



# Arizona English Language Proficiency Standards 2019





# **Arizona English Language Proficiency Standards 2019**

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Grades 9-12

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

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Grades 9-12 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**  
*Listening and Reading*

<b>AZ ELP - Standard 1</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 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, restate, recount, recall, retell, describe, connect</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> respond, sequence, justify, explain, compare, 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> classify, analyze, 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></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, 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 main topic and a few key details.	<b>B-1:</b> determine the central idea or theme and explain how they are supported by using text evidence.	<b>I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.	
	<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 key details and evidence.	<b>B-3:</b> cite specific details and evidence from the texts to support the analysis.	<b>I-3:</b> cite specific details and evidence from the texts to support the analysis.	
	<b>PE/E-4:</b> identify text structures and text types.	<b>B-4:</b> determine which text structures and text types impact the central idea or theme.	<b>I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.	
	<b>PE/E-5:</b> establish connections between visual supports and text.	<b>B-5:</b> utilize visual information to understand the text.	<b>I-5:</b> explain how the visual information supports the text.	

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

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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 <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> recognize, identify, restate, recount, recall, retell, describe  <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, compare, contrast  <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> compare and contrast, analyze, synthesize</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.  <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 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  <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  <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.	

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

Grades 9-12 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, describe, identify</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, explain, compare, contrast, compose, sequence, clarify</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> justify, compare and contrast, analyze, synthesize</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 (keep the options limited), sentence frame or syntax formula for response, vocabulary chart with pictures, word banks/walls, picture/word cards, picture dictionary, graphic organizer (with cloze notes), graphic organizer for planning, framed structure to pre-write presentation to read (script)</p> <p><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>
	<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, examples, narrative techniques, and precise language to develop a topic.	
	<b>PE/E-3:</b> compose informational texts that include details to develop a topic while using appropriate conventions.	<b>B-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.	<b>I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.	

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	<p><b>PE/E-4:</b> identify ways in which graphics or multimedia supports the topic.</p>	<p><b>B-4:</b> integrate graphics or multimedia when useful.</p>	<p><b>I-4:</b> integrate graphics or multimedia when useful.</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>
	<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>PE/E-6:</b> N/A</p>	<p><b>B-6:</b> use transition and sequencing words to create cohesion.</p>	<p><b>I-6:</b> use transition and sequencing words to create cohesion.</p>	

Grades 9-12 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> express an opinion, state a preference, define, identify</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> state a claim, provide a reason, use grade-level phrases, summarize, negotiate</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, justify, compare and contrast, distinguish, 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 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> <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 (varied sentence types)</p>
	<b>PE/E-1:</b> express an opinion on a topic.	<b>B-1:</b> construct a claim about a topic or text.	<b>I-1:</b> construct a claim about a topic or text.	
	<b>PE/E-2:</b> introduce the topic and provide a few reasons or facts to support the claim.	<b>B-2:</b> introduce the claim and provide logically ordered reasons or facts that effectively support the claim.	<b>I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.	
	<b>PE/E-3:</b> identify language indicating a contrasting opinion or viewpoint.	<b>B-3:</b> distinguish the claim from a counterclaim.	<b>I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.	
	<b>PE/E-4:</b> provide a sense of closure to an argument.	<b>B-4:</b> provide a concluding statement to an argument.	<b>I-4:</b> provide a conclusion that summarizes the argument presented.	



**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> respond, retell, identify, describe, define, inform, 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> inquire (ask questions), restate, explain, 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> compare and contrast, justify, debate, apply, 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, 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><b>Basic:</b> familiar topics (provide an option), sentence/response stems, word walls, text structure anchor charts (with pictures/visuals), graphic organizer, plan for specific sentence/syntax structures, frames for academic responses (academic language rather than informal language), overtly model how to adapt language to task or audience</p> <p><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 context.	<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 frequently occurring general academic and content-specific words and phrases to express ideas.	<b>B-2:</b> use general academic and domain-specific words and phrases to express ideas.	<b>I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.	
<b>PE/E-3:</b> demonstrate developing control of style and tone in oral or written text.	<b>B-3:</b> utilize formal style and tone in speech and writing, as appropriate.	<b>I-3:</b> utilize and maintain formal style and tone effectively in speech and writing, as appropriate		

Grades 9-12 English Language Proficiency Standards

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

AZ ELP - Standard 6				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	With <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, retell, restate, reply (yes/no), form an opinion</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> respond, inquire, state an opinion, persuade</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> paraphrase, summarize, contribute/add-on, debate</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> 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> <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>
	<b>PE/E-1:</b> participate in conversations and discussions about familiar topics.	<b>B-1:</b> participate in discussions about familiar topics, texts, and issues.	<b>I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.	
	<b>PE/E-2:</b> participate in written exchanges about familiar topics.	<b>B-2:</b> participate in written exchanges about grade-appropriate 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 the basic rules for discussion.	<b>B-3:</b> follow the rules for discussion and express his or her own ideas clearly.	<b>I-3:</b> follow the rules for discussion and express his or her own ideas clearly and persuasively.	
	<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 that probe reasoning and claims.	

Grades 9-12 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> review information expressed by others and add relevant information and evidence to collaborative oral and written discussions.</p>	<p><b>I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</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>
	<p><b>PE/E-6:</b> refer to previously read information on familiar topic during collaborative oral and written discussions.</p>	<p><b>B-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p>	<p><b>I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p>	
	<p><b>PE/E-7:</b> restate some of the key ideas expressed.</p>	<p><b>B-7:</b> summarize the key points expressed.</p>	<p><b>I-7:</b> summarize the key points and evidence discussed.</p>	

Grades 9-12 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 <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, retell, restate</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> respond, inquire, persuade, make connection</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> paraphrase, infer, summarize, evaluate</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)</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> N/A	<b>B-2:</b> summarize the main idea using evidence from text or presentations.	<b>I-2:</b> make inferences and draw conclusions using evidence from text or presentations.	
	<b>PE/E-3:</b> record some information/ observations in simple notes.	<b>B-3:</b> paraphrase observations, information notes with labeled illustrations, diagrams, or other graphics, as appropriate.	<b>I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.	
	<b>PE/E-4:</b> cite sources used in research appropriately.	<b>B-4:</b> cite sources used in research appropriately.	<b>I-4:</b> cite sources used in research appropriately.	

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**INTERACTIVE COMMUNICATION**  
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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 <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, retell, define</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, describe, explain, inquire, compare, contrast, persuade</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> paraphrase, infer, summarize, evaluate, 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”), pre-written responses or script, repeating verbally</p>
	<b>PE/E-1:</b> identify the main argument an author or a speaker makes.	<b>B-1:</b> explain the reasons an author or a speaker gives to support a claim.	<b>I-1:</b> analyze the reasoning and use of rhetoric in texts.	
	<b>PE/E-2:</b> identify reasons an author or a speaker gives to support the argument.	<b>B-2:</b> identify textual evidence that supports the claim.	<b>I-2:</b> determine whether the evidence is sufficient to support the claim.	
	<b>PE/E-3:</b> cite textual evidence to support the analysis.	<b>B-3:</b> cite textual evidence to support the analysis.	<b>I-3:</b> cite textual evidence to support the analysis.	
	<b>PE/E-4:</b> use words and phrases to express ideas and opinions.	<b>B-4:</b> use academic words and phrases to make a claim.	<b>I-4:</b> use academic and domain-specific words and phrases to make a claim.	

## Grades 9-12 English Language Proficiency Standards

	<p><b>PE/E-5:</b> N/A</p>	<p><b>B-5:</b> demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>I-5:</b> demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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>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>
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Grades 9-12 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> respond, tell, note/notate, define, retell, sequence, describe  <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, answer, explain, predict, compare, contrast, summarize  <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> compare and contrast, evaluate, analyze, synthesize</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, picture cards for sequencing</p>
	<b>PE/E-1:</b> present information on a topic using frequently occurring linking words (e.g., and, then) when speaking and writing.	<b>B-1:</b> introduce and develop an informational topic, using an increasing range of transition and other linking words (e.g., before, because, also) when speaking and writing.	<b>I-1:</b> introduce and develop an informational topic using a variety of transition and linking words and phrases to connect ideas, information, or events when speaking and writing.	
	<b>PE/E-2:</b> present a simple sequence of events in order using frequently occurring linking words (e.g., and, then) when speaking and writing.	<b>B-2:</b> introduce and present facts, using an increasing range of transition and other linking words to connect, compare, and contrast information (e.g., before, because, also) when speaking and writing.	<b>I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.	

## Grades 9-12 English Language Proficiency Standards

	<p><b>PE/E-3:</b> identify signal words that indicate cause and effect. (e.g., so that, because of, since)</p>	<p><b>B-3:</b> locate and identify signal words that indicate cause and effect. (e.g., as a result of, so that, because of, since)</p>	<p><b>I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>	<p><b>Basic:</b> 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</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, choice in variation of linking or temporal words</p>
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Grades 9-12 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>  <b>Pre-Emergent/Emergent:</b> identify, recognize, locate, sort, name, define, select, use  <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, distinguish  <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> explain, discuss, analyze</p> <p><b><u>Language forms include but are not limited to:</u></b>  <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>                      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> 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)  <b>Basic:</b> use familiar topics for application and practice, sentence stem (simple and compound syntax structures), cloze notes, anchor chart with key words to indicate connections, visual-based grammar wall, responses in compound sentence structures</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 9-12 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>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>	

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