



# Arizona English Language Proficiency Standards 2019





# **Arizona English Language Proficiency Standards 2019**

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

Table of Contents

<b><u>Reading Foundational Standards</u></b> .....	<b>4</b>
<b><u>Standard 1</u></b> .....	<b>6</b>
<b><u>Standard 2</u></b> .....	<b>8</b>
<b><u>Standard 3</u></b> .....	<b>10</b>
<b><u>Standard 4</u></b> .....	<b>12</b>
<b><u>Standard 5</u></b> .....	<b>14</b>
<b><u>Standard 6</u></b> .....	<b>16</b>
<b><u>Standard 7</u></b> .....	<b>18</b>
<b><u>Standard 8</u></b> .....	<b>20</b>
<b><u>Standard 9</u></b> .....	<b>22</b>
<b><u>Standard 10</u></b> .....	<b>24</b>

## Kindergarten Reading Foundational Standards

Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
<b>1. Phonological Awareness:</b> <ul style="list-style-type: none"> <li>a. Produce all individual phonemes in words using accurate articulation.</li> <li>b. Produce initial and final sounds of words using accurate articulation.</li> <li>c. Identify the initial and final sounds (not letters) of a spoken word.</li> <li>d. Produce rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.</li> <li>e. Identify rhyming words in response to an oral prompt.</li> <li>f. Segment one-syllable words into its phonemes.</li> <li>g. Blend two or three spoken syllables to produce words.</li> <li>h. Produce and blend the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.</li> <li>i. Blend spoken sounds to produce words.</li> <li>j. Discriminate between initial, medial, and final spoken sounds within a word.</li> <li>k. Produce and blend the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.</li> <li>l. Produce new words when initial sound(s), including digraphs, are changed (i.e., word families).</li> <li>m. Orally form words by substituting simple onsets (/c/) with given rimes (/at/).</li> </ul>	<b>Phonological Awareness</b> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Identify and produce sounds (phonemes) in a spoken word.</li> <li>b. Recognize and produce rhyming words.</li> <li>c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).</li> <li>d. Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /t/, or /x/.</li> <li>e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.</li> </ul>

# Kindergarten English Language Proficiency Standards

Print Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
<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 "reading" books.</li> <li>b. Recognize that words are represented by a sequence of letters.</li> <li>c. Demonstrate the one-to-one correlation between a spoken word and a printed word.</li> <li>d. Recognize that sentences are made up of separate words and symbols.</li> <li>e. Recognize the difference between a letter and a printed word.</li> <li>f. Understand that words are separated by spaces in print.</li> <li>g. Name all uppercase and lowercase letters of the alphabet with different fonts out of sequence.</li> <li>h. Produce letter sounds represented by the single lettered consonants and vowels.</li> </ul> <p><b>3. Phonics and Word Recognition:</b></p> <ul style="list-style-type: none"> <li>a. Decode common CVC words.</li> <li>b. Decode a new word when a specific letter is changed, added, or removed.</li> </ul> <p><b>4. Fluency:</b></p> <ul style="list-style-type: none"> <li>a. Read high frequency words with automaticity in context.</li> <li>b. Read emergent-reader texts with purpose and understanding.</li> </ul>	<p><b>Print Concepts</b></p> <p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Identify that a sentence is made up of a group of words.</li> <li>d. Recognize the difference between a letter and a printed word.</li> <li>e. Understand that words are separated by spaces in print.</li> <li>f. Recognize and name all uppercase and lowercase letters of the alphabet.</li> </ul> <p><b>Phonics and Word Recognition</b></p> <p>K.RF.3 Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</li> <li>b. Decode regularly spelled closed-syllable words.</li> <li>c. Read 50 common high-frequency words by sight from a research-based word list.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p><b>Fluency</b></p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p>

# Kindergarten 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>
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> K.RL.1 K.RL.2 K.RL.3 K.RL.7  <b>Reading Informational:</b> K.RI.1 K.RI.2 K.RI.3 K.RI.7  <b>Speaking and Listening:</b> KSL.2
	<b>PE/E-1:</b> answer questions about one or more details from a read-aloud, picture book, and oral presentation.	<b>B-1:</b> ask questions about key details from a read-aloud, picture book, and oral presentation.	<b>I-1:</b> ask and answer questions about key details from a read-aloud, picture book, and oral presentation.	
	<b>PE/E-2:</b> identify key words and phrases in read-alouds and oral presentations.	<b>B-2:</b> identify key details from read-alouds, picture books, and/or oral presentations.	<b>I-2:</b> identify the main topic and details from read-alouds, picture books, and/or oral presentation.	
	<b>PE/E-3:</b> repeat familiar texts.	<b>B-3:</b> retell familiar texts.	<b>I-3:</b> retell familiar texts with details.	
	<b>PE/E-4:</b> identify similarities within a familiar text.	<b>B-4:</b> identify differences within a familiar text.	<b>I-4:</b> identify basic similarities and differences within a text.	
				<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.

## Kindergarten English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Reading Literature

**K.RL.1** With prompting and support, ask and answer questions about key details in a text.

**K.RL.2** With prompting and support, retell familiar stories, including key details.

**K.RL.3** With prompting and support, identify characters, settings, and major events in a story.

**K.RL.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### Reading Informational

**K.RI.1** With prompting and support, ask and answer questions about key details in a text.

**K.RI.2** With prompting and support, identify the main topic and retell key details of a text.

**K.RI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**K.RI.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

#### Speaking and Listening

**K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

# Kindergarten 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>
determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>With <b>substantial support</b>, apply an emerging set of strategies to:</p> <p><b>PE/E-1:</b> answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>With <b>moderate support</b>, apply a developing set of strategies to:</p> <p><b>B-1:</b> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>With <b>light support</b>, apply a wide range of strategies to:</p> <p><b>I-1:</b> answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.</p>	<p><b>Reading Literature:</b> K.RL.4</p> <p><b>Reading Informational:</b> K.RI.4</p> <p><b>Speaking and Listening:</b> K.SL.2</p> <p><b>Language:</b> K.L.5</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>



## Kindergarten English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Reading Literature

**K.RL.4** With prompting and support, ask and answer questions about unknown words in a text.

#### Reading Informational

**K.RI.4** With prompting and support, ask and answer questions about unknown words in a text.

#### Speaking and Listening

**K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

#### Language

**K.L.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Kindergarten English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**

***Speaking and Writing***

AZ ELP - Standard 3					
By the end of each language proficiency level, an English learner can:	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> K.W.1 K.W.2 K.W.3 K.W.4  <b>Speaking and Listening:</b> K.SL.4 K.SL.5  <b>Language:</b> K.L.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>PE/E-1:</b> communicate simple information or feelings about familiar topics, experiences, or events.	<b>B-1:</b> tell or dictate simple messages about a variety of topics, experiences, or events.	<b>I-1:</b> make simple oral presentations about a variety of topics, experiences, or events.		
	<b>PE/E-2:</b> add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.	<b>B-2:</b> add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.	<b>I-2:</b> add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events.		

## Kindergarten English Language Proficiency Standards

	<b>PE/E-3:</b> add illustrations and labels to familiar topics, experiences, or events.	<b>B-3:</b> compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events.	<b>I-3:</b> compose short written texts using appropriate conventions about a variety of topics, experiences, or events.		<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>Conventions of writing include but are not limited to:</b> writing upper and lower letters, spacing between words, capitalization, end punctuation, and so on.</p> <p><b>Supports include but are not limited to:</b> context and visual aids.</p>
	<b>PE/E-4:</b> produce writing about familiar topics using graphic organizers and sentence frames about a variety of topics, experiences, or events.	<b>B-4:</b> produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events.	<b>I-4:</b> produce writing with appropriate organization about a variety of topics, experiences, or events.		

### AZ ELA Standard Alignment

#### Writing

**K.W.1** Demonstrate and apply handwriting skills.

- a. Match upper- and lower-case manuscript letters.
- b. Write upper and lower manuscript letters, with reference to a model.
- c. Write left to right using appropriate spacing between words.

**K.W.2** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**K.W.3** With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**K.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

#### Speaking and Listening

**K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

#### Language

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

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.

Kindergarten English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**

***Speaking and Writing***

<b>AZ ELP - Standard 4</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	<b>AZ ELA Standard Alignment</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> K.W.1  <b>Speaking and Listening:</b> K.SL.6
	<b>PE/E-1:</b> express an opinion or preference using words and/or illustrations about a familiar topic.	<b>B-1:</b> express an opinion or preference and limited justification about a familiar topic or story.	<b>I-1:</b> express an opinion or preference using appropriate structure and justification about a variety of topics or stories.	
	<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.			

## Kindergarten English Language Proficiency Standards

### AZ ELA Standard Alignment

#### **Writing**

**K.W.1** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

#### **Speaking and Listening**

**K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

# Kindergarten English Language Proficiency Standards

## PRODUCTIVE COMMUNICATION

### *Speaking and Writing*

AZ ELP - Standard 5					
By the end of each language proficiency level, an English learner can:	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> K.W.5  <b>Speaking and Listening:</b> K.SL.6  <b>Language:</b> K.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><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> respond to questions and suggestions from peers and add details to writing.	<b>B-1:</b> respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>I-1:</b> respond to questions and suggestions from peers and add details to strengthen writing as needed.		
	<b>PE/E-2:</b> demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	<b>B-2:</b> demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	<b>I-2:</b> demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom.		

## Kindergarten English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

#### Speaking and Listening

**K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

#### Language

**K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# Kindergarten English Language Proficiency Standards

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

<b>AZ ELP - Standard 6</b>				
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	<b>AZ ELA Standard Alignment</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> K.W.6  <b>Speaking and Listening:</b> K.SL.1  <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> participate in short conversations about familiar topics.	<b>B-1:</b> participate in conversations and discussions about familiar topics.	<b>I-1:</b> participate in conversations and discussions about a variety of topics with diverse partners.	
	<b>PE/E-2:</b> follow some rules for discussion about familiar topics.	<b>B-2:</b> follow increasing number of rules for discussion about familiar topics.	<b>I-2:</b> follow rules for discussion about a variety of topics.	
	<b>PE/E-3</b> respond to simple yes-no and wh- questions about familiar topics.	<b>B-3:</b> respond to simple yes-no and wh- questions about familiar topics.	<b>I-3:</b> ask and answer questions about a variety of grade-appropriate topics.	



## Kindergarten English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**K.W.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Speaking and Listening:

**K.SL.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a.** Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).
- b.** Continue a conversation through multiple exchanges.

# Kindergarten English Language Proficiency Standards

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

AZ ELP - Standard 7					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent → Basic → Intermediate			AZ ELA Standard Alignment	Instructional Supports
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> K.W.7 K.W.8	<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> recall or use information from a provided source to answer a question about familiar topics.	<b>B-1:</b> recall and record information from experience or use information from provided sources to answer a question with developing control.	<b>I-1:</b> recall and record information from experience or use information from provided sources to answer a question with increasing control.	<b>Speaking and Listening:</b> K.SL.4	
	<b>PE/E-2:</b> participate in shared research and writing projects about familiar topics.	<b>B-2:</b> participate in shared research and writing projects by communicating findings.	<b>I-2:</b> participate in shared research and writing projects by evaluating and communicating findings.		

## Kindergarten English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**K.W.7** With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Speaking and Listening

**K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

# Kindergarten English Language Proficiency Standards

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

AZ ELP - Standard 8					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent → Basic → Intermediate			AZ ELA Standard Alignment	Instructional Supports
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> K.RI.8  <b>Writing:</b> K.W.1  <b>Speaking and Listening:</b> K.SL.3	<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> orally identify one reason an author or a speaker gives in a familiar text.	<b>B-1:</b> orally identify one reason an author or a speaker gives to support a point.	<b>I-1:</b> orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text.		
	<b>PE/E-2:</b> respond to yes-no, either-or, and wh- questions about what an author or speaker says.	<b>B-2:</b> ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	<b>I-2:</b> ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.		

## Kindergarten English Language Proficiency Standards

### AZ ELA Standard Alignment

#### **Reading Informational**

**K.RI.8** With prompting and support, identify the reasons an author gives to support points in a text.

#### **Writing**

**K.W.1** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

#### **Speaking and Listening**

**K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Kindergarten English Language Proficiency Standards

**LANGUAGE**

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

AZ ELP - Standard 9					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
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> K.W.1 K.W.2 K.W.3  <b>Speaking and Listening:</b> K.SL.4 K.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> express feelings about an event or a familiar story using a limited number of words.	<b>B-1:</b> describe/express thoughts and feelings about several events from a familiar story with developing control of some frequently occurring linking words (e.g., and, then).	<b>I-1:</b> describe/express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.		
	<b>PE/E-2:</b> use a combination of drawing and teacher dictation to produce a text for a given purpose.	<b>B-2:</b> use a combination of drawing, teacher dictation and writing to produce a grade-appropriate text for a given purpose.	<b>I-2:</b> use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.		

## Kindergarten English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Writing

**K.W.1** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

**K.W.2** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**K.W.3** With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### Speaking and Listening

**K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

# Kindergarten English Language Proficiency Standards

## LANGUAGE

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

AZ ELP - Standard 10					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent → Basic → Intermediate			AZ ELA Standard Alignment	Instructional Supports
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> K.L.1	<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>PE/E-1:</b> recognize and use frequently occurring nouns, verbs, and short phrases in shared language activities.	<b>B-1:</b> recognize and use frequently occurring regular plural nouns, verbs, and prepositions in shared language activities.	<b>I-1:</b> use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.		<b><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>PE/E-2:</b> respond to yes-no and wh-questions in shared language activities	<b>B-2:</b> use and respond to question words in shared language activities.	<b>I-2:</b> ask and answer interrogatives (wh-questions) in shared language activities.		<b><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.



## Kindergarten English Language Proficiency Standards

	<b>PE/E-3:</b> produce simple sentences.	<b>B-3:</b> produce simple sentences.	<b>I-3:</b> produce and expand simple sentences in shared language activities.		<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.
<p style="text-align: center;"><b>AZ ELA Standard Alignment</b></p> <p><b>Language</b></p> <p><b>K.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use frequently occurring nouns and verbs.</li> <li>b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>e. Produce and expand complete sentences in shared language activities.</li> </ul>					