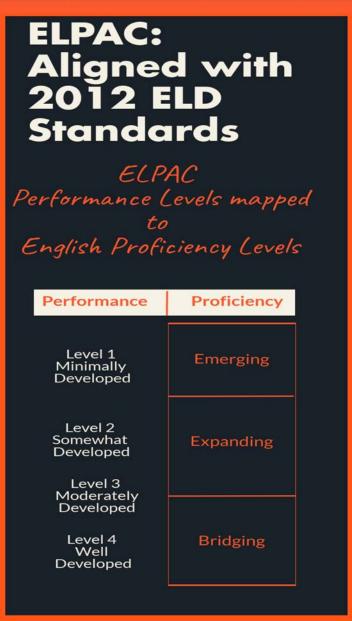Behavior/ goal stem:

Accuracy/consistency:
Measurement tool:
Language of instruction (for the majority of the school day):
Responsible Discipline: What is the setting for ELD instruction and who will address the goal(s) that involve language? Special Ed teacher or General Education teacher? Consider entire day of instruction.

1/14/19

ELPAC Performance Levels & ELD Proficiency Levels

ELPAC Performance	Level 1	Level 2		Level 3		Level 4
EL Proficiency in SIS	Level 1	Level 2		Level 3		Level 4
	English Learner					
	Emerging	Expanding			Bridging	
EL Proficiency in Practice	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

ELPAC: Aligned with 2012 ELD Standards

ELPAC Performance Levels mapped to English Proficiency Levels

Performance	Proficiency
Level 1 Minimally Developed	Emerging
Level 2 Somewhat Developed	Expanding
Level 3 Moderately Developed	
Level 4 Well Developed	Bridging

Area	Test	Score	Level		
Listening	ELPAC-S	4 digit #	1- Min Dev/Beg		
Listening	ELPAC-S	4 digit #	2-Some/Mod Dev		
Listening	ELPAC-S	4 digit #	3-Well Developed		
Speaking	ELPAC-S	4 digit #	1- Min Dev/Beg		
Speaking	ELPAC-S	4 digit #	2-Some/Mod Dev		
Speaking	ELPAC-S	4 digit #	3-Well Developed		
Reading	ELPAC-S	4 digit #	1- Min Dev/Beg		
Reading	ELPAC-S	4 digit #	2-Some/Mod Dev		
Reading	ELPAC-S	4 digit #	3-Well Developed		
Writing	ELPAC-S	4 digit #	1- Min Dev/Beg		
Writing	ELPAC-S	4 digit #	2-Some/Mod Dev		
Writing	ELPAC-S	4 digit #	3-Well Developed		
Oral Lang	ELPAC-S	4 digit #	LVL1- Minimally Dev		
Oral Lang	ELPAC-S	4 digit #	LVL2- Somewhat Dev		
Oral Lang	ELPAC-S	4 digit #	LVL3- Moderately Dev		
Oral Lang	ELPAC-S	4 digit #	LVL4- Well Developed		
Oral Lang	ELPAC-I	null	1- Min Dev/Beg		
Oral Lang	ELPAC-I	null	2-Some/Mod Dev		
Oral Lang	ELPAC-I	null	3-Well Developed		
Written Lang	ELPAC-S	4 digit #	LVL1- Minimally Dev		
Written Lang	ELPAC-S	4 digit #	LVL2- Somewhat Dev		
Written Lang	ELPAC-S	4 digit #	LVL3- Moderately Dev		
Written Lang	ELPAC-S	4 digit #	LVL4- Well Developed		
Written Lang	ELPAC-I	null	1- Min Dev/Beg		
Written Lang	ELPAC-I	null	2-Some/Mod Dev		
Written Lang	ELPAC-I	null	3-Well Developed		
Overall	ELPAC-S	4 digit #	LVL1- Minimally Dev	or	Emerging
Overall	ELPAC-S	4 digit #	LVL2- Somewhat Dev	or	Expanding
Overall	ELPAC-S	4 digit #	LVL3- Moderately Dev	or	Expand/Bridging
Overall	ELPAC-S	4 digit #	LVL4- Well Developed	or	Bridging
Overall	ELPAC-I	3 or 4 digit #	IFEP		
Overall	ELPAC-I	3 or 4 digit #	Novice (Emerging)		
Overall	ELPAC-I	3 or 4 digit #	Int (Exp-LowBridge)		

ELPAC-I= Initial

ELPAC-S= Summative

Using ELPAC Levels to Write Linguistically Appropriate Goals

Steps for choosing goal stems from the GoalWizard in SIRAS to write linguistically appropriate goals:

1) Determine area(s) of need for your English Learner. Is the student's ELP impacting reading, writing, listening and/or speaking? Use the Mode of Communication and Performance >Proficiency Level correlations below to assist.
2) Choose **ELD: Communication Mode** or **ELD: Language Knowledge** from the dropdown menus.
3) Choose Student Grade Level from the dropdown menu.
4) Choose a goal based on Language Proficiency Level (Emerging, Expanding, Bridging) in the area(s) of need. This goal addresses the language needs of the English Learner and linguistically appropriate.
5) Note the ELA standards correlated to the ELD standards. Use the correlations to guide your choosing IEP goals in other areas of need that involve language from the CCSS. Edit your goal conditions, behavior, accuracy and consistency to meet the needs of the English Learner.

Modes of Communication Correlated to Domains of Language Acquisition

Mode of Communication	Common Core Domain
Listening + Speaking	Collaborative
Reading + Listening	Interpretive
Speaking + Writing	Productive

English Language Proficiency Levels

ELPAC Performance Level	EL Proficiency Level
Minimally Developed	Emerging
Somewhat/Moderately Developed	Expanding
Well Developed	Bridging