



# Arizona English Language Proficiency Standards 2019





# Arizona English Language Proficiency Standards 2019

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## Grades 4-5

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

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**Grades 4-5 Reading Foundational Standards**

**Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics**

**No or little spoken English proficiency:** Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).

**Spoken English proficiency:** Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.

**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.
- b. Produce the 44 phonemes with verbal modeling and visual cues.
- c. Orally produce the initial and final sounds (not the letter) of a spoken word.
- d. Identify short vowel sounds in orally stated single-syllable words (e.g., hen, hat, mad, etc.).
- e. Identify long vowel sounds in orally stated single-syllable words (e.g., kite, made, cake, etc.).
- f. Segment sentences into words.
- g. Segment multi-syllabic words into syllables (/but/ter/fly/).
- h. Blend spoken simple onsets and rimes to form real words (onset /c/ and rime /at/).
- i. Blend spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/).
- j. Recognize the new spoken word when a specified phoneme is added, changed or removed.
- k. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun vs. run, man, etc.).

**Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics**

**No or little native language literacy:** Students will need instruction in print concepts.

**Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian):** Students will be familiar with print concepts and will need instruction in learning the Latin alphabet for English, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).

**Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish):** Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).

**Print Skills**

**Arizona’s English Language Proficiency Standards: Reading Foundational Skills**

**2. Print Concepts:**

- a. Demonstrate the command of left to right, top to bottom directionality, and return sweep when handling reading materials.
- b. Track the one to one correlation between spoken and printed word.
- c. Identify letters, words and sentences and their distinguishing features (e.g., capitalization, ending punctuation, etc.).
- d. Locate organizational features of a book (e.g., title, author, and table of contents) with instructional support.

**3. Phonics and Word Recognition (Decoding):**

- a. Recognize and naming uppercase and lowercase letters of the alphabet.
- b. Produce sounds represented by the single-lettered consonant and vowel graphemes.
- c. Read regularly spelled one and two-syllable words and compound words including consonant blends (bl, st, and tr).
- d. Read one and two-syllable words using letter-sound knowledge.
- e. Identify base words (walk, clean, dress) that have been modified by inflectional endings.
- f. Identify inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).
- g. Repeat and read given words with common prefixes, suffixes and roots including the endings -tion, -sion.
- h. Read contractions.
- i. Use word order and context to confirm decoding of text.

**4. Fluency:**

- a. Read high frequency words, sight words, sentences and short passages from familiar patterned text (e.g., poems and chants, etc.) with fluency (e.g., accuracy, appropriate phrasing, and attention to punctuation).

Grades 4-5 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
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> identify, answer questions, retell, restate, compare, recount, recall</p> <p><b>Basic:</b> <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, sequence, classify, contrast, explain</p> <p><b>Intermediate:</b> <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, compare and contrast, analyze, describe, justify</p> <p><b><u>Language forms include but are not limited to:</u></b> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> familiar text or topics, repeat verbally what was said (restate), word banks or visual word walls, 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</p> <p><b>Basic:</b> 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</p> <p><b>Intermediate:</b> audio text, subtitles in English (for videos), anchor charts, graphic organizers (sequencing, text structure, or student choice)</p>
	<b>PE/E-1:</b> identify the central topic and key details.	<b>B-1:</b> determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.	<b>I-1:</b> determine central ideas (in informational texts) and themes (in literary texts) and explain how they are supported by key details.	
	<b>PE/E-2:</b> retell a familiar text including specific details and information.	<b>B-2:</b> recount a text including specific details and information.	<b>I-2:</b> summarize a text including specific details and information.	
	<b>PE/E-3:</b> identify similarities and differences within a text.	<b>B-3:</b> identify and describe similarities and differences within a text.	<b>I-3:</b> compare and contrast details from multiple texts.	
	<b>PE/E-4:</b> establish connections between visual supports and text.	<b>B-4:</b> utilize visual information to understand the text.	<b>I-4:</b> explain how the visual information supports the text.	

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

Grades 4-5 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**  
*Listening and Reading*

<b>AZ ELP - Standard 2</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	
determine the meaning of words and phrases in oral presentations and literary and informational text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> answer questions, identify, restate, recall, retell</p> <p><b>Basic:</b> <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, respond, sequence, classify, compare, contrast, justify, explain, describe, recount</p> <p><b>Intermediate:</b> <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, compare and contrast, analyze</p> <p><b><u>Language forms include but are not limited to:</u></b></p> <p>*Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b></p> <p>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> familiar text or topics, repeat verbally what was said (restate), sentence frame or syntax formula for response, picture cards, cloze notes, anchor charts with terms and pictures, teacher-created picture dictionary, real or hands-on manipulatives for vocabulary (realia), hand/body movements</p> <p><b>Basic:</b> 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><b>Intermediate:</b> anchor charts, graphic organizers, concrete examples to reference idiomatic expressions and figurative language</p>
	<b>PE/E-1:</b> recognize the meaning of frequently occurring words, phrases, and expressions.	<b>B-1:</b> determine the meaning of frequently occurring academic and content-specific words and phrases.	<b>I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.	
	<b>PE/E-2:</b> recognize the meanings of common idiomatic expressions.	<b>B-2:</b> 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.	<b>I-2:</b> 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.	
	<b>PE/E-3:</b> apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	<b>B-3:</b> apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	<b>I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	

Grades 4-5 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
***Speaking and Writing***

<b>AZ ELP - Standard 3</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	
speak and write about grade appropriate complex literary and informational texts and topics.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> restate, recount, recall, retell, compose, compare</p> <p><b>Basic:</b> <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, justify, explain, classify, contrast, describe</p> <p><b>Intermediate:</b> <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> clarify, compare and contrast, analyze, sequence, synthesize, summarize</p> <p><b><u>Language forms include but are not limited to:</u></b></p> <p>*Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b></p> <p>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> 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>
	<b>PE/E-1:</b> deliver short oral presentations that include a few details.	<b>B-1:</b> deliver short oral presentations that include some details to develop a topic.	<b>I-1:</b> deliver oral presentations that include details and examples to develop a topic.	
	<b>PE/E-2:</b> compose written narratives using appropriate conventions about familiar topics and experiences that include details.	<b>B-2:</b> compose written narratives using appropriate conventions that include details and examples to develop a topic.	<b>I-2:</b> compose written narratives using appropriate conventions that include details and examples to develop a topic.	
	<b>PE/E-3:</b> compose informational texts that include details while using appropriate conventions.	<b>B-3:</b> compose informational texts that include details to develop a topic while using appropriate conventions.	<b>I-3:</b> compose informational texts that include details and examples to develop a topic while using appropriate conventions.	



## Grades 4-5 English Language Proficiency Standards

	<p><b>PE/E-4:</b> produce phrases that link ideas and information using transition words (e.g., also, because).</p>	<p><b>B-4:</b> produce sentences that link ideas and information using transition words and phrases (e.g., another, for example, also, because).</p>	<p><b>I-4:</b> produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast).</p>	<p><b>Basic:</b> 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><b>PE/E-5:</b> N/A</p>	<p><b>B-5:</b> use examples of precise language and domain-specific vocabulary within informative texts.</p>	<p><b>I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Intermediate:</b> 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>

Grades 4-5 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
***Speaking and Writing***

<b>AZ ELP - Standard 4</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	
construct grade appropriate oral and written claims and support them with reasoning and evidence.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> identify, express opinion, answer questions, compare, recount, recall, retell</p> <p><b>Basic:</b> <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, state a claim, respond, sequence, classify, contrast, describe, provide a reason, explain</p> <p><b>Intermediate:</b> <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, state a claim, analyze, justify reason</p> <p><b><u>Language forms include but are not limited to:</u></b> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> 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)</p> <p><b>Basic:</b> 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)</p>
	<b>PE/E-1:</b> express an opinion on a topic or text.	<b>B-1:</b> express an opinion on a topic or text.	<b>I-1:</b> express an opinion on a topic or text.	
	<b>PE/E-2:</b> supply a reason that supports the opinion.	<b>B-2:</b> supply a reason that supports the opinion and is based on some textual evidence.	<b>I-2:</b> supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.	
	<b>PE/E-3:</b> use simple words that signal actions and emotions.	<b>B-3:</b> use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<b>I-3:</b> use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

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

## Grades 4-5 English Language Proficiency Standards

	<p><b>PE/E-4:</b> provide a sense of closure to an opinion.</p>	<p><b>B-4:</b> provide a concluding statement to an opinion.</p>	<p><b>I-4:</b> provide a conclusion that summarizes the opinion presented.</p>	<p><b>Intermediate:</b> 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>
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Grades 4-5 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
***Speaking and Writing***

<b>AZ ELP - Standard 5</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	
adapt language choices to purpose, task, and audience when speaking and writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> use, answer questions, compare, recount, recall, retell</p> <p><b>Basic:</b> <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, classify, describe, explain</p> <p><b>Intermediate:</b> <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, adapt, sequence, justify, compare and contrast, analyze</p> <p><b><u>Language forms include but are not limited to:</u></b> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> 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</p> <p><b>Basic:</b> familiar topics (provide and 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><b>Intermediate:</b> 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</p>
	<b>PE/E 1:</b> demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts.	<b>B-1:</b> demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.	<b>I-1:</b> adapt language choices and style (includes register) according to purpose, task, and audience.	
	<b>PE/E 2:</b> use general academic words and phrases learned through conversations, reading, and being read to.	<b>B-2:</b> use grade-appropriate general academic and content specific words, phrases, and expressions with developing control.	<b>I-2:</b> use a variety of general academic and content-specific words and phrases.	

Grades 4-5 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
*Listening, Speaking, Reading, and Writing*

<b>AZ ELP - Standard 6</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	
participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> listen, identify, restate, recall, respond, compare, answer questions</p> <p><b>Basic:</b> <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> describe, ask questions, explain, clarify, contrast</p> <p><b>Intermediate:</b> <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> inform, justify, ask and answer questions, pose and respond, sequence, compare and contrast, analyze</p> <p><b><u>Language forms include but are not limited to:</u></b> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> 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>
	<b>PE/E-1:</b> participate in conversations and discussions about familiar topics.	<b>B-1:</b> participate in discussions about familiar topics and texts.	<b>I-1:</b> participate in extended conversations and discussions about a variety of topics and texts.	
	<b>PE/E-2:</b> participate in written exchanges about familiar topics.	<b>B-2:</b> participate in written exchanges about familiar topics and texts.	<b>I-2:</b> participate in extended written exchanges about a variety of topics and texts.	
	<b>PE/E-3:</b> follow basic rules for discussion.	<b>B-3:</b> follow rules for discussion.	<b>I-3:</b> express own ideas using the rules for discussion.	
	<b>PE/E-4:</b> respond to simple yes-no and wh-questions.	<b>B-4:</b> ask questions to gain information or clarify understanding.	<b>I-4:</b> pose and respond to questions about a variety of topics and texts.	

## Grades 4-5 English Language Proficiency Standards

	<p><b>PE/E-5:</b> contribute own comments to collaborative oral and written discussions about familiar topics.</p>	<p><b>B-5:</b> contribute information and evidence to collaborative oral and written discussions.</p>	<p><b>I-5:</b> paraphrase the key ideas expressed in collaborative oral and written discussions.</p>	<p><b>Basic:</b> 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><b>Intermediate:</b> 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>
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Grades 4-5 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
*Listening, Speaking, Reading, and Writing*

<b>AZ ELP - Standard 7</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	
conduct research and evaluate and communicate findings to answer questions or solve problems.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> identify, note/notate, copy, organize, retell</p> <p><b>Basic:</b> <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> categorize, interpret, respond, inform, justify, summarize</p> <p><b>Intermediate:</b> <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> organize, analyze, respond in complete sentence with details, sequence, classify, compare and contrast, analyze</p> <p><b><u>Language forms include but are not limited to:</u></b></p> <p>*Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b></p> <p>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> 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><b>Basic:</b> 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><b>Intermediate:</b> 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>
	<b>PE/E-1:</b> gather information from provided resources to answer questions.	<b>B-1:</b> gather information from multiple provided resources to answer questions.	<b>I-1:</b> gather information from print and digital provided resources to answer questions.	
	<b>PE/E-2:</b> record some information/ observations in simple notes.	<b>B-2:</b> sort evidence into categories.	<b>I-2:</b> summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	

Grades 4-5 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
*Listening, Speaking, Reading, and Writing*

<b>AZ ELP - Standard 8</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	
analyze and critique the arguments of others orally and in writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b>  <b>Pre-Emergent/Emergent:</b> identify, determine, retell, respond  <b>Basic:</b> <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> interpret, justify, categorize, interpret, inform, describe, explain, ask questions  <b>Intermediate:</b> <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> organize, analyze, sequence, classify, persuade, summarize</p> <p><b><u>Language forms include but are not limited to:</u></b>                      *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b>                      Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b>  <b>Pre-Emergent/Emergent:</b> 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>
	<b>PE/E-1:</b> identify a reason an author or speaker gives to support a main point.	<b>B-1:</b> tell how one or two reasons support the specific points an author or a speaker makes.	<b>I-1:</b> explain how an author or speaker uses reasons and evidence to support or fail to support specific points.	
	<b>PE/E-2:</b> determine and explain the author's purpose.	<b>B-2:</b> identify the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).	<b>I-2:</b> determine and explain the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).	
	<b>PE/E-3:</b> identify vocabulary used to influence a reader's perspective (e.g., emotional words, etc.).	<b>B-3:</b> distinguish between facts and opinion in a text.	<b>I-3:</b> distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications, etc.).	



## Grades 4-5 English Language Proficiency Standards

	<p><b>PE/E-4:</b> express an opinion.</p>	<p><b>B-4:</b> write about an opinion and use provided resources to include one or more supporting reasons.</p>	<p><b>I-4:</b> write about an opinion and use provided resources to include supporting reasons.</p>	<p><b>Basic:</b> 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><b>PE/E-5:</b> use words and phrases to express ideas and opinions.</p>	<p><b>B-5:</b> use academic words and phrases to express ideas and phrases.</p>	<p><b>I-5:</b> use academic and domain-specific words and phrases to express ideas and phrases.</p>	<p><b>Intermediate:</b> 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>

Grades 4-5 English Language Proficiency Standards

**LANGUAGE**

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

<b>AZ ELP - Standard 9</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	
create clear and coherent grade-appropriate speech and text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b>  <b>Pre-Emergent/Emergent:</b> identify, understand, respond  <b>Basic:</b> <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> interpret, categorize, inform  <b>Intermediate:</b> <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> organize, analyze, sequence, classify, persuade, justify, summarize</p> <p><b><u>Language forms include but are not limited to:</u></b>                      *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><b><u>Student discourse structures include but are not limited to:</u></b>                      Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b>  <b>Pre-Emergent/Emergent:</b> familiar topic, vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, cloze notes, framed structure to pre-write response (sentence frame or syntax formula), metacognition, picture cards for sequencing  <b>Basic:</b> familiar topics (allow for choice), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, sentence stems, paragraph frame, expected exemplar response(s), responses in simple sentence(s) and compound sentences, prewrite responses, images with linking or temporal words  <b>Intermediate:</b> 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>
	<b>PE/E-1:</b> 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>B-1:</b> apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking 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>I-1:</b> apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking 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>PE/E-2:</b> 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>B-2:</b> 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.	<b>I-2:</b> 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.	

Grades 4-5 English Language Proficiency Standards

**LANGUAGE**

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

<b>AZ ELP - Standard 10</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Performance Indicators</b>			<b>Instructional Resource Guide</b>
	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	
make accurate use of standard English to communicate in grade appropriate speech and writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<p><b><u>Language functions include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> identify, use</p> <p><b>Basic:</b> <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> apply, categorize, respond, organize</p> <p><b>Intermediate:</b> <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> analyze, sequence, classify, differentiate, justify</p> <p><b><u>Language forms include but are not limited to:</u></b></p> <p><i>*Specific language forms include the parts of speech within this ELP Standard.</i></p> <p><b><u>Student discourse structures include but are not limited to:</u></b></p> <p>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><b><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></b></p> <p><b><u>These supports may include but are not limited to:</u></b></p> <p><b>Pre-Emergent/Emergent:</b> 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>
	<b>PE/E-1:</b> using some familiar singular and plural nouns.	<b>B-1:</b> using an increasing range of singular and plural nouns.	<b>I-1:</b> using grade-appropriate singular and plural nouns.	
	<b>PE/E-2:</b> using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>B-2:</b> using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>I-2:</b> using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	
	<b>PE/E-3:</b> recognizing possessive nouns (e.g., That is Mary’s backpack.).	<b>B-3:</b> using possessive with some familiar nouns (e.g., That is Mary’s backpack.).	<b>I-3:</b> using possessives with grade-appropriate nouns (e.g., That is Mary’s backpack.).	
	<b>PE/E-4:</b> beginning to use personal subject and object pronouns.	<b>B-4:</b> using personal subject and object pronouns.	<b>I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.	
	<b>PE/E-5:</b> using familiar verbs in the present progressive.	<b>B-5:</b> using verbs distinguishing present progressive and simple present.	<b>I-5:</b> using verbs in the past progressive.	

## Grades 4-5 English Language Proficiency Standards

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