



Arizona English Language Proficiency Standards 2019





Arizona English Language Proficiency Standards 2019

Grades 6-8

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

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Grades 6-8 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 substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: identify, restate, recount, recall, retell, describe</p> <p>Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> respond, sequence, justify, explain, compare, contrast</p> <p>Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> classify, analyze, summarize</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: familiar 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</p> <p>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</p> <p>Intermediate: audio text, subtitles in English (for videos), anchor charts, graphic organizers (sequencing, text structure, or student choice)</p>
	PE/E-1: identify the main topic and a few key details.	B-1: determine the central idea or theme and explain how they are supported by using some text evidence.	I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.	
	PE/E-2: retell a familiar text including specific details and information.	B-2: recount specific details and information in a variety of texts.	I-2: summarize a text including specific details and information.	
	PE/E-3: identify similarities and differences within a text.	B-3: identify and describe similarities and differences between multiple texts.	I-3: compare and contrast details from multiple texts.	
	PE/E-4: identify text structures and text types.	B-4: determine which text structures and text types impact the central idea or theme.	I-4: explain how structure, text type, and other elements impacts the central idea or theme.	

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RECEPTIVE COMMUNICATION
Listening and Reading

AZ ELP - Standard 2				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
determine the meaning of words and phrases in oral presentations and literary and informational text.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: recognize, identify, restate, recount, recall, retell, describe Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> determine, justify, explain, compare, contrast Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> compare and contrast, analyze, synthesize</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> Pre-Emergent/Emergent: familiar text or topics, repeat verbally what was said (restate), sentence frame or syntax formula for response, picture cards, anchor charts with terms and pictures, teacher-created picture dictionary (specific terms/words), real or hands-on manipulatives for vocabulary (realia), hand/body movements 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</p>
	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.	
	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.	
	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.	

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

Grades 6-8 English Language Proficiency Standards

PRODUCTIVE COMMUNICATION
Speaking and Writing

AZ ELP - Standard 3				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
speak and write about grade appropriate complex literary and informational texts and topics.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: restate, recount, recall, retell, describe, identify</p> <p>Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> determine, explain, compare, contrast, compose, sequence, clarify</p> <p>Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> justify, compare and contrast, analyze, synthesize</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u></p> <p>Pre-Emergent/Emergent: familiar topic (keep the options limited), sentence frame or syntax formula for response, vocabulary chart with pictures, word banks/walls, picture/word cards, picture dictionary, graphic organizer (with cloze notes), graphic organizer for planning, framed structure to pre-write presentation to read (script)</p>
	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.	
	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 and examples to develop a topic.	I-2: compose written narratives, using appropriate conventions, that include details, examples, narrative techniques, and precise language to develop a topic.	
	PE/E-3: compose informational texts 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.	

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	<p>PE/E-4: produce phrases that identify relationships among ideas and concepts using transition words (e.g. another, for example, also, because).</p>	<p>B-4: produce sentences to clarify relationships among ideas and concepts using appropriate transitions.</p>	<p>I-4: produce sentences to clarify relationships among ideas and concepts using appropriate transitions.</p>	<p>Basic: familiar topics (provide an option), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), sequencing graphic organizer, graphic organizer for planning, purposeful use of transition words and phrases, plan for specific sentence/syntax structures, use of a dictionary, pre-write presentation to read (script)</p> <p>Intermediate: choice of topic, sentence frame (compound/complex sentences), word banks, text structure anchor charts, graphic organizer for planning (option for choice), sentence/syntax structures (pushing to compound and complex sentences), use of a dictionary or thesaurus, pre-write notes for presentation</p>
	<p>PE/E-5: N/A</p>	<p>B-5: use examples of precise language and domain-specific vocabulary within informative texts.</p>	<p>I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	

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

PRODUCTIVE COMMUNICATION
Speaking and Writing

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

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INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 6				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: listen, identify, retell, restate, reply (yes/no), form an opinion Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> respond, inquire, state an opinion, persuade Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> paraphrase, summarize, contribute/add-on, debate</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> 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 Basic: familiar texts and/or topics, sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, plan for specific sentence/syntax structures, question frames or stems, use of a framed script, step-by-step directions for conversation, conversation frames</p>
	PE/E-1: participate in 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.	
	PE/E-2: participate in 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.	
	PE/E-3: follow the basic rules for discussion.	B-3: follow the rules for discussion.	I-3: express own ideas using the rules for discussion.	
	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 questions about a variety of topics and texts.	

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	PE/E-5: contribute own comments to collaborative oral and written discussions about familiar topics.	B-5: contribute relevant information and evidence to collaborative oral and written discussions.	I-5: paraphrase key ideas expressed in collaborative oral and written discussions.	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
	PE/E-6: refer to previously read information on familiar topic during collaborative oral and written discussions.	B-6: refer to previously read or researched information during collaborative oral and written discussions.	I-6: refer to previously read or researched information during collaborative oral and written discussions.	

Grades 6-8 English Language Proficiency Standards

INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 7				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
conduct research and evaluate and communicate findings to answer questions or solve problems.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: identify, note/notate, copy, retell, restate Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> respond, inquire, persuade, make connection Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> paraphrase, infer, summarize, evaluate</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL's need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> Pre-Emergent/Emergent: familiar topic, 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) 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, 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</p>
	PE/E-1: gather information from provided resources to answer a question.	B-1: gather information from multiple provided resources to answer a question.	I-1: gather information from print and digital provided resources to answer a question.	
	PE/E-2: record some information/ observations in simple notes.	B-2: paraphrase observations/ information notes with labeled illustrations, diagrams, or other graphics, as appropriate.	I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.	
	PE/E-3: identify sources used in research.	B-3: cite sources used in research.	I-3: identify credible sources used in research and use a standard format for citations.	
	PE/E-4: N/A	B-4: restate the main idea using evidence from text or presentations.	I-4: make inferences and draw conclusions using evidence from text or presentations.	

Grades 6-8 English Language Proficiency Standards

INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 8				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
analyze and critique the arguments of others orally and in writing.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: identify, note/notate, copy, retell, define Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> determine, describe, explain, inquire, compare, contrast, persuade Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> paraphrase, infer, summarize, evaluate, analyze</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10.</p> <p><u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> Pre-Emergent/Emergent: familiar 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 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, dictionary, expected exemplar response(s), responses in simple sentence(s) and compound sentences, prewrite responses Intermediate: choice of topic, word banks, graphic organizer (option for choice), modeled sentence/syntax structures (pushing to compound and complex sentences), sample exemplar response(s), responses using varied sentence structures, question frames, use of note cards to prepare questions and responses</p>
	PE/E-1: identify a reason an author or speaker gives to support a main point.	B-1: tell how one or two reasons support the claim an author or a speaker makes.	I-1: explain how an author or speaker uses reasons and evidence to support or fail to support a claim.	
	PE/E-2: identify claims supported by reasons and evidence and those that are not.	B-2: distinguish between claims that are supported by reasons and evidence from those that are not.	I-2: determine and evaluate whether the evidence is sufficient to support the claims.	
	PE/E-3: use words and phrases to express ideas and opinions.	B-3: use academic words and phrases to make a claim.	I-3: use academic and domain-specific words and phrases to make a claim.	

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

Grades 6-8 English Language Proficiency Standards

LANGUAGE

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

AZ ELP - Standard 9				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
create clear and coherent grade-appropriate speech and text.	With substantial support , apply an emerging set of strategies to:	With moderate support , apply a developing set of strategies to:	With light support , apply a wide range of strategies to:	<p><u>Language functions include but are not limited to:</u> Pre-Emergent/Emergent: respond, tell, note/notate, define, retell, sequence, describe Basic: <i>ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following:</i> ask, answer, explain, predict, compare, contrast, summarize Intermediate: <i>ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following:</i> compare and contrast, evaluate, analyze, synthesize</p> <p><u>Language forms include but are not limited to:</u> *Specific language forms can predominately be found in the PIs of Standard 10. <u>Student discourse structures include but are not limited to:</u> Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p><i>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL’s need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</i></p> <p><u>These supports may include but are not limited to:</u> Pre-Emergent/Emergent: familiar topic, vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, graphic organizer (with cloze notes), framed structure to pre-write response (sentence frame or syntax formula), metacognition, picture cards for sequencing Basic: familiar topics (allow for choice), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, sentence/response stems, paragraph frame, expected exemplar response(s), responses in simple sentence(s) and compound sentences, prewrite responses, cards with linking or temporal words to aide in sequencing Intermediate: choice of topic, word banks, graphic organizer (option for choice), modeled sentence/syntax structures (pushing to compound and complex sentences), sample exemplar response(s), responses using varied sentence structures, choice in variation of linking or temporal words</p>
	PE/E-1: communicate simple information about a topic when writing and speaking.	B-1: introduce and present facts about an informational topic and provide a conclusion when writing and speaking.	I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.	
	PE/E-2: present a sequence of events in order using frequently occurring linking words (e.g., and, then) when writing and speaking.	B-2: introduce and develop a sequence of events, using an increasing range of temporal and other linking words to connect, compare, and contrast ideas, and information (e.g., before, because, also) when writing and speaking.	I-2: introduce and develop a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and contrast ideas, information, or events when writing and speaking.	

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

Grades 6-8 English Language Proficiency Standards

LANGUAGE

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

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

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

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	<p>PE/E-12: using some simple, frequently occurring imperative sentences (e.g., Come in., Sit down.).</p>	<p>B-12: using a wider range of frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.).</p>	<p>I-12: using frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.).</p>
	<p>PE/E-13: using some simple, frequently occurring modals (e.g., can, could, may, might).</p>	<p>B-13: using a wider range of frequently occurring modals (e.g., shall, should, will, would).</p>	<p>I-13: using irregularly occurring modals (e.g., ought, had, better).</p>
	<p>PE/E-14: beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.</p>	<p>B-14: increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>	<p>I-14: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>