



# Arizona English Language Proficiency Standards 2019





# **Arizona English Language Proficiency Standards 2019**

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**Grades 9-12**

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

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Grades 9-12 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**

***Listening and Reading***

<b>AZ ELP - Standard 1</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Literature:</b> 9-10.RL.1 9-10.RL.2 9-10.RL.3 9-10.RL.5 9-10.RL.6 9-10.RL.7  <b>Reading Informational:</b> 9-10.RI.1 9-10.RI.2 9-10.RI.3 9-10.RI.5 9-10.RI.6 9-10.RI.7  <b>Speaking and Listening:</b> 9-10.SL.2	<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)
	<b>PE/E-1:</b> identify the main topic and a few key details.	<b>B-1:</b> determine the central idea or theme and explain how they are supported by using text evidence.	<b>I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.		
	<b>PE/E-2:</b> retell a familiar text including specific details and information.	<b>B-2:</b> recount a text including specific details and information.	<b>I-2:</b> summarize a text including specific details and information.		
	<b>PE/E-3:</b> identify key details and evidence.	<b>B-3:</b> cite specific details and evidence from the texts to support the analysis.	<b>I-3:</b> cite specific details and evidence from the texts to support the analysis.		
	<b>PE/E-4:</b> identify text structures and text types.	<b>B-4:</b> determine which text structures and text types impact the central idea or theme.	<b>I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.		

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	<b>PE/E-5:</b> establish connections between visual supports and text.	<b>B-5:</b> utilize visual information to understand the text.	<b>I-5:</b> explain how the visual information supports the text.		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>AZ ELA Standard Alignment</b>  <b>Reading Literature</b> <b>9-10.RL.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>9-10.RL.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <b>9-10.RL.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <b>9-10.RL.5</b> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. <b>9-10.RL.6</b> Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. <b>9-10.RL.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment  <b>Reading Informational Text</b> <b>9-10.RI.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>9-10.RI.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <b>9-10.RI.3</b> Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <b>9-10.RI.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter) <b>9-10.RI.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <b>9-10.RI.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  <b>Speaking and Listening</b> <b>9-10.SL.2</b> Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.					

Grades 9-12 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**

***Listening and Reading***

<b>AZ ELP - Standard 2</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
determine the meaning of words and phrases in oral presentations and literary and informational text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Literature:</b> 9-10.RL.4	<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>
	<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> 9-10.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> 9-10.L.4 9-10.L.5	

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	<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.		<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 style="text-align: center;"><b>AZ ELA Standard Alignment</b></p> <p><b>Reading Literature</b>  <b>9-10.RL.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><b>Reading Informational</b>  <b>9-10.RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><b>Language</b>  <b>9-10.L.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.  <b>9-10.L.5</b> Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>					

Grades 9-12 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**

***Speaking and Writing***

<b>AZ ELP - Standard 3</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
speak and write about grade appropriate complex literary and informational texts and topics.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 9-10.W.2 9-10.W.3  <b>Speaking and Listening:</b> 9-10.SL.4	<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>Conventions of writing include but are not limited to:</i></b> capitalization, punctuation, spelling, 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>PE/E-1:</b> deliver short oral presentations that include a few details.	<b>B-1:</b> deliver short oral presentations that include some details to develop a topic.	<b>I-1:</b> deliver oral presentations that include details and examples to develop a topic.		
	<b>PE/E-2:</b> compose written narratives using appropriate conventions about familiar topics and experiences that include details.	<b>B-2:</b> compose written narratives using appropriate conventions that include details and examples to develop a topic.	<b>I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.		
	<b>PE/E-3:</b> compose informational texts that include details to develop a topic while using appropriate conventions.	<b>B-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.	<b>I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.		



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	<b>PE/E-4:</b> identify ways in which graphics or multimedia supports the topic.	<b>B-4:</b> integrate graphics or multimedia when useful.	<b>I-4:</b> integrate graphics or multimedia when useful.		<b><i>Supports include but are not limited to:</i></b> context and visual aids.
	<b>PE/E-5:</b> N/A	<b>B-5:</b> use examples of precise language and domain-specific vocabulary within informative texts.	<b>I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.		
	<b>PE/E-6:</b> N/A	<b>B-6:</b> use transition and sequencing words to create cohesion.	<b>I-6:</b> use transition and sequencing words to create cohesion.		

## Grades 9-12 English Language Proficiency Standards

### Writing

**9-10.W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**9-10.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Speaking and Listening

**9-10.SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

**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>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</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:	<b>Writing</b> 9-10.W.1	<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>
	<b>PE/E-1:</b> express an opinion on a topic.	<b>B-1:</b> construct a claim about a topic or text.	<b>I-1:</b> construct a claim about a topic or text.	<b>Speaking and Listening</b> 9-10.SL.4	
	<b>PE/E-2:</b> introduce the topic and provide a few reasons or facts to support the claim.	<b>B-2:</b> introduce the claim and provide logically ordered reasons or facts that effectively support the claim.	<b>I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.	<b>Language</b> 9-10.L.6	
	<b>PE/E-3:</b> identify language indicating a contrasting opinion or viewpoint.	<b>B-3:</b> distinguish the claim from a counterclaim.	<b>I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.		
	<b>PE/E-4:</b> provide a sense of closure to an argument.	<b>B-4:</b> provide a concluding statement to an argument.	<b>I-4:</b> provide a conclusion that summarizes the argument presented.		

## Grades 9-12 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**9-10.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

#### Speaking and Listening

**9-10.SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Language

**9-10.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**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> 9-10.W.5  <b>Speaking and Listening</b> 9-10.SL.6  <b>Language</b> 9-10.L.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>PE/E-1:</b> demonstrate a developing awareness of the need to adapt language choices to different social and academic context.	<b>B-1:</b> demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.	<b>I-1:</b> adapt language choices and style (includes register) according to purpose, task, and audience.		
	<b>PE/E-2:</b> use frequently occurring general academic and content-specific words and phrases to express ideas.	<b>B-2:</b> use general academic and domain-specific words and phrases-to express ideas.	<b>I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.		

## Grades 9-12 English Language Proficiency Standards

	<b>PE/E-3:</b> demonstrate developing control of style and tone in oral or written text.	<b>B-3:</b> utilize formal style and tone in speech and writing, as appropriate.	<b>I-3:</b> utilize and maintain formal style and tone effectively in speech and writing, as appropriate		<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 style="text-align: center;"><b>AZ ELA Standard Alignment</b></p> <p><b>Writing</b>  <b>9-10.W.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Speaking and Listening</b>  <b>9-10.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language</b>  <b>9-10.L.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					

**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>
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:	<b>Writing</b> 9-10.W.4 9-10.W.6  <b>Speaking and Listening</b> 9-10.SL.1 9-10.SL.2	<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>PE/E-1:</b> participate in conversations and discussions about familiar topics.	<b>B-1:</b> participate in discussions about familiar topics, texts, and issues.	<b>I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.		
	<b>PE/E-2:</b> participate in written exchanges about familiar topics.	<b>B-2:</b> participate in written exchanges about grade-appropriate topics and texts.	<b>I-2:</b> participate in extended written exchanges about a variety of topics and texts.		
	<b>PE/E-3:</b> follow the basic rules for discussion.	<b>B-3:</b> follow the rules for discussion and express his or her own ideas clearly.	<b>I-3:</b> follow the rules for discussion and express his or her own ideas clearly and persuasively.		

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	<b>PE/E-4:</b> respond to simple yes-no and wh- questions.	<b>B-4:</b> ask questions to gain information or clarify understanding.	<b>I-4:</b> pose and respond to questions that probe reasoning and claims.		<b><i>Supports include but are not limited to:</i></b> context and visual aids.
	<b>PE/E-5:</b> contribute own comments to collaborative oral and written discussions about familiar topics.	<b>B-5:</b> review information expressed by others and add relevant information and evidence to collaborative oral and written discussions.	<b>I-5:</b> acknowledge information expressed by others by paraphrasing key ideas & expressed and responding with relevant information in collaborative oral and written discussions.		
	<b>PE/E-6:</b> refer to previously read information on familiar topic during collaborative oral and written discussions.	<b>B-6:</b> refer to previously read or researched information during collaborative oral and written discussions.	<b>I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.		
	<b>PE/E-7:</b> restate some of the key ideas expressed.	<b>B-7:</b> summarize the key points expressed.	<b>I-7:</b> summarize the key points and evidence discussed.		

### AZ ELA Standard Alignment

#### **Writing**

**9-10.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

**9-10.W.6** Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### **Speaking and Listening**

**9-10.SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.



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- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.

**9-10.SL.2** Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

Grades 9-12 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>
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:	<b>Writing</b> 9-10.W.7 9-10.W.8 9-10.W.9	<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> gather information from provided resources to answer questions.	<b>B-1:</b> gather information from multiple provided resources to answer questions.	<b>I-1:</b> gather information from print and digital provided resources to answer questions.	<b>Speaking and Listening</b> 9-10.SL.2 9-10.SL.4	
	<b>PE/E-2:</b> N/A	<b>B-2:</b> summarize the main idea using evidence from text or presentations.	<b>I-2:</b> make inferences and draw conclusions using evidence from text or presentations.		
	<b>PE/E-3:</b> record some information/ observations in simple notes.	<b>B-3:</b> paraphrase observations, information notes with labeled illustrations, diagrams, or other graphics, as appropriate.	<b>I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.		

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	<b>PE/E-4:</b> cite sources used in research appropriately.	<b>B-4:</b> cite sources used in research appropriately.	<b>I-4:</b> cite sources used in research appropriately.		<b><i>Supports include but are not limited to:</i></b> context and visual aids.
<p style="text-align: center;"><b>AZ ELA Standard Alignment</b></p> <p><b>Writing</b>  <b>9-10.W.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  <b>9-10.W.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  <b>9-10.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature.              b. Apply grades 9-10 Reading standards to informational text and nonfiction.</p> <p><b>Speaking and Listening</b>  <b>9-10.SL.2</b> Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.  <b>9-10.SL.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.</p>					

Grades 9-12 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> 9-10.RI.8 9-10.RI.9	<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> identify the main argument an author or a speaker makes.	<b>B-1:</b> explain the reasons an author or a speaker gives to support a claim.	<b>I-1:</b> analyze the reasoning and use of rhetoric in texts.	<b>Writing</b> 9-10.W.1	
	<b>PE/E-2:</b> identify reasons an author or a speaker gives to support the argument.	<b>B-2:</b> identify textual evidence that supports the claim.	<b>I-2:</b> determine whether the evidence is sufficient to support the claim.	<b>Speaking and Listening</b> 9-10.SL.3	
	<b>PE/E-3:</b> cite textual evidence to support the analysis.	<b>B-3:</b> cite textual evidence to support the analysis.	<b>I-3:</b> cite textual evidence to support the analysis.	<b>Language</b> 9-10.L.6	
	<b>PE/E-4:</b> use words and phrases to express ideas and opinions.	<b>B-4:</b> use academic words and phrases to make a claim.	<b>I-4:</b> use academic and domain-specific words and phrases to make a claim.		

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	<b>PE/E-5:</b> N/A	<b>B-5:</b> demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>I-5:</b> demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<b><i>Supports include but are not limited to:</i></b> context and visual aids.
<p style="text-align: center;"><b>AZ ELA Standard Alignment</b></p> <p><b>Reading Informational</b>  <b>9-10.RI.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  <b>9-10.RI.9</b> Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.</p> <p><b>Writing</b>  <b>9-10.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.              b. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p><b>Speaking and Listening</b>  <b>9-10.SL.3</b> Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>Language</b>  <b>9-10.L.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					

Grades 9-12 English Language Proficiency Standards

**LANGUAGE**

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

<b>AZ ELP - Standard 9</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>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> 9-10.W.1 9-10.W.2 9-10.W.3 9-10.W.4  <b>Speaking and Listening</b> 9-10.SL.4 9-10.SL.6	<b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, comparing, 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>PE/E-1:</b> present information on a topic using frequently occurring linking words (e.g., and, then) when speaking and writing.	<b>B-1:</b> introduce and develop an informational topic, using an increasing range of transition and other linking words (e.g., before, because, also) when speaking and writing.	<b>I-1:</b> introduce and develop an informational topic using a variety of transition and linking words and phrases to connect ideas, information, or events when speaking and writing.		
	<b>PE/E-2:</b> present a simple sequence of events in order using frequently occurring linking words (e.g., and, then) when speaking and writing.	<b>B-2:</b> introduce and present facts, using an increasing range of transition and other linking words to connect, compare, and contrast information (e.g., before, because, also) when speaking and writing.	<b>I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.		

## Grades 9-12 English Language Proficiency Standards

	<b>PE/E-3:</b> identify signal words that indicate cause and effect. (e.g., so that, because of, since)	<b>B-3:</b> locate and identify signal words that indicate cause and effect. (e.g., as a result of, so that, because of, since)	<b>I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)		<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>AZ ELA Standard Alignment</b>					
<p><b>Writing</b></p> <p><b>9-10.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="padding-left: 20px;">c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>9-10.W.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p style="padding-left: 20px;">c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p style="padding-left: 20px;">c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><b>9-10.W.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Speaking and Listening</b></p> <p><b>9-10.SL.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>9-10.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>					

Grades 9-12 English Language Proficiency Standards

**LANGUAGE**

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

<b>AZ ELP - Standard 10</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>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> 9-10.L.1 9-10.L.2 9-10.L.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> <p><b><i>Supports include but are not limited to:</i></b> context and visual aids.</p>
	<b>PE/E-1:</b> using some familiar singular and plural nouns.	<b>B-1:</b> using an increasing range of singular and plural nouns.	<b>I-1:</b> using grade-appropriate singular and plural nouns.		
	<b>PE/E-2:</b> using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>B-2:</b> using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>I-2:</b> using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).		
	<b>PE/E-3:</b> recognizing possessive nouns (e.g., That is Mary's backpack.).	<b>B-3:</b> using possessive with some familiar nouns (e.g., That is Mary's backpack.).	<b>I-3:</b> using possessives with grade-appropriate nouns (e.g., That is Mary's backpack.).		
	<b>PE/E-4:</b> beginning to use personal subject and object pronouns.	<b>B-4:</b> using personal subject and object pronouns.	<b>I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.		
	<b>PE/E-5:</b> using familiar verbs in the present progressive.	<b>B-5:</b> using verbs distinguishing present progressive and simple present.	<b>I-5:</b> using verbs in the past progressive.		



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	<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).	<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).	<b>I-6:</b> using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).		
	<b>PE/E-7:</b> using some familiar verbs in the future with “going to”.	<b>B-7:</b> using an increasing range of verbs in the future with “going to” and “will”.	<b>I-7:</b> using grade-appropriate verbs in the future with “going to” and “will”.		
	<b>PE/E-8:</b> Applying subject-verb agreement using familiar nouns and verbs.	<b>B-8:</b> Applying subject-verb agreement using and increasing range of nouns and verbs.	<b>I-8:</b> Applying subject-verb agreement using grade-appropriate nouns and verbs.		
	<b>PE/E-9:</b> recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).	<b>B-9:</b> using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).	<b>I-9:</b> using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).		
	<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.	<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.	<b>I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).		

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	<b>PE/E-11:</b> using some simple, frequently occurring conjunctions (e.g., and, but).	<b>B-11:</b> using a wider range of frequently occurring conjunctions (e.g., and, but, because).	<b>I-11:</b> using frequently occurring conjunctions (e.g., and, but, or, so, because).		
	<b>PE/E-12:</b> using some simple, frequently occurring imperative sentences (e.g., Come in., Sit down.).	<b>B-12:</b> using a wider range of frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.).	<b>I-12:</b> using frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.).		
	<b>PE/E-13:</b> using some simple, frequently occurring modals (e.g., can, could, may, might).	<b>B-13:</b> using a wider range of frequently occurring modals (e.g., shall, should, will, would).	<b>I-13:</b> using irregularly occurring modals (e.g., ought, had, better).		
	<b>PE/E-14:</b> beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.	<b>B-14:</b> increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.	<b>I-14:</b> using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.		

### Language

**9-10.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**9-10.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Use correct spelling.

**9-10.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual.