# Arizona English Language Proficiency Standards 2019

# Arizona English Language Proficiency Standards 2019

## Grades 2-3

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**Grades 2-3 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. Read contractions.

i. Use word order and context to confirm decoding of text.

**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.

## 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** |
| | **Pre-Emergent/ Emergent** | **→ Basic** | **→ Intermediate** | |
| construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. | 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: | ***Language functions include but are not limited to:*** **Pre-Emergent/Emergent:** answer questions, identify, retell, compare **Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: ask questions, describe, justify, determine, recount **Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: interpret, analyze, explain, ask and answer questions |
| | **PE/E-1:** respond to simple literal questions. | **B-1:** ask and answer questions by using evidence from a text. | **I-1:** ask and answer questions about key details that support the main idea by using evidence from a text. | ***Language forms include but are not limited to:*** *Specific language forms can predominately be found in the PIs of Standard 10. |
| | **PE/E-2:** identify the main topic. | **B-2:** determine the central topic or message. | **I-2:** explain the central idea, lesson, and moral using key details. | ***Student discourse structures include but are not limited to:*** Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups) |
| | **PE/E-3:** identify details. | **B-3:** identify key details that support the main idea or message. | **I-3:** explain how key details support the main idea or message. | ***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.*** ***These supports may include but are not limited to:*** |
| | **PE/E-4:** retell a familiar text using key words and phrases. | **B-4:** retell a variety of texts using key details. | **I-4:** recount a variety of texts using key details. | **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 |
| | **PE/E-5:** identify similarities and differences within a text. | **B-5:** identify and describe similarities and differences between two texts. | **I-5** identify and describe similarities and differences between two texts. | **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) |

**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: | ***Language functions include but are not limited to:*** **Pre-Emergent/Emergent:** recognize, identify, apply, reference **Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: determine, define **Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: analyze, interpret, explain |
| | **PE/E-1:** recognize the meaning of frequently occurring words, phrases, and expressions. | **B-1:** determine the meaning of frequently occurring academic and content-specific words and phrases. | **I-1:** determine the meaning of less-frequently occurring words and phrases and content specific words. | ***Language forms include but are not limited to:*** *Specific language forms can predominately be found in the PIs of Standard 10.* ***Student discourse structures include but are not limited to:*** Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups) |
| | **PE/E-2:** recognize the meanings of common idiomatic expressions. | **B-2:** determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events. | **I-2:** determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. | ***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.*** ***These supports may include but are not limited to:*** **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 |
| | **PE/E-3:** apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words. | **B-3:** apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words. | **I-3:** apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words. | **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 **Intermediate:** anchor charts, graphic organizers, concrete examples to reference idiomatic expressions and figurative language |

## 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: | ***Language functions include but are not limited to:*** **Pre-Emergent/Emergent:** identify, deliver, compose, define **Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: develop **Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: produce, interpret, explain |
| | **PE/E-1:** deliver short oral presentations that include a few details. | **B-1:** deliver short oral presentations that include some details to develop a topic. | **I-1:** deliver oral presentations that include details and examples to develop a topic. | ***Language forms include but are not limited to:*** *Specific language forms can predominately be found in the PIs of Standard 10. ***Student discourse structures include but are not limited to:*** Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups) |
| | **PE/E-2:** compose written narratives using appropriate conventions about familiar topics and experiences that include details. | **B-2:** compose written narratives using appropriate conventions that include details to develop a topic. | **I-2:** compose written narratives using appropriate conventions that include details and examples to develop a topic. | ***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.*** ***These supports may include but are not limited to:*** |
| | **PE/E-3:** compose informational texts using familiar texts, and topics that include details while using appropriate conventions. | **B-3:** compose informational texts that include details to develop a topic while using appropriate conventions. | **I-3:** compose informational texts that include details and examples to develop a topic while using appropriate conventions. | **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) **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) |
| | **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. | **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 |

**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: | *Language functions include but are not limited to:*<br>**Pre-Emergent/Emergent:** identify, express, support, define, use<br>**Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: supply a reason, conclude<br>**Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: apply, interpret, summarize |
| | **PE/E-1:** express an opinion on a provided topic or text. | **B-1:** express an opinion on a topic or text. | **I-1:** express an opinion about a given topic or text. | *Language forms include but are not limited to:*<br>*Specific language forms can predominately be found in the PIs of Standard 10.<br>*Student discourse structures include but are not limited to:*<br>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups) |
| | **PE/E-2:** supply a reason that supports the opinion. | **B-2:** supply a reason that supports the opinion and is based on some textual evidence. | **I-2:** supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. | *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.*<br>*These supports may include but are not limited to:* |
| | **PE/E-3:** use simple words that signal actions and emotions. | **B-3:** use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs. | **I-3:** use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. | **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)<br>**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) |
| | **PE/E-4:** provide a sense of closure to an opinion. | **B-4:** provide a concluding statement to an opinion. | **I-4:** provide a conclusion that summarizes the opinion presented. | **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) |

## 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: | **_Language functions include but are not limited to:_**<br>**Pre-Emergent/Emergent:** identify, use, differentiate, deliver<br>**Basic:** _ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following_: categorize, infer<br>**Intermediate:** _ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following_: implement, interpret |
| | **PE/E-1:** demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom. | **B-1**: demonstrate awareness of differences between informal "playground speech" and language appropriate to the classroom. | **I-1:** shift appropriately between informal "playground speech" and language appropriate to the classroom. | **_Language forms include but are not limited to:_**<br>*Specific language forms can predominately be found in the PIs of Standard 10.<br>**_Student discourse structures include but are not limited to:_**<br>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)<br><br>**_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._**<br>**_These supports may include but are not limited to:_** |
| | **PE/E-2:** use words and phrases that signal actions and emotions. | **B-2:** use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs. | **I-2:** use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. | **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, frames for academic responses (academic language rather than informal language), overtly model how to adapt language to task or audience<br>**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, overtly model how to adapt language to task or audience<br>**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, responses using varied sentence structures |

## 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: | ***Language functions include but are not limited to:***<br>**Pre-Emergent/Emergent:** listen, respond, answer questions<br>**Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: participate, ask questions<br>**Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: analyze, interpret, ask and answer questions |
| | **PE/E-1:** participate in short conversations and discussions about familiar topics. | **B-1:** participate in discussions about familiar topics and texts. | **I-1:** participate in extended conversations and discussions about a variety of topics and texts. | ***Language forms include but are not limited to:***<br>*Specific language forms can predominately be found in the PIs of Standard 10.*<br>***Student discourse structures include but are not limited to:***<br>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups) |
| | **PE/E-2:** participate in short written exchanges about familiar topics. | **B-2:** participate in written exchanges about familiar topics and texts. | **I-2:** participate in extended written exchanges about a variety of topics and texts. | ***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.***<br>***These supports may include but are not limited to:*** |
| | **PE/E-3:** follow basic rules for discussion. | **B-3:** follow rules for discussion. | **I-3**: express own ideas using the rules for discussion. | **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 |
| | **PE/E-4:** respond to simple yes-no and wh- questions. | **B-4:** ask questions to gain information or clarify understanding. | **I-4**: pose and respond to relevant questions about a variety of topics and texts. | **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 |
| | **PE/E-5:** contribute own comments. | **B-5:** respond to comments of others. | **I-5**: build on the ideas of others. | **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 |

**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: | ***Language functions include but are not limited to:*** **Pre-Emergent/Emergent:** identify, gather information, answer questions **Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: respond, ask questions **Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: organize, analyze, interpret, ask and answer questions ***Language forms include but are not limited to:*** *Specific language forms can predominately be found in the PIs of Standard 10. ***Student discourse structures include but are not limited to:*** Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups) |
| | **PE/E-1:** gather information from provided resources to answer questions. | **B-1:** gather information from multiple provided resources to answer questions. | **I-1:** gather information from print and digital provided resources to answer questions. | |
| | **PE/E-2:** respond to a question or problem based on information from provided resources. | **B-2:** respond to a question or problem based on gathered information from multiple sources, including personal experience. | **I-2:** respond to a question or problem based on gathered information from multiple (personal experience, digital, and print) sources. | ***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.*** ***These supports may include but are not limited to:*** **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 (teacher-made) **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 **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 |

## 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: | ***Language functions include but are not limited to:*** <br> **Pre-Emergent/Emergent:** identify, answer questions, use <br> **Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: recount, evaluate, respond <br> **Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: analyze, interpret, justify |
| | **PE/E-1:** identify a reason an author or speaker gives to support a main point. | **B-1**: tell how one or two reasons support the specific points an author or a speaker makes. | **I-1**: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. | ***Language forms include but are not limited to:*** <br> *Specific language forms can predominately be found in the PIs of Standard 10. <br> ***Student discourse structures include but are not limited to:*** <br> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups) |
| | **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. | ***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.*** <br> ***These supports may include but are not limited to:*** <br> **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 |
| | **PE/E-3:** use describing words. | **B-3**: use general academic and domain-specific words and phrases. | **I-3**: use general academic and domain-specific words and phrases that signal spatial and temporal relationships. | **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 <br> **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 |

# 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: | *Language functions include but are not limited to:*<br>**Pre-Emergent/Emergent:** identify, differentiate, determine<br>**Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: sequence, recognize, appropriate usage<br>**Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: evaluate, interpret, analyze, justify |
| | **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 when writing and speaking in increasingly 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 when writing and speaking 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). | *Language forms include but are not limited to:*<br>*Specific language forms can predominately be found in the PIs of Standard 10.<br>*Student discourse structures include but are not limited to:*<br>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)<br><br>***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.***<br>*These supports may include but are not limited to:*<br>**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 |
| | **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. | **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<br>**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 |

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

| AZ ELP - Standard 10 | | | | |
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| **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: | ***Language functions include but are not limited to:*** **Pre-Emergent/Emergent:** identify, use **Basic:** *ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following*: recognize, apply **Intermediate:** *ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following*: differentiate, determine, manipulate |
| | **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. | ***Language forms include but are not limited to:*** *Specific language forms include the parts of speech within this ELP Standard. |
| | **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). | ***Student discourse structures include but are not limited to:*** Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups) |
| | **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.). | ***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.*** |
| | **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. | ***These supports may include but are not limited to:*** **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) |
| | **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. | |

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|---|---|---|---|
| **PE/E-6:** using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went). | **B-6:** using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang). | **I-6:** using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote). | **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 |
| **PE/E-7:** using some familiar verbs in the future with "going to". | **B-7:** using an increasing range of verbs in the future with "going to" and "will". | **I-7:** using grade-appropriate verbs in the future with "going to" and "will". | **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 |
| **PE/E-8:** applying subject-verb agreement using familiar nouns and verbs. | **B-8:** applying subject-verb agreement using and increasing range of nouns and verbs. | **I-8:** applying subject-verb agreement using grade-appropriate nouns and verbs. | |
| **PE/E-9:** recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). | **B-9:** using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). | **I-9:** using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). | |
| **PE/E-10:** beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process. | **B-10:** using a wider range of prepositional phrases (e.g., after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process. | **I-10:** using a variety of prepositional phrases (e.g. ,toward the playground) to provide detail (e.g., time, manner, place, cause). | |
| **PE/E-11:** using some simple, frequently occurring conjunctions (e.g., and, but). | **B-11:** using a wider range of frequently occurring conjunctions (e.g., and, but, because). | **I-11:** using frequently occurring conjunctions (e.g., and, but, or, so, because). | |
| **PE/E-12:** beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences. | **B-12:** increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. | **I-12:** using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. | |