



# Arizona English Language Proficiency Standards 2019





# Arizona English Language Proficiency Standards 2019

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## Kindergarten

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

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**Kindergarten Reading Foundational Standards**

**Oral Skills**

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

**1. Phonological Awareness:**

- a. Produce all individual phonemes in words using accurate articulation.
- b. Produce initial and final sounds of words using accurate articulation.
- c. Identify the initial and final sounds (not letters) of a spoken word.
- d. Produce rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.
- e. Identify rhyming words in response to an oral prompt.
- f. Segment one-syllable words into its phonemes.
- g. Blend two or three spoken syllables to produce words.
- h. Produce and blend the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.
- i. Blend spoken sounds to produce words.
- j. Discriminate between initial, medial, and final spoken sounds within a word.
- k. Produce and blend the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.
- l. Produce new words when initial sound(s), including digraphs, are changed (i.e., word families).
- m. Orally form words by substituting simple onsets (/c/) with given rimes (/at/).

**2. Print Concepts:**

- a. Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books.
- b. Recognize that words are represented by a sequence of letters.
- c. Demonstrate the one-to-one correlation between a spoken word and a printed word.
- d. Recognize that sentences are made up of separate words and symbols.
- e. Recognize the difference between a letter and a printed word.
- f. Understand that words are separated by spaces in print.
- g. Name all uppercase and lowercase letters of the alphabet with different fonts out of sequence.
- h. Produce letter sounds represented by the single lettered consonants and vowels.

**Print Skills**

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

**3. Phonics and Word Recognition:**

- a. Decode common CVC words.
- b. Decode a new word when a specific letter is changed, added, or removed.

**4. Fluency:**

- a. Read high frequency words with automaticity in context.
- b. Read emergent-reader texts with purpose and understanding.

Kindergarten 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>  <b>Pre-Emergent/Emergent:</b> answer questions, identify, repeat, compare, recount, retell  <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, compare and contrast, describe, explain  <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, 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 as 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, word banks/walls, read aloud or audio text, anchor charts with terms and pictures, graphic organizers (cloze notes), chunked or much smaller portion of whole text  <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  <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> answer questions about one or more details from a read-aloud, picture book, and oral presentation.	<b>B-1:</b> ask questions about key details from a read-aloud, picture book, and oral presentation.	<b>I-1:</b> ask and answer questions about key details from a read-aloud, picture book, and oral presentation.	
	<b>PE/E-2:</b> identify key words and phrases in read-alouds and oral presentations.	<b>B-2:</b> identify key details from read-alouds, picture books, and/or oral presentations.	<b>I-2:</b> identify the main topic and details from read-alouds, picture books, and/or oral presentation.	
	<b>PE/E-3:</b> repeat familiar texts.	<b>B-3:</b> retell familiar texts.	<b>I-3:</b> retell familiar texts with details.	
	<b>PE/E-4:</b> identify similarities within a familiar text.	<b>B-4:</b> identify differences within a familiar text.	<b>I-4:</b> identify basic similarities and differences within a text.	

Kindergarten English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**  
*Listening and Reading*

AZ ELP - Standard 2				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
determine the meaning of words and phrases in oral presentations and literary and informational text.	With <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, respond, describe</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, determine meaning, explain, justify</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, 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 text or topics, repeat verbally what was said (restate), word banks/walls, sentence frame or syntax formula for response, picture cards, anchor charts with terms and pictures, teacher-created picture dictionary (specific terms/words), real or hands-on manipulatives for vocabulary (realia), hand/body movements</p> <p><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</p>
	<b>PE/E-1:</b> answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	<b>B-1:</b> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	<b>I-1:</b> answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.	

Kindergarten 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 <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> communicate (with words or actions), draw, label, recount, describe, add illustrations</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> dictate, tell, compose, explain, inform</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> speak and write, analyze, justify, evaluate, persuade</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, 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), graphic organizer (sequence or planning), model use of transition words and phrases, provide specific sentence/syntax structures, use of a dictionary, pre-write presentation to read (script)</p>
	<b>PE/E-1:</b> communicate simple information or feelings about familiar topics, experiences, or events.	<b>B-1:</b> tell or dictate simple messages about a variety of topics, experiences, or events.	<b>I-1:</b> make simple oral presentations about a variety of topics, experiences, or events.	
	<b>PE/E-2:</b> add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.	<b>B-2:</b> add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.	<b>I-2:</b> add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events.	



## Kindergarten English Language Proficiency Standards

	<p><b>PE/E-3:</b> add illustrations and labels to familiar topics, experiences, or events.</p>	<p><b>B-3:</b> compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events.</p>	<p><b>I-3:</b> compose short written texts using appropriate conventions about a variety of topics, experiences, or events.</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-4:</b> produce writing about familiar topics using graphic organizers and sentence frames about a variety of topics, experiences, or events.</p>	<p><b>B-4:</b> produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events.</p>	<p><b>I-4:</b> produce writing with appropriate organization about a variety of topics, experiences, or events.</p>	

Kindergarten 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>  <b>Pre-Emergent/Emergent:</b> explain, describe, illustrate, speak, recount.  <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> construct, analyze, justify, write  <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> evaluate, speak and write</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 topic to form an opinion, opinion frame or syntax formula, vocabulary chart with pictures, picture dictionary, cloze notes, framed structure to pre-write response, chunked or slimmed response (1 to 2 sentences)  <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 a dictionary, pre-write presentation to read (script) if verbally sharing, chunked or slimmed response (3+ sentences; you can expect simple and compound sentences)  <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>
	<b>PE/E-1:</b> express an opinion or preference using words and/or illustrations about a familiar topic.	<b>B-1:</b> express an opinion or preference and limited justification about a familiar topic or story.	<b>I-1:</b> express an opinion or preference using appropriate structure and justification about a variety of topics or stories.	

Kindergarten English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
*Speaking and Writing*

AZ ELP - Standard 5				
By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
adapt language choices to purpose, task, and audience when speaking and writing.	With <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> answer, explain, describe, respond, demonstrate, speak  <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, write  <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, evaluate, speak and write</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, 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  <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  <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> respond to questions and suggestions from peers and add details to writing.	<b>B-1:</b> respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>I-1:</b> respond to questions and suggestions from peers and add details to strengthen writing as needed.	
	<b>PE/E-2:</b> demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	<b>B-2:</b> demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	<b>I-2:</b> demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom.	

Kindergarten 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>  <b>Pre-Emergent/Emergent:</b> explain, describe, engage in, speak  <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> explain, inform, construct, write, justify  <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> create, analyze, ask and answer, interpret, speak and write</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>  <b><u>These supports may include but are not limited to:</u></b>  <b>Pre-Emergent/Emergent:</b> familiar topic or text, vocabulary chart with pictures, word banks/walls with pictures, picture dictionary, 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, metacognition  <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  <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>
	<b>PE/E-1:</b> participate in short conversations about familiar topics.	<b>B-1:</b> participate in conversations and discussions about familiar topics.	<b>I-1:</b> participate in conversations and discussions about a variety of topics with diverse partners.	
	<b>PE/E-2:</b> follow some rules for discussion about familiar topics.	<b>B-2:</b> follow increasing number of rules for discussion about familiar topics.	<b>I-2:</b> follow rules for discussion about a variety of topics.	
	<b>PE/E-3</b> respond to simple yes-no and wh- questions about familiar topics.	<b>B-3:</b> respond to simple yes-no and wh- questions about familiar topics.	<b>I-3:</b> ask and answer questions about a variety of grade-appropriate topics.	

Kindergarten 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>  <b>Pre-Emergent/Emergent:</b> describe, recount, recall, respond, speak  <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> inform, construct, write, justify  <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, create, analyze, interpret, evaluate, speak and write</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 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, retelling manipulatives (picture cards or “chips”), use of a picture dictionary (pre-made or teacher-made)  <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  <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> recall or use information from a provided source to answer a question about familiar topics.	<b>B-1:</b> recall and record information from experience or use information from provided sources to answer a question with developing control.	<b>I-1:</b> recall and record information from experience or use information from provided sources to answer a question with increasing control.	
	<b>PE/E-2:</b> participate in shared research and writing projects about familiar topics.	<b>B-2:</b> participate in shared research and writing projects by communicating findings.	<b>I-2:</b> participate in shared research and writing projects by evaluating and communicating findings.	

Kindergarten 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 <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, respond, speak  <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> explain, describe, write  <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, synthesize, justify, speak and write</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 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, retelling manipulatives (picture cards or "chips"), pre-written responses or script, repeating verbally  <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, dictionary, expected exemplar response(s), responses in simple sentence(s) and compound sentences, prewrite responses  <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>
	<b>PE/E-1:</b> orally identify one reason an author or a speaker gives in a familiar text.	<b>B-1:</b> orally identify one reason an author or a speaker gives to support a point.	<b>I-1:</b> orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text.	
	<b>PE/E-2:</b> respond to yes-no, either-or, and wh- questions about what an author or speaker says.	<b>B-2:</b> ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	<b>I-2:</b> ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.	

Kindergarten 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> discuss, retell, recount, draw, speak, identify, express  <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, explain, write  <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> sequence, analyze, speak and write, infer</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, sequencing picture cards  <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  <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> express feelings about an event or a familiar story using a limited number of words.	<b>B-1:</b> describe/express thoughts and feelings about several events from a familiar story with developing control of some frequently occurring linking words (e.g., and, then).	<b>I-1:</b> describe/express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.	
	<b>PE/E-2:</b> use a combination of drawing and-teacher dictation to produce a text for a given purpose.	<b>B-2:</b> use a combination of drawing, teacher dictation and writing to produce a grade-appropriate text for a given purpose.	<b>I-2:</b> use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.	

Kindergarten 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, use, speak, respond  <b>Basic:</b> ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following: explain, discuss, write  <b>Intermediate:</b> ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following: classify, analyze, speak and write</p> <p><b><u>Language forms include but are not limited to:</u></b>                      *Specific language forms include the parts of speech within this ELP Standard.</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>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.</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, 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 or syntax structures, anchor chart with key words to indicate connections, visual-based grammar wall, responses in compound sentence structures  <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>
	<b>PE/E-1:</b> recognize and use frequently occurring nouns, verbs, and short phrases in shared language activities.	<b>B-1:</b> recognize and use frequently occurring regular plural nouns, verbs, and prepositions in shared language activities.	<b>I-1:</b> use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.	
	<b>PE/E-2:</b> respond to yes-no and wh-questions in shared language activities.	<b>B-2:</b> use and respond to question words in shared language activities.	<b>I-2:</b> ask and answer interrogatives (wh-questions) in shared language activities.	
	<b>PE/E-3:</b> produce simple sentences.	<b>B-3:</b> produce simple sentences.	<b>I-3:</b> produce and expand simple sentences in shared language activities.	