

Grades 4-5 English Language Proficiency Standards

**Reading Foundational Standards Grades 4-5**

<b>Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics</b>	
<b>No or little spoken English proficiency:</b> Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).	
<b>Spoken English proficiency:</b> Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
<b>Oral Skills</b>	
<b>Arizona’s English Language Proficiency Standards: Reading Foundational Skills</b>	<b>Arizona’s English Language Arts Standards Reading Standards: Foundational Skills</b>
<p>1. <b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>a. Distinguish between phonemes in the initial, medial, and final positions of words.</li> <li>b. Produce the 44 phonemes with verbal modeling and visual cues.</li> <li>c. Orally produce the initial and final sounds (not the letter) of a spoken word.</li> <li>d. Identify short vowel sounds in orally stated single-syllable words (e.g., hen, hat, mad, etc.).</li> <li>e. Identify long vowel sounds in orally stated single-syllable words (e.g., kite, made, cake, etc.).</li> <li>f. Segment sentences into words.</li> <li>g. Segment multi-syllabic words into syllables (/but/ter/fly/).</li> <li>h. Blend spoken simple onsets and rimes to form real words (onset /c/ and rime /at/).</li> <li>i. Blend spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/).</li> <li>j. Recognize the new spoken word when a specified phoneme is added, changed or removed.</li> <li>k. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun vs. run, man, etc.).</li> </ul>	<p>*Arizona’s ELA Standards: Reading Standards Foundational Skills does not address Phonological Awareness at grades 4 or 5.</p>

Grades 4-5 English Language Proficiency Standards

<b>Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics</b>	
<b>No or little native language literacy:</b> Students will need instruction in print concepts.	
<b>Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian):</b> Students will be familiar with print concepts and will need instruction in learning the Latin alphabet for English, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	
<b>Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish):</b> Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	
<b>Print Skills</b>	
<b>Arizona’s English Language Proficiency Standards: Reading Foundational Skills</b>	<b>Arizona’s English Language Arts Standards Reading Standards: Foundational Skills</b>
<p><b>2. Print Concepts:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the command of left to right, top to bottom directionality, and return sweep when handling reading materials.</li> <li>b. Track the one to one correlation between spoken and printed word.</li> <li>c. Identify letters, words and sentences and their distinguishing features (e.g., capitalization, ending punctuation, etc.).</li> <li>d. Locate organizational features of a book (e.g., title, author, and table of contents) with instructional support.</li> </ul> <p><b>3. Phonics and Word Recognition (Decoding):</b></p> <ul style="list-style-type: none"> <li>a. Recognize and naming uppercase and lowercase letters of the alphabet.</li> <li>b. Produce sounds represented by the single-lettered consonant and vowel graphemes.</li> <li>c. Read regularly spelled one and two-syllable words and compound words including consonant blends (bl, st, and tr).</li> <li>d. Read one and two-syllable words using letter-sound knowledge.</li> <li>e. Identify base words (walk, clean, dress) that have been modified by inflectional endings.</li> </ul>	<p><b>Print Concepts</b></p> <p>*Arizona’s ELA Standards: Reading Standards Foundational Skills does not address Print Concepts at grades 4 or 5.</p> <p><b>Phonics and Word Recognition</b></p> <p>4.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.</li> <li>b. Apply knowledge of the six syllable patterns to read grade level words accurately.</li> <li>c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.</li> </ul> <p>5.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</li> <li>b. Apply knowledge of the six syllable patterns to read grade level words accurately.</li> <li>c. Use combined knowledge of morphology to read grade level words accurately.</li> <li>d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</li> </ul>

Grades 4-5 English Language Proficiency Standards

<ul style="list-style-type: none"><li>f. Identify inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).</li><li>g. Repeat and read given words with common prefixes, suffixes and roots including the endings -tion, -sion.</li><li>h. Read contractions.</li><li>i. Use word order and context to confirm decoding of text.</li></ul> <p>4. <b>Fluency:</b></p> <ul style="list-style-type: none"><li>a. Read high frequency words, sight words, sentences and short passages from familiar patterned text (e.g., poems and chants, etc.) with fluency (e.g., accuracy, appropriate phrasing, and attention to punctuation).</li></ul>	<p><b>Fluency</b></p> <p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. Read grade-level text with purpose and understanding.</li><li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul> <p>5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. Read grade-level text with purpose and understanding.</li><li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>
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Grades 4-5 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**

*Listening and Reading*

AZ ELP - Standard 1					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
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:	<b>Reading Literature:</b> 4.RL.1 4.RL.2 4.RL.3 4.RL.5 4.RL.6 4.RL.7 4.RL.10  5.RL.1 5.RL.2 5.RL.3 5.RL.5 5.RL.6 5.RL.7 5.RL.10  <b>Reading Informational:</b> 4.RI.1 4.RI.2 4.RI.3 4.RI.6 4.RI.7 4.RI.10  5.RI.1 5.RI.2 5.RI.3 5.RI.6 5.RI.7 5.RI.10  <b>Speaking and Listening:</b> 4.SL.2  5.SL.2	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> identify the central topic and key details.	<b>B-1:</b> determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.	<b>I-1:</b> determine central ideas (in informational texts) and themes (in literary texts) and explain how they are supported by key details.		
	<b>PE/E-2:</b> retell a familiar text including specific details and information.	<b>B-2:</b> recount a text including specific details and information.	<b>I-2:</b> summarize a text including specific details and information.		
	<b>PE/E-3:</b> identify similarities and differences within a text.	<b>B-3:</b> identify and describe similarities and differences within a text.	<b>I-3:</b> compare and contrast details from multiple texts.		
	<b>PE/E-4:</b> establish connections between visual supports and text.	<b>B-4:</b> utilize visual information to understand the text.	<b>I-4:</b> explain how the visual information supports the text.		

## Grades 4-5 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 4

##### Reading Literature

- 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose.
- 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
- 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- 4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

##### Reading Informational

- 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
- 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

##### Speaking and Listening

- 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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#### Grade 5

##### Reading Literature

- 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL.2 Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
- 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
- 5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
- 5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

##### Reading Informational

- 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
- 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## Grades 4-5 English Language Proficiency Standards

**5.RI.10** By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

### **Speaking and Listening**

**5.SL.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grades 4-5 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:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
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:	<b>Reading Literature:</b> 4.RL.4  5.RL.4	<p><b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b>Supports include but are not limited to:</b> context and visual aids.</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>Reading Informational:</b> 4.RI.4  5.RI.4	
	<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>Language:</b> 4.L.4 4.L.5  5.L.4 5.L.5	
	<b>PE/E-3:</b> apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	<b>B-3:</b> apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	<b>I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.		

## Grades 4-5 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 4

##### Reading Literature

**4.RL.4** Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.

##### Reading Informational

**4.RI.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

##### Language

**4.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**4.L.5** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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#### Grade 5

##### Reading Literature

**5.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

##### Reading Informational

**5.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

##### Language

**5.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**5.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.



Grades 4-5 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:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
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:	<b>Writing:</b> 4.W.2 4.W.3  5.W.2 5.W.3	<p><b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)</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>Speaking and Listening:</b> 4.SL.4	
	<b>PE/E-2:</b> compose written narratives using appropriate conventions about familiar topics and experiences that include details.	<b>B-2:</b> compose written narratives using appropriate conventions that include details and examples to develop a topic.	<b>I-2:</b> compose written narratives using appropriate conventions that include details and examples to develop a topic.	5.SL.4  <b>Language:</b> 4.L.2  5.L.2	
	<b>PE/E-3:</b> compose informational texts that include details while using appropriate conventions.	<b>B-3:</b> compose informational texts that include details to develop a topic while using appropriate conventions.	<b>I-3:</b> compose informational texts that include details and examples to develop a topic while using appropriate conventions.		
	<b>PE/E-4:</b> produce phrases that link ideas and information using transition words (e.g., also, because).	<b>B-4:</b> produce sentences that link ideas and information using transition words and phrases (e.g., another, for example, also, because).	<b>I-4:</b> produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast).		

## Grades 4-5 English Language Proficiency Standards

	PE/E-5: N/A	B-5: use examples of precise language and domain-specific vocabulary within informative texts.	I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.		<p><b>Conventions of writing include but are not limited to:</b> capitalization, punctuation, spelling, and so on.</p> <p><b>Supports include but are not limited to:</b> context and visual aids.</p>
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### AZ ELA Standard Alignment

#### Grade 4

##### Writing

**4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**4.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

##### Speaking and Listening

**4.SL.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

##### Language

**4.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

#### Grade 5

##### Writing

**5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

## Grades 4-5 English Language Proficiency Standards

**5.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Speaking and Listening**

**5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Language**

**5.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

Grades 4-5 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
*Speaking and Writing*

AZ ELP - Standard 4					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
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:	<b>Writing:</b> 4.W.1  5.W.1	<p><b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b>Supports include but are not limited to:</b> context and visual aids.</p>
	<b>PE/E-1:</b> express an opinion on a topic or text.	<b>B-1:</b> express an opinion on a topic or text.	<b>I-1:</b> express an opinion on a topic or text.	<b>Speaking and Listening:</b> 4.SL.4	
	<b>PE/E-2:</b> supply a reason that supports the opinion.	<b>B-2:</b> supply a reason that supports the opinion and is based on some textual evidence.	<b>I-2:</b> supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.	5.SL.4  <b>Language:</b> 4.L.6  5.L.6	
	<b>PE/E-3:</b> use simple words that signal actions and emotions.	<b>B-3:</b> use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered animal preservation).	<b>I-3:</b> use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered animal preservation).		

## Grades 4-5 English Language Proficiency Standards

	<b>PE/E-4:</b> provide a sense of closure to an opinion.	<b>B-4:</b> provide a concluding statement to an opinion.	<b>I-4:</b> provide a conclusion that summarizes the opinion presented.		
<b>AZ ELA Standard Alignment</b>					
<p><b>Grade 4</b></p> <p><b>Writing</b></p> <p><b>4.W.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>Speaking and Listening</b></p> <p><b>4.SL.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Language</b></p> <p><b>4.L.6</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <hr/> <p><b>Grade 5</b></p> <p><b>Writing</b></p> <p><b>5.W.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>Speaking and Listening</b></p> <p><b>5.SL.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Language</b></p> <p><b>5.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>					

Grades 4-5 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:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
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:	<b>Writing:</b> 4.W.5  5.W.5  <b>Speaking and Listening:</b> 4.SL.6  5.SL.6  <b>Language:</b> 4.L.6  5.L.6	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E 1:</b> demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts.	<b>B-1:</b> demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.	<b>I-1:</b> adapt language choices and style (includes register) according to purpose, task, and audience.		
	<b>PE/E 2:</b> use general academic words and phrases learned through conversations, reading, and being read to.	<b>B-2:</b> use grade-appropriate general academic and content specific words, phrases, and expressions with developing control.	<b>I-2:</b> use a variety of general academic and content-specific words and phrases.		

## Grades 4-5 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 4

##### Writing

**4.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

##### Speaking and Listening

**4.SL.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

##### Language

**4.L.6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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#### Grade 5

##### Writing

**5.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

##### Speaking and Listening

**5.SL.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

##### Language

**5.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grades 4-5 English Language Proficiency Standards

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

<b>AZ ELP - Standard 6</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
<p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>With <b>substantial support</b>, apply an emerging set of strategies to:</p>	<p>With <b>moderate support</b>, apply a developing set of strategies to:</p>	<p>With <b>light support</b>, apply a wide range of strategies to:</p>	<p><b>Writing:</b> 4.W.6  5.W.6</p>	<p><b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b><i>Supports include but are not limited to:</i></b> context and visual aids.</p>
	<p><b>PE/E-1:</b> participate in conversations and discussions about familiar topics.</p>	<p><b>B-1:</b> participate in discussions about familiar topics and texts.</p>	<p><b>I-1:</b> participate in extended conversations and discussions about a variety of topics and texts.</p>	<p><b>Speaking and Listening:</b> 4.SL.1  5.SL.1</p>	
	<p><b>PE/E-2:</b> participate in written exchanges about familiar topics.</p>	<p><b>B-2:</b> participate in written exchanges about familiar topics and texts.</p>	<p><b>I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p>		
	<p><b>PE/E-3:</b> follow basic rules for discussion.</p>	<p><b>B-3:</b> follow rules for discussion.</p>	<p><b>I-3:</b> express own ideas using the rules for discussion.</p>		
	<p><b>PE/E-4:</b> respond to simple yes-no and wh- questions.</p>	<p><b>B-4:</b> ask questions to gain information or clarify understanding.</p>	<p><b>I-4:</b> pose and respond to questions about a variety of topics and texts.</p>		
	<p><b>PE/E-5:</b> contribute own comments to collaborative oral and written discussions about familiar topics.</p>	<p><b>B-5:</b> contribute information and evidence to collaborative oral and written discussions.</p>	<p><b>I-5:</b> paraphrase the key ideas expressed in collaborative oral and written discussions.</p>		



## Grades 4-5 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 4

##### Writing

**4.W.6** With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

##### Speaking and Listening

**4.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
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#### Grade 5

##### Writing

**5.W.6** With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.

##### Speaking and Listening

**5.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.

Grades 4-5 English Language Proficiency Standards

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

<b>AZ ELP - Standard 7</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
<p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>With <b>substantial support</b>, apply an emerging set of strategies to:</p>	<p>With <b>moderate support</b>, apply a developing set of strategies to:</p>	<p>With <b>light support</b>, apply a wide range of strategies to:</p>	<p><b>Writing:</b> 4.W.7 4.W.8 4.W.9</p>	<p><b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b>Supports include but are not limited to:</b> context and visual aids.</p>
	<p><b>PE/E-1:</b> gather information from provided resources to answer questions.</p>	<p><b>B-1:</b> gather information from multiple provided resources to answer questions.</p>	<p><b>I-1:</b> gather information from print and digital provided resources to answer questions.</p>	<p>5.W.7 5.W.8 5.W.9</p> <p><b>Speaking and Listening:</b> 4.SL.4  5.SL.4</p>	
	<p><b>PE/E-2:</b> record some information/ observations in simple notes.</p>	<p><b>B-2:</b> sort evidence into categories.</p>	<p><b>I-2:</b> summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.</p>		

## Grades 4-5 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 4

##### Writing

**4.W.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

**4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature.
- b. Apply grade 4 Reading standards to informational texts.

##### Speaking and Listening

**4.SL.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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#### Grade 5

##### Writing

**5.W.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.

**5.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**5.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature.
- b. Apply grade 5 Reading standards to informational texts.

##### Speaking and Listening

**5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grades 4-5 English Language Proficiency Standards

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

<b>AZ ELP - Standard 8</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
analyze and critique the arguments of others orally and in writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Informational:</b> 4.RI.8	<p><b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, predicting, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p>
	<b>PE/E-1:</b> identify a reason an author or speaker gives to support a main point.	<b>B-1:</b> tell how one or two reasons support the specific points an author or a speaker makes.	<b>I-1:</b> explain how an author or speaker uses reasons and evidence to support or fail to support specific points.	5.RI.8 <b>Writing:</b> 4.W.1	
	<b>PE/E-2:</b> determine and explain the author's purpose.	<b>B-2:</b> identify the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).	<b>I-2:</b> determine and explain the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).	5.W.1 <b>Speaking and Listening:</b> 4.SL.3	
	<b>PE/E-3:</b> identify vocabulary used to influence a reader's perspective (e.g., emotional words, etc.).	<b>B-3:</b> distinguish between facts and opinion in a text.	<b>I-3:</b> distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications, etc.).	5.SL.3 <b>Language:</b> 4.L.6	
	<b>PE/E-4:</b> express an opinion.	<b>B-4:</b> write about an opinion and use provided resources to include one or more supporting reasons.	<b>I-4:</b> write about an opinion and use provided resources to include supporting reasons.	5.L.6	

Grades 4-5 English Language Proficiency Standards

	<b>PE/E-5:</b> use words and phrases to express ideas and opinions.	<b>B-5:</b> use academic words and phrases to express ideas and phrases.	<b>I-5:</b> use academic and domain-specific words and phrases to express ideas and phrases.		<b><i>Supports include but are not limited to:</i></b> context and visual aids.
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**AZ ELA Standard Alignment**

**Grade 4**

**Reading Informational**

**4.RI.8** Explain how an author uses reasons and evidence to support particular points in a text.

**Writing**

**4.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- b. Provide reasons that are supported by facts and details.

**Speaking and Listening**

**4.SL.3** Identify the reasons and evidence a speaker provides to support particular points.

**Language**

**4.L.6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Grade 5**

**Reading Informational**

**5.RI.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Writing**

**5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- b. Provide logically ordered reasons that are supported by facts and details.

**Speaking and Listening**

**5.SL.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Language**

**5.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grades 4-5 English Language Proficiency Standards

**LANGUAGE**

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

<b>AZ ELP - Standard 9</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</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:	<b>Writing:</b> 4.W.1 4.W.2 4.W.3 4.W.4  5.W.1 5.W.2 5.W.3 5.W.4  <b>Speaking and Listening:</b> 4.SL.4 4.SL.6  5.SL.4 5.SL.6	<b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b><i>Supports include but are not limited to:</i></b> context and visual aids.
	<b>PE/E-1:</b> apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	<b>B-1:</b> apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	<b>I-1:</b> apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).		
	<b>PE/E-2:</b> apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	<b>B-2:</b> apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	<b>I-2</b> apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.		

## Grades 4-5 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 4

##### Writing

- 4.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- 4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- 4.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
c. Use a variety of transitional words and phrases to manage the sequence of events.
- 4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

##### Speaking and Listening

- 4.SL.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.SL.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
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#### Grade 5

##### Writing

- 5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- 5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- 5.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
c. Use a variety of transitional words and phrases to manage the sequence of events.
- 5.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

##### Speaking and Listening

- 5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 5.SL.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Grades 4-5 English Language Proficiency Standards

**LANGUAGE**

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

<b>AZ ELP - Standard 10</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</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:	<b>Language:</b> 4.L.1 4.L.2 4.L.3  5.L.1 5.L.2 5.L.3	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)
	<b>PE/E-1:</b> using some familiar singular and plural nouns.	<b>B-1:</b> using an increasing range of singular and plural nouns.	<b>I-1:</b> using grade-appropriate singular and plural nouns.		
	<b>PE/E-2:</b> using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>B-2:</b> using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>I-2:</b> using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).		
	<b>PE/E-3:</b> recognizing possessive nouns (e.g., That is Mary's backpack.).	<b>B-3:</b> using possessive with some familiar nouns (e.g., That is Mary's backpack.).	<b>I-3:</b> using possessives with grade-appropriate nouns (e.g., That is Mary's backpack.).		
	<b>PE/E-4:</b> beginning to use personal subject and object pronouns.	<b>B-4:</b> using personal subject and object pronouns.	<b>I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.		
	<b>PE/E-5:</b> using familiar verbs in the present progressive.	<b>B-5:</b> using verbs distinguishing present progressive and simple present.	<b>I-5:</b> using verbs in the past progressive.		



Grades 4-5 English Language Proficiency Standards

	<p><b>PE/E-6:</b> using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went).</p>	<p><b>B-6:</b> using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang).</p>	<p><b>I-6:</b> using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p>	<p><b>Supports include but are not limited to:</b> context and visual aids.</p>
	<p><b>PE/E-7:</b> using some familiar verbs in the future with “going to”.</p>	<p><b>B-7:</b> using an increasing range of verbs in the future with “going to” and “will”.</p>	<p><b>I-7:</b> using grade-appropriate verbs in the future with “going to” and “will”.</p>	
	<p><b>PE/E-8:</b> applying subject-verb agreement using familiar nouns and verbs.</p>	<p><b>B-8:</b> applying subject-verb agreement using and increasing range of nouns and verbs.</p>	<p><b>I-8:</b> applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	
	<p><b>PE/E-9:</b> recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p><b>B-9:</b> using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p><b>I-9:</b> using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	
	<p><b>PE/E-10:</b> beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p><b>B-10:</b> using a wider range of prepositional phrases (e.g., after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p><b>I-10:</b> using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause).</p>	
	<p><b>PE/E-11:</b> using some simple, frequently occurring conjunctions (e.g., and, but).</p>	<p><b>B-11:</b> using a wider range of frequently occurring conjunctions (e.g., and, but, because).</p>	<p><b>I-11:</b> using frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	

## Grades 4-5 English Language Proficiency Standards

	<b>PE/E-12:</b> beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.	<b>B-12:</b> increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.	<b>I-12:</b> using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.
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### AZ ELA Standard Alignment

#### Grade 4 Language

**4.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).
- h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

**4.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

**4.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### Grade 5 Language

**5.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).
- f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).

**5.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.

## Grades 4-5 English Language Proficiency Standards

- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - d. Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting references as needed.
- 5.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.