



# **Examining the KELP Standards**

## **September 11, 2019**

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#KansansCan



# KANSAS STATE DEPARTMENT OF EDUCATION

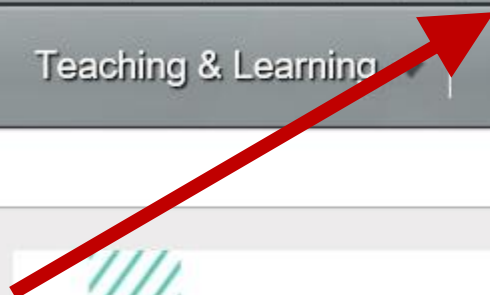
Subject Index | 0-9 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W

Teaching & Learning

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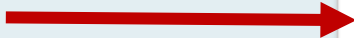


July is  
**Lunch  
Across  
Kansas**  
Month

Participate in the Summer

**E**

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- [Early Childhood Parent Involvement \(Family Engagement\)](#)
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- [Education for the Homeless \(Title IX\) - Training](#)
- [EducationSuperHighway](#)
- [Educator Licensure](#)
- [Elementary K-6](#)
- [ELP Standards](#)
- [Emergency Safety Interventions \(ESI\)](#)
- [Emergency Safety Interventions \(ESI\) - Training](#)
- [Emergency Substitute License Requirements](#)
- [Endorsement Requirements](#)
- [English Language Arts](#)
- [English Learners \(ESOL\)](#)
- [ESEA \(Elementary and Secondary Education Act\)](#)
- [ESEA Flexibility \(Waiver\) Request](#)
- [ESOL Education Resources](#)
- [Every Student Succeeds Act \(ESSA\)](#)
- [Evidence Based Best Practices](#)



**F**

- [Fact Sheets](#)
- [Fact Sheets / Initiatives / Professional Learning Experience / Policies / Guidelines / Resources](#)
- [Family & Consumer Sciences](#)
- [Farm to School](#)
- [FCS Field Pathway - Fashion, Apparel and Interior Design](#)
- [FCS Resources](#)
- [Federal Programs](#)
- [FERPA and PPRRA](#)





Subject Index | 0-9 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

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Agency » Division of Learning Services » Career Standards and Assessment Services » Content Area A-E » English Learners

### Career, Standards & Assessment Services (CSAS) Menu

The following sub-menu can be used to navigate within the CSAS Team web pages.

[CSAS Home](#) | [Content Area A-E](#) | [Content Area F-L](#) | [Content Area M-Z](#)

### English Learners Menu

[EL Home](#) | [Standards](#) | [Assessment](#) | [Professional Learning](#) | [Title III/State ESOL](#) | [External Resources](#)

[Seal of Bilingual](#)

Welcome to the Kansas English Learners Website!

**Mission Statement:**

Kansas instruction of English for speakers of other languages prepares English Learners for success in school and in society through development of English proficiency, with specific emphasis on literacy skills needed to access academic content.





Subject Index | 0-9 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Teaching & Learning | Policy & Funding | Programs & Services | Data Central | Agency

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### Career, Standards & Assessment Services (CSAS) Menu

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### English Learners Menu

[EL Home](#) | [Standards](#) | [Assessment](#) | [Professional Learning](#) | [Title III/State ESOL](#) | [External Resources](#)  
[Seal of Bilingualism](#)

### English Language Proficiency Standards

Title	Description
<a href="#">Approved 2018 Kansas Standards for English Learners K-12</a>	Guidance for working with K- 12 students developing the English language.

### Early Language Learning/Dual Language Learners

Title	Description
<a href="#">Pre-K English Language Proficiency Standards 2011</a>	Guidance for working with preschool children developing multiple languages



# Learning Outcomes

- **Understand the organization and foundations of the Kansas English Language Proficiency Standards document**
- **Navigate the Kansas English Language Proficiency Standards document**

# What is an English Learner?

In Kansas, more than 55,000 English Learners (ELs) are enrolled in the state's elementary and secondary public schools. The term English Learner refers to those students whose home or native language is other than English, and whose current limitations in the ability to understand, speak, read or write English impact their effective participation in their school education programs. ELs may be immigrants or refugees born in another country or they may be born in the United States living in homes where another language besides (or in addition to) English is spoken.

# Why new standards?

- There is a demand for English Learners to participate more fully in the curriculum and develop language and content at the same time to align with Office of Civil Rights and Department of Justice guidelines.
- The Federal government under ESSA required updated English Language Proficiency Standards aligned to content area standards



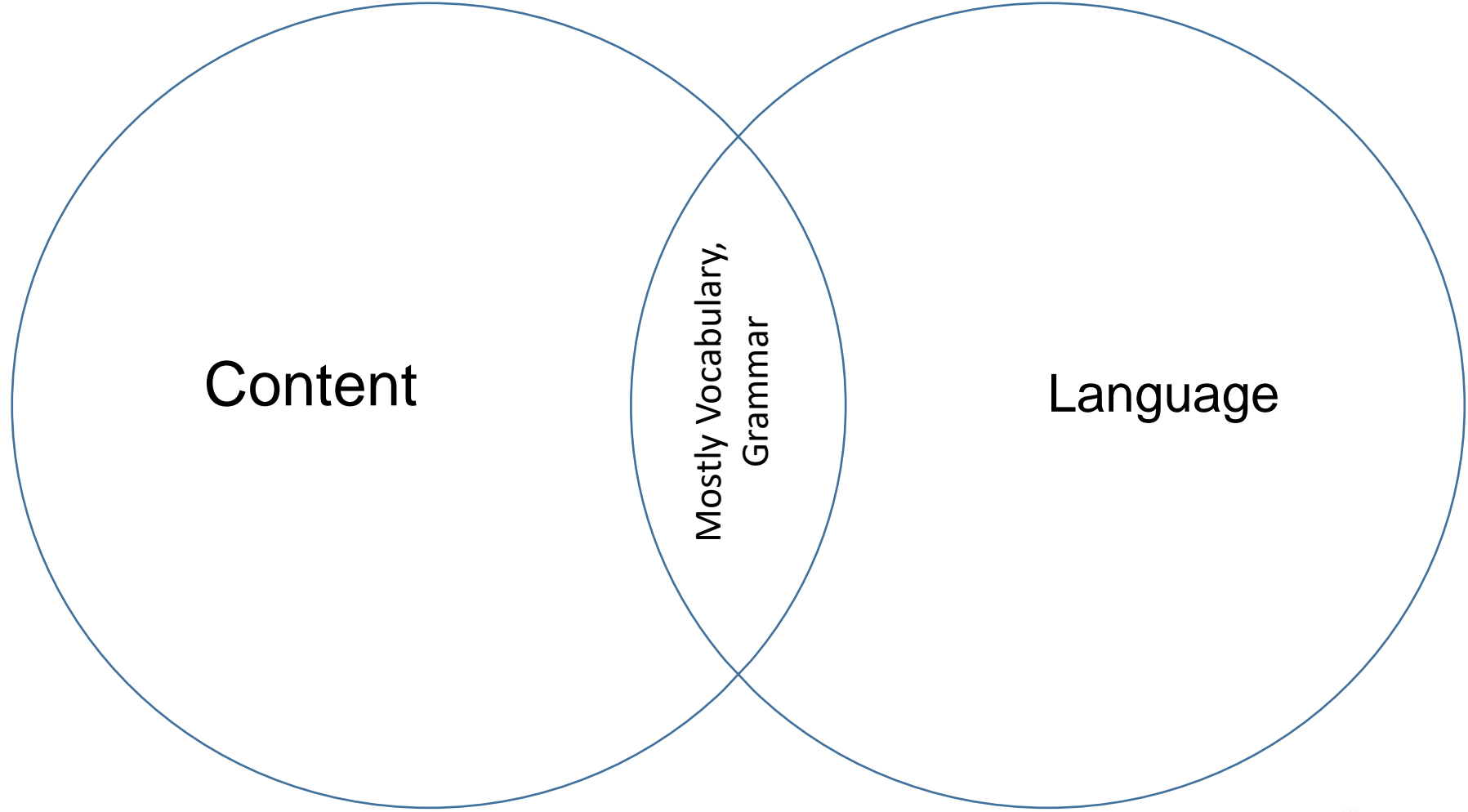
# The New Standards

- The Kansas Standards for English Learners, 2018, are designed for use by all educators who are involved in the teaching and support of English Learners (ELs).
- The premise of these standards is supporting individual students to gain a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of time as possible. Both social English and academic English are required to attain mastery of the English language and of school success.

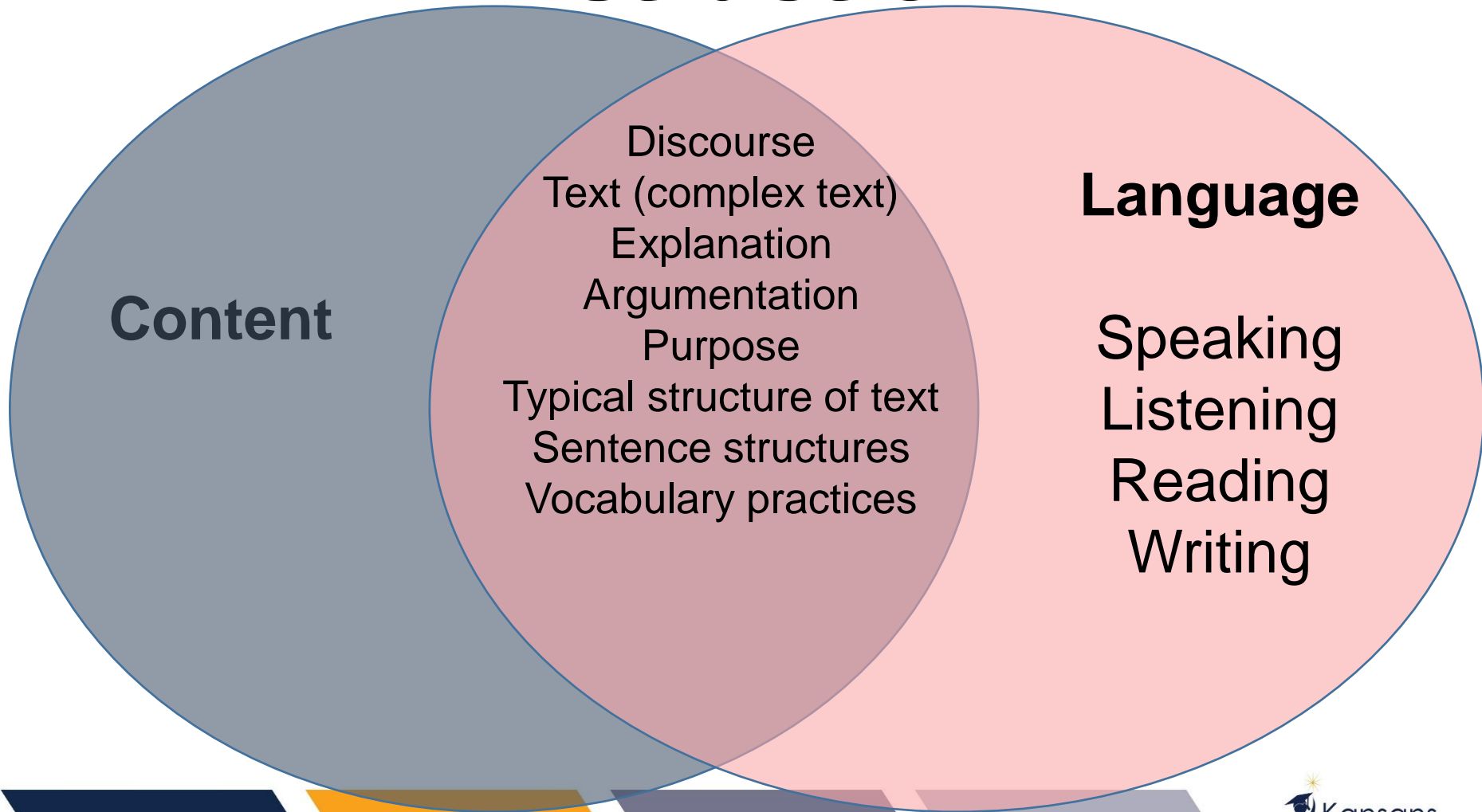
# What are they aligned to?

- They are drawn directly from the Kansas Standards for English Language Arts, 2017.
- They also align tightly to the previous Kansas EL Standards (ELPA21).
- The four domains of English Language Arts - Reading, Writing, Speaking and Listening are the foundations for these standards for ELs, as these domains apply to all students. As such, the English Learner standards are progressions of the specific grade level ELA standards within the four domains that squarely address language acquisition and development.

# Old Paradigm of English Instruction



# New Paradigm of English Instruction



**Go to [menti.com](https://www.menti.com) and use  
code 66 30 16**

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**2018  
Kansas Standards  
for English Learners**

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**Grades K-12**

Adopted September 11, 2018

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<http://www.edwordle.net/create.html#>



# Organization of the Document

- Overview *p. 4*
- Understanding the Standards *p. 5*
- Crosswalk for 2017 ELA Standards vs. Language acquisition and development along with alignment to previous ELPA 21 Standards *p. 6-7*
- How to Read the English Language Standards Codes *p. 8*
- Guiding Principles of Language Development *p. 8-9*
- Stages of Second Language Acquisition *p. 11*
- KS Standards for EL Performance Level Rubric *p. 12*
- Guiding Principles for Instructing ELs *p.13-14*
- Teaching Vocabulary to ELs and Tiered Words *p. 15-17*
- Classroom Supports for varying levels of proficiencies *p. 18-20*
- Standards with Tiered Vocabulary for K-12 *p. 21 -167*

# What are the KERP Standards?

“This standards document illuminates the critical language, knowledge about language and language skills that are necessary for ELs to be successful in schools.”

*Kansas English Language Proficiency (KERP) Standards (2018) document*

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# Organization of the Document

- **How to Read the English Language Standards Codes** *p. 8*
- **Guiding Principles of Language Development** *p. 8-9*
- **Stages of Second Language Acquisition** *p. 11*
- **KS Standards for EL Performance Level Rubric** *p. 12*
- **Guiding Principles for Instructing ELs** *p.13-14*
- **Standards for K-12** *p. 21 -167*

# Guiding Principles of Language Development

- Read all ten (10) principles
- Consider:
  - What are these principles saying?
  - How important are these principles as it relates to classroom instruction in content areas?
  - How can these principles aid in your teaching?



Consider: How can this backwards bicycle concept be applied to language acquisition for our ELs?

# Stages of Second Language Acquisition

- Read all five (5) stages, characteristics and approximate time frames
- Consider:
  - What stage (s) might my students fall in?
  - How might being aware of these stages guide your instruction?

# English Learners Performance Level Rubric

- Read the entire document
- **Go to [menti.com](https://www.menti.com) and use the code 12 07 60**

# Guiding Principles for Instructing ELs

- Read one (or more) of the principles
- Discuss:
  - What mindset do the Guiding Principles encourage educators to take about English Learners?

# **KELP Standards Foundations Self Check**

- What is the purposed of the KELP Standards?
- How do KELP Standards reflect other content area standards?

# How to Read the English Language Standards Codes



Domains:

RF - Reading Foundations

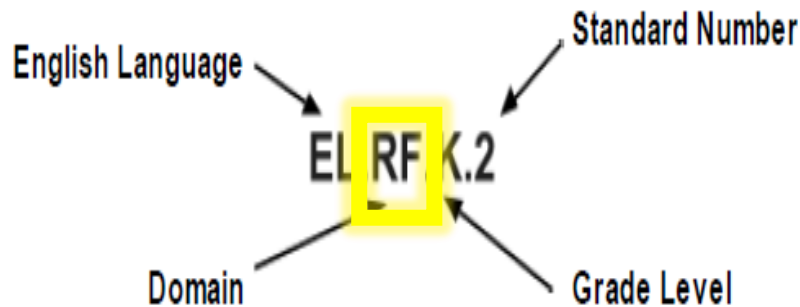
R - Reading Literature/Reading Informational

W - Writing

SL - Speaking and Listening



# How to Read the English Language Standards Codes



Domains:

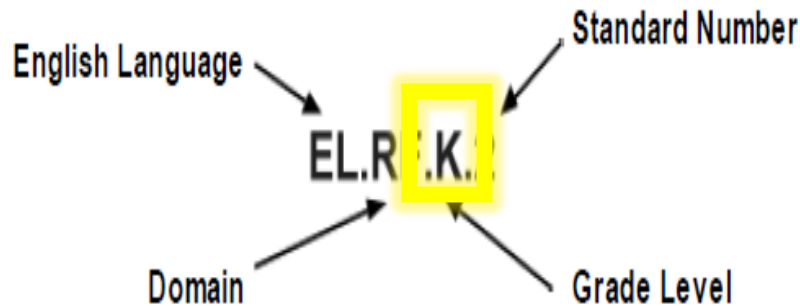
RF - Reading Foundations

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# How to Read the English Language Standards Codes



Domains:

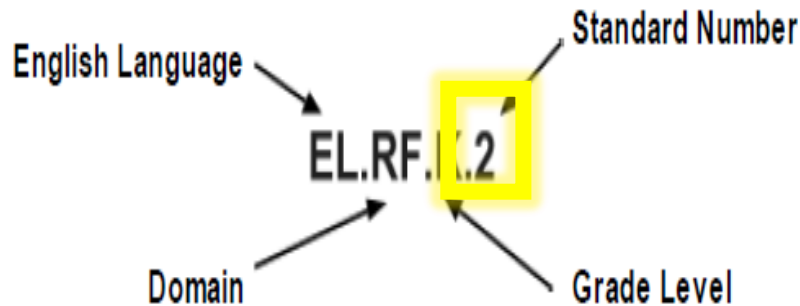
RF - Reading Foundations

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# How to Read the English Language Standards Codes



Domains:

RF - Reading Foundations

R - Reading Literature/Reading Informational

W - Writing

SL - Speaking and Listening

# Let's have a closer look

- Let's look at a few examples
  - 3<sup>rd</sup> Grade Reading Standards (pgs. 50-53 )
  - 9<sup>th</sup>- 10<sup>th</sup> Grade Reading Standards (pgs.132-135)
- What do you notice?

<b>Reading Standard</b>	<b>By the end of each English Language Performance Level, an English Language Learner will be able to...</b>
EL. RF.2	Demonstrate understanding of spoken words, syllables, and phonemes.
EL.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
EL.RF.4	Read with sufficient accuracy and fluency to support comprehension.
EL.R.1	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EL.R.4	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.
EL. R.8	Follow the logic of an argument based on the validity of the claim and evidence presented.
EL.R.10	Apply their knowledge of language and how it works to a variety of contexts & situations.
EL. R.11	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
EL. R.12	Understand word meanings, and nuances in word meanings when reading.
EL. R.13	Interpret meaning from a variety of texts on their own.

# Reading Standards

Standard	<i>By the end of each English Language Performance Level, an English Language Learner will be able to...</i>
<b>EL.RF.2</b>	Demonstrate understanding of spoken words, syllables, and phonemes.
<b>EL.RF.3</b>	Know and apply grade-level-phonics and word analysis skills in decoding words.
<b>EL.R.11</b>	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
<b>EL.R.12</b>	Understand word meanings, and nuances in word meanings when reading.
<b>EL.RF.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EL.R.1</b>	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>EL.R.8</b>	Follow the logic of an argument based on the validity of the claim and evidence presented.
<b>EL.R.13</b>	Interpret meaning from a variety of texts on their own.
<b>EL.R.4</b>	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.
<b>EL.R.10</b>	Apply their knowledge of language and how it works to a variety of contexts & situations.

Phonetic level

Word level

Passage level

Craft & structure

# Remember!

## Grade 4 Reading: Literature

<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>To address this standard, students <i>could</i>:</b>	
<ul style="list-style-type: none"> <li>Identify examples in the text to support thinking.</li> <li>Use text and text features to ask and answer key detail questions.</li> <li>Identify the location of the answer in the text (e.g., "according to the text", "the author stated").</li> <li>Explain what it means to make an inference.</li> <li>Use background knowledge and the text to make an inference.</li> </ul>	
<b>Kansas High School Graduates Can:</b>	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<a href="#">RL.3.1</a>
	<a href="#">RL.4.1</a>
	<a href="#">RL.5.1</a>
<b>Progression of Standard Across Grades</b>	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## English Language Standard Grade 4.1

<b>EL.R.4.1</b>	<b>Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>	Point to a picture or single word in response to a who or what text-dependent question.	Locate or give a detail from a simple text that answers a who, what, when, where text-dependent question.	Identify details in a text that answer explicit who, what, when, where, why, how text-dependent questions.	Identify details in a text that answer explicit and text-dependent questions.
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Writing Standard	By the end of each English Language Performance Level, an English Language Learner will be able to...
EL.W.4	Create texts appropriate for specific purposes, audiences, and tasks.
EL.W.10	Accurately and effectively use standard English grammar and usage when writing.
EL.W.11	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.
EL.W.12	Write routinely over varied time frames for a range of tasks, purposes, and audiences.



# Writing Standards

## Domain: EL Writing

Standard	
EL.W.10	Accurately and effectively use standard English grammar and usage when writing.
EL.W.11	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.
EL.W.4	Create texts appropriate for specific purposes, audiences, and tasks.
EL.W.12	Write routinely over varied time frames for a range of tasks, purposes, and audiences.

Language in Writing

Production of Writing

# Remember!

## Grade 6 Writing

W.6.10	<p>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns.</li> <li>Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.</li> <li>Maintain consistency in style and tone.</li> </ol>
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> <li>Identify and describe the tone in a piece of their own writing, and work to strengthen or change it to fit a specific purpose.</li> </ul>	
Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.
	<a href="#">W.5.10</a>
	<a href="#">W.6.10</a>
	<a href="#">W.7.10</a>

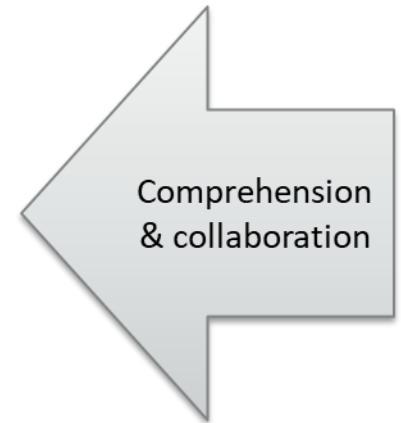
## English Language Standard W.6.10

EL.W.6.10	<p>Accurately and effectively use standard English grammar and usage when writing.</p>	<p>Produce writing that may include the following:</p> <ol style="list-style-type: none"> <li>Print many upper and lowercase letters.</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> </ol>	<p>present.</p> <p>Produce w includes th</p> <ol style="list-style-type: none"> <li>Use frec occurring verbs in w</li> <li>Use the frequently preposition work (e.g. out, on, of with). c. P expand co sentences language a</li> </ol>
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Speaking and Listening Standard	By the end of each English Language Performance Level, an English Language Learner will be able to...
EL.SL.1	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.
EL.SL.2	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.
EL.SL.3	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.
EL.SL.4	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.
EL.SL.6	Effectively adapt speech to fit a variety of contexts and communication situations.
EL.SL.7	Accurately and effectively use standard English grammar and usage when speaking.
EL.SL.8	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

# Speaking/Listening Standards

Standard	<i>By the end of each English Language Performance Level, an English Language Learner will be able to...</i>
EL.SL.1	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.
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EL.SL.6	Effectively adapt speech to fit a variety of contexts and communication situations.
EL.SL.7	Accurately and effectively use standard English grammar and usage when speaking.
EL.SL.8	Use a variety of context-appropriate words in a range of situations and engage in effective strategies to determining word meanings and adding new words to a personal vocabulary bank.



# Remember!

## Grades 9-10 Speaking and Listening

SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
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To address this standard, students *could*:

- Review the key ideas presented in academic discourse and incorporate the ideas of others.
- Analyze viewpoints when presented with new, relevant information.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.
-----------------------------------	--

## English Language Standard SL 9-10.1

EL.SL.9-10.1	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.	Offer single-word responses that indicate agreement or disagreement (yes/no).	Respond in simple sentences when addressed and s engagement even limited participat
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SL.8.1	SL.9-10.1	SL.11-12.1
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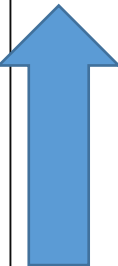


# **KELP Proficiency Descriptors**


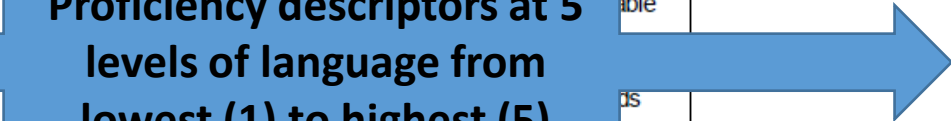
- For each grade level band there are set descriptors for each KELP Standard that explain to teachers what an English Learner can do at the five English language proficiency levels.
- Refer to pg. 12 in the State of Kansas English Language Proficiency (KELP) Standards (2018) document.

# KELP Proficiency Descriptors

## 4th GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
<b>By the end of each English Language Performance Level, an English Language Learner will be able to...</b>						
EL.RF.4.2 	<b>Demonstrate understanding of spoken words, syllables, and phonemes.</b>	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.

**Proficiency descriptors at 5 levels of language from lowest (1) to highest (5)**

# KELP Proficiency Descriptors Self Check

- Examine the proficiency descriptors at a particular grade level and/or grade band.
- Reflect:
  - How do the proficiency levels for each standard help educators understand what English Learners can do?
  - How do the proficiency descriptors help teachers determine the supports students need at different levels of English language proficiency?



## Overview

On September 11, 2018, the Kansas English Language Proficiency Standards (KELP) for English Learners were adopted by the Kansas Board of Education. Beyond understanding common English usage, ELs need to understand the language used for grade-level instruction in English language arts, mathematics, science, social studies and other content areas. The standards highlight and amplify the critical language, knowledge about language, and skills for using language that are necessary for ELs to be successful in school.

### Kansas English Language Proficiency Standards

Title	Description
<a href="#">Approved 2018 Kansas Standards for English Learners K-12</a>	Guidance for working with K- 12 students developing the English language.

### KELP Resources and Training Materials for K-12

Title
<a href="#">Foundations of the KELP Standards Training Video</a>
<a href="#">Foundations of the KELP Standards Training Video Slides</a>
<a href="#">Navigating the KELP Standards Training Video</a>
<a href="#">Navigating the KELP Standards Training Video Slides</a>

### Early Language Learning/Dual Language Learners

Title	Description
<a href="#">Pre-K English Language Proficiency Standards 2011</a>	Guidance for working with preschool children developing multiple languages

"TEACHERS WHO PUT RELATIONSHIPS FIRST  
DON'T JUST HAVE STUDENTS FOR ONE YEAR;  
THEY HAVE STUDENTS WHO VIEW THEM  
AS 'THEIR' TEACHER FOR LIFE."

—Educator Justin Tarte

#T2T

#KansansCan



# Thank You!



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Assessment

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