



Arizona English Language Proficiency Standards 2019





Arizona English Language Proficiency Standards 2019

Grade 1

ARIZONA DEPARTMENT OF EDUCATION
Office of English Language Acquisition Services (OELAS)

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Grade 1 Reading Foundational Standards

Oral Skills

Arizona's English Language Proficiency Standards: Reading Foundational Skills

1. Phonological Awareness:

- a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.
- b. Articulate the 44 phonemes accurately.
- c. Independently recite familiar rhymes, songs, chants and text with accurate pronunciation.
- d. Distinguish between initial, medial, and final spoken sounds to produce words.
- e. Orally produce groups of words that begin with the same initial sounds (alliteration).
- f. Distinguish between long and short vowel sounds in orally stated single-syllable words.
- g. Identify and generate a series of single-syllable rhyming words with a variety of phonograms.
- h. Segment multi-syllable words into syllables.
- i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.
- j. Form words by blending spoken simple onsets (/c/) and rimes (/at/).
- k. Recognize and produce a new word when a phoneme is changed, added, or removed.

Print Skills

Arizona’s English Language Proficiency Standards: Reading Foundational Skills

2. Print Concepts:

- a. Demonstrate understanding of the organization and basic features of print.
- b. Track text left to right and top to bottom with return sweep.
- c. Track written words with one-to-one correlation.
- d. Distinguish between uppercase and lowercase letters.
- e. Distinguish between letters, words, sentences, and paragraphs.
- f. Distinguish letters from numbers and symbols.
- g. Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts.
- h. Recognize the distinguishing features of a sentence.
- i. Identify capitalization and ending punctuation.
- j. Locate and identify the title, author, illustrator, title page, and table of contents of a book.

3. Phonics and Word Recognition (Decoding):

- a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.
- b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs.
- c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including
 - single letters
 - consonant blends
 - consonant/vowel digraphs (th, sh, ck)
 - diphthongs (ea, ie, ee)
 - r-controlled vowels
- d. Decode and blend a new word when a specific grapheme is changed, added, or removed.
- e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- f. Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).
- g. Decode and blend common inflectional endings in words (-s, -ed, -ing).
- h. Use word order and context to confirm decoding of text.

Grade 1 English Language Proficiency Standards

4. Fluency:

- a. Read with sufficient accuracy and fluency to support comprehension.
- b. Use punctuation to guide reading fluency, including the use of:
 - periods
 - question marks
 - exclamation points
 - commas
 - apostrophes
 - quotation marks
- c. Read grade-appropriate high frequency words and irregular sight words fluently.

Grade 1 English Language Proficiency Standards

RECEPTIVE COMMUNICATION
Listening and Reading

AZ ELP - Standard 1				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: respond, identify, repeat, restate, classify, compare, contrast, recount, recall, retell, describe Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> ask and answer questions, sequence, compare and contrast, justify, explain Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> summarize, analyze</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> Pre-Emergent/Emergent: familiar text or topics, repeat verbally what was said (restate), sentence frame or syntax formula for response, picture cards, read aloud or audio text, anchor charts with terms and pictures, graphic organizers (cloze notes), chunked or much smaller portion of whole text Basic: familiar topics, sentence stems, picture cards with words, word banks/walls, chunked or highlighted text, text structure chart, anchor charts with terms and pictures, graphic organizers (sequencing, text structure), hands-on manipulatives for retelling Intermediate: audio text, subtitles in English (for videos), anchor charts, graphic organizers (sequencing, text structure, or student choice)</p>
	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	
	PE/E-1: respond to simple literal questions.	B-1: ask and answer questions such as who, what, where, why, when, and how about key details in a text.	I-1: ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.	
	PE/E-2: identify key words and phrases in a variety of literary texts and presentations.	B-2: identify key details in a variety of literary texts and presentations.	I-2: retell stories to include key details in a variety of literary texts and presentations.	
	PE/E-3: restate a sequence of events using key words.	B-3: sequence a series of events using key words and phrases.	I-3: sequence a series of events using transitions.	
	PE/E-4: identify the topic of literary texts and presentations.	B-4: identify the central idea of literary texts and presentations.	I-4: identify the central idea of literary texts and presentations.	
	PE/E-5: identify basic similarities and differences within a familiar text.	B-5: identify and describe similarities and differences within a text.	I-5: identify and describe similarities and differences within a text.	

(format revised June 2024; the “AZ ELA Standard Alignment” column was moved to Appendix B)

Grade 1 English Language Proficiency Standards

RECEPTIVE COMMUNICATION
Listening and Reading

AZ ELP - Standard 2				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
determine the meaning of words and phrases in oral presentations and literary and informational text.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: answer questions, identify, repeat, restate, recount, recall, retell, describe</p> <p>Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> determine the meaning, explain, justify</p> <p>Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> summarize, analyze</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: familiar text or topics, repeat verbally what was said (restate), sentence frame or syntax formula for response, picture cards, anchor charts with terms and pictures, teacher-created picture dictionary (specific terms/words), real or hands-on manipulatives for vocabulary (realia), hand/body movements</p> <p>Basic: familiar topics, sentence stems, picture cards with words, word banks/walls, anchor charts with terms and pictures, graphic organizers, hands-on manipulatives for vocabulary, term/vocabulary comparison, breaking down morphology of words, use of a dictionary, consider homographs and homophones, multiple meaning words across content areas</p> <p>Intermediate: anchor charts, graphic organizers, concrete examples to reference common idiomatic expressions</p>
	PE/E-1: answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	B-1: determine the meaning of general academic, and content-specific words and phrases, and some common expressions.	I-1: determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.	

Grade 1 English Language Proficiency Standards

PRODUCTIVE COMMUNICATION
Speaking and Writing

AZ ELP - Standard 3				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
speak and write about grade appropriate complex literary and informational texts and topics.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: tell or show, add drawings, write</p> <p>Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> add visual displays, produce writing</p> <p>Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> orally present, add illustrations or other visual displays to clarify thought, compose writing</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: familiar topic (keep the options limited), sentence frame or syntax formula for response, vocabulary chart with pictures, word banks/walls, picture/word cards, picture dictionary, graphic organizer (with cloze notes), graphic organizer for planning, framed structure to pre-write presentation to read (script)</p> <p>Basic: familiar topics (provide an option), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), sequencing graphic organizer, graphic organizer for planning, purposeful use of transition words and phrases, plan for specific sentence/syntax structures, use of a dictionary, pre-write presentation to read (script)</p> <p>Intermediate: choice of topic, sentence frame (compound/complex sentences), word banks, text structure anchor charts, graphic organizer for planning (option for choice), sentence/syntax structures (pushing to compound and complex sentences), use of a dictionary or thesaurus, pre-write notes for presentation</p>
	PE/E-1: communicate simple information or feelings about familiar topics, experiences, or events.	B-1: communicate simple messages about a variety of topics, experiences, or events.	I-1: communicate oral presentations about a variety of topics, experiences, or events.	
	PE/E-2: add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.	B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.	I-2: add appropriate drawings or other visual displays to clarify thoughts, feelings, and ideas about a variety of topics, experiences, or events.	
	PE/E-3: compose written statements about familiar text and topics using appropriate conventions.	B-3: compose short written texts using appropriate conventions (narrative and informational).	I-3: compose written narratives and informational texts using appropriate conventions.	
	PE/E-4: produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.	B-4: produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.	I-4: produce writing with appropriate organization on a variety of topics, experiences, or events.	

(format revised June 2024; the “AZ ELA Standard Alignment” column was moved to Appendix B)

Grade 1 English Language Proficiency Standards

PRODUCTIVE COMMUNICATION
Speaking and Writing

AZ ELP - Standard 4				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
construct grade appropriate oral and written claims and support them with reasoning and evidence.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: express an opinion, identify and use words Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> state an opinion, explain, identify and use phrases Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> justify, summarize, conclude</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> Pre-Emergent/Emergent: familiar topic to form an opinion, opinion frame or syntax formula, vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, graphic organizer (with cloze notes), framed structure to pre-write response, chunked or slimmed response (1 to 2 sentences) Basic: familiar topics (provide an option), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, purposeful use of transition words and phrases, plan for specific sentence/syntax structures, use of a dictionary, pre-write presentation to read (script) if verbally sharing, chunked or slimmed response (3+ sentences; you can expect simple and compound sentences) Intermediate: choice of topic, persuasive/claim and evidence frame, word banks, text structure anchor charts, graphic organizer for planning (option for choice), sentence/syntax structures (pushing to compound and complex sentences), use of a dictionary or thesaurus, pre-write notes for verbally sharing, chunked response (at least one paragraph; varied sentence types)</p>
	PE/E-1: express an opinion using words and/or illustrations about a familiar topic.	B-1: express an opinion or preference using phrases about a familiar topic or story	I-1: express an opinion about a given topic or story and use justification.	
	PE/E-2: identify and use words that signal closure.	B-2: identify and use phrases that signal closure.	I-2: provide a sense of closure to an opinion.	

Grade 1 English Language Proficiency Standards

PRODUCTIVE COMMUNICATION
Speaking and Writing

AZ ELP - Standard 5				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
adapt language choices to purpose, task, and audience when speaking and writing.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: respond to questions and suggestions, demonstrate, describe, inform, compare, contrast</p> <p>Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> ask questions, explain, compare and contrast</p> <p>Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> assess, justify</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: familiar topic, sentence frame or syntax formula vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, graphic organizer (with cloze notes), framed structure to pre-write response, frame academic responses (academic language rather than informal language), overtly model how to adapt language to task or audience</p> <p>Basic: familiar topics (provide an option), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, plan for specific sentence/syntax structures, frames for academic responses (academic language rather than informal language), overtly model how to adapt language to task or audience</p> <p>Intermediate: choice of topic, persuasive/claim and evidence frame, word banks, text structure anchor charts, graphic organizer for planning (option for choice), sentence/syntax structures (pushing to compound and complex sentences), dictionary or thesaurus, pre-write notes for verbally sharing, varied sentence structures</p>
	PE/E-1: respond to questions and suggestions from peers and add details to writing.	B-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.	I-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.	
	PE/E-2: demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	B-2: demonstrate awareness of differences between informal playground speech and language appropriate to the classroom.	I-2: shift appropriately between informal “playground speech” and language appropriate to the classroom.	

(format revised June 2024; the “AZ ELA Standard Alignment” column was moved to Appendix B)

Grade 1 English Language Proficiency Standards

INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 6				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: listen, respond, answer questions</p> <p>Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> participate, ask questions</p> <p>Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> ask and answer questions, discuss, debate</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: familiar topic or text, vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, graphic organizer (with cloze notes), framed structure to pre-write response (sentence or syntax frame), student selection of a question to ask or provide question frames, step-by-step directions with visuals, repeating verbally, metacognition</p> <p>Basic: familiar texts and/or topics, sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, plan for specific sentence/syntax structures, question frames or stems, use of a framed script, step-by-step directions for conversation, conversation frames</p> <p>Intermediate: choice of topic, sentence/paragraph frame for response with evidence, word banks, graphic organizer (option for choice), sentence/syntax structures (pushing to compound and complex sentences), pre-write notes for verbal conversations, responses using varied sentence structures</p>
	PE/E-1: listen to short conversations about familiar topics and respond using gestures, words, and simple phrases.	B-1: participate in short discussions and/or written exchanges.	I-1: participate in discussions and/or written exchanges about a variety of topics.	
	PE/E-2: respond to simple yes-no and some wh- questions about familiar topics.	B-2: ask simple yes-no and wh- questions about familiar topics.	I-2: ask and answer questions about a variety of grade-appropriate topics.	
	PE/E-3: follow basic rules of discussion about familiar topics.	B-3: follow the rules for discussion.	I-3: follow the rules for discussion.	

Grade 1 English Language Proficiency Standards

INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 7

By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
conduct research and evaluate and communicate findings to answer questions or solve problems.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: label, write, name, respond, inform</p> <p>Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> record, explain, evaluate</p> <p>Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> analyze, justify, summarize</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: familiar topic, vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, graphic organizer (with cloze notes), framed structure to pre-write response (sentence frame or syntax formula), metacognition, retelling manipulatives (picture cards or “chips”), use of a picture dictionary (pre-made or teacher-made)</p> <p>Basic: familiar topics (allow for choice), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, plan for specific sentence/syntax structures, paragraph frame, use of a dictionary, expected exemplar response(s), responses in simple sentence(s) and compound sentences</p> <p>Intermediate: choice of topic, evidence frame, word banks, graphic organizer (option for choice), use of a dictionary or thesaurus, choice of resources, modeled sentence/syntax structures (pushing to compound and complex sentences), sample exemplar response(s), responses using varied sentence structures</p>
	PE/E-1: label information and observations in simple notes.	B-1: record information and observations in guided notes.	I-1: record information and observations in organized notes.	
	PE/E-2: respond to a question or problem based on provided information from resources.	B-2: respond to a question or problem based on gathered information from provided source.	I-2: respond to a question or problem based on relevant personal experience or gathered information.	

Grade 1 English Language Proficiency Standards

INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 8				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
analyze and critique the arguments of others orally and in writing.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: identify, verbalize, respond</p> <p>Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> ask questions, answer questions, write</p> <p>Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> ask and answer questions</p> <p><u>Language forms include but are not limited to:</u></p> <p>*Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u></p> <p>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: familiar topic, vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, graphic organizer (with cloze notes), framed structure to pre-write response (sentence frame or syntax formula), metacognition, retelling manipulatives (picture cards or “chips”), pre-written responses or script, repeating verbally</p> <p>Basic: familiar topics (allow for choice), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, plan for specific sentence/syntax structures, paragraph frame, use of a dictionary, expected exemplar response(s), responses in simple sentence(s) and compound sentences, prewrite responses</p> <p>Intermediate: choice of topic, word banks, graphic organizer (option for choice), modeled sentence/syntax structures (pushing to compound and complex sentences), sample exemplar response(s), responses using varied sentence structures, question frames, use of note cards to prepare questions and responses</p>
	PE/E-1: orally identify one reason an author or a speaker gives to support a point.	B-1: orally and/or in writing identify one or two reasons an author or speaker gives to support the points.	I-1: orally and/or in writing identify relevant reasons an author or speaker gives to support the points.	
	PE/E-2: respond to yes-no, either-or, and wh- questions about what an author or speaker says.	B-2: ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	I-2: ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.	

Grade 1 English Language Proficiency Standards

LANGUAGE

Standards 9 and 10 are to be used across Standards 1-8

AZ ELP - Standard 9				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
create clear and coherent grade-appropriate speech and text.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: identify, apply, compare, link ideas Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> contrast, sequence Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> demonstrate, compare and contrast</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10. <u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL's need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> Pre-Emergent/Emergent: familiar topic, vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, graphic organizer (with cloze notes), framed structure to pre-write response (sentence frame or syntax formula), metacognition, picture cards for sequencing Basic: familiar topics (allow for choice), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, sentence/response stems, paragraph frame, expected exemplar response(s), responses in simple sentence(s) and compound sentences, prewrite responses, cards with linking or temporal words to aide in sequencing Intermediate: choice of topic, word banks, graphic organizer (option for choice), modeled sentence/syntax structures (pushing to compound and complex sentences), sample exemplar response(s), responses using varied sentence structures, choice in variation of linking or temporal words</p>
	PE/E-1: apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	B-1: apply understanding of how text types are organized in increasing complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	I-1: apply understanding of how text types are organized in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	
	PE/E-2: apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.	

(format revised June 2024; the "AZ ELA Standard Alignment" column was moved to Appendix B)

Grade 1 English Language Proficiency Standards

LANGUAGE

Standards 9 and 10 are to be used across Standards 1-8

AZ ELP - Standard 10				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
make accurate use of standard English to communicate in grade appropriate speech and writing.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: recognize, select Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> decide, demonstrate Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> distinguish, utilize, extend</p> <p><u>Language forms include but are not limited to:</u> <i>*Specific language forms include the parts of speech within this ELP Standard.</i></p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL's need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> Pre-Emergent/Emergent: use very familiar topics for application and practice, sentence frame (simple syntax structures), picture cards (parts of speech, phrases, or clauses), cloze notes or syntax structures, anchor chart with key words to indicate connections, visual-based grammar wall, application and usage in phrases and simple sentence(s)</p>
	PE/E-1: using some familiar singular and plural nouns.	B-1: using an increasing range of singular and plural nouns.	I-1: using grade-appropriate singular and plural nouns.	
	PE/E-2: using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	B-2: using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	
	PE/E-3: recognizing possessive nouns (e.g., That is Mary's backpack.).	B-3: using possessive with some familiar nouns (e.g., That is Mary's backpack.).	I-3: using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack).	
	PE/E-4: beginning to use personal subject and object pronouns.	B-4: using personal subject and object pronouns.	I-4: using personal (subject and object), possessive, and indefinite pronouns.	
	PE/E-5: using familiar verbs in the present progressive.	B-5: using verbs distinguishing present progressive and simple present.	I-5: using verbs in the past progressive.	

Grade 1 English Language Proficiency Standards

	<p>PE/E-6: using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., <i>had, was, went</i>).</p>	<p>B-6: using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., <i>ate, ran, sang</i>).</p>	<p>I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., <i>drank, sat, wrote</i>).</p>	<p>Basic: use familiar topics for application and practice, sentence stem (simple and compound syntax structures), cloze notes or syntax structures, anchor chart with key words to indicate connections, visual-based grammar wall, responses in compound sentence structures</p> <p>Intermediate: choice of topics for application and practice, response stems (varied syntax structures), domain-specific words included on a grammar wall (may be an independent/personal version), content-based anchor charts with connections to grammar/syntax, sample exemplar response(s), responses using varied syntax and sentence structures (simple, compound, complex), push to use compound and complex sentences</p>
	<p>PE/E-7: using some familiar verbs in the future with “going to”.</p>	<p>B-7: using an increasing range of verbs in the future with “going to” and “will”.</p>	<p>I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p>	
	<p>PE/E-8: applying subject-verb agreement using familiar nouns and verbs.</p>	<p>B-8: applying subject-verb agreement using an increasing range of nouns and verbs.</p>	<p>I-8: applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	
	<p>PE/E-9: recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p>B-9: using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p>I-9: using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	
	<p>PE/E-10: beginning to use some frequently occurring prepositional phrases (e.g., <i>on the table</i>) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p>B-10: using a wider range of prepositional phrases (e.g., <i>after lunch</i>) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p>I-10: using a variety of prepositional phrases (e.g., <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause).</p>	
	<p>PE/E-11: using some simple, frequently occurring conjunctions (e.g., <i>and, but</i>).</p>	<p>B-11: using a wider range of frequently occurring conjunctions (e.g., <i>and, but, because</i>).</p>	<p>I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	
	<p>PE/E-12: beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.</p>	<p>B-12: increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>	<p>I-12: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences</p>	