

English Language Proficiency Standards

**ELL Coordinator
Boot Camp**
September 18, 2014

Goals

- Review and understand the format of the English Language Proficiency Standards (ELPS)
- Review and understand terminology associated with ELPS
- Identify resources to support implementation of the ELPS



A REVIEW OF THE FORMAT

Key Vocabulary of the ELPS

- Stage
- Domains or Language Strand
- English Proficiency Levels
- Proficiency Level Descriptors
- Standards
- Concepts/ Sub-Concepts
- Performance Indicators (PIs)

Stages (Grade Bands)

Referred to in Roman Numerals

- ELL I corresponds to Kindergarten
- ELL II corresponds to grades 1-2
- ELL III corresponds to grades 3-5
- ELL IV corresponds to grades 6-8
- ELL V corresponds to grades 9-12

Proficiency Levels

- Pre-emergent
- Emergent
- Basic
- Intermediate
 - ✓ Low Intermediate
 - ✓ High Intermediate

Proficiency Level Descriptors

- Each domain includes Proficiency Level Descriptors
- These descriptors provide a “snapshot” of the language skills and abilities common for English language learners at each proficiency level.
- This supports teachers in determining a starting point for a student’s language instruction.

Arizona English Language Proficiency Standards

- **Listening & Speaking Domain (LS)**
 - Comprehension of Oral Communication, Delivery of Oral Communication
- **Reading Domain (R)**
 - Print Concepts, Phonemic Awareness/Decoding, Fluency, Comprehending Text
- **Writing Domain (W)**
 - Writing Applications, Standard English Conventions, Writing Process, Writing Elements, Research
- **Language Strand (L)**
 - Standard English Conventions, Vocabulary

SEI Time Allocations

**Time
Allocation**



**Oral English/
Conversation
and
Vocabulary
60 minutes**

**Grammar
60 minutes**

**Writing
60 minutes**

**Reading
60 minutes**

**ELP
Standards
to Use**



**Listening &
Speaking
Domain**

-and-

**Language
Strand
Standard 2:
Vocabulary**

**Language
Strand
Standard 1:
Standard English
Conventions**

**Writing
Domain**

**Reading
Domain**

Overall Intermediate: Middle & High School Exceptions

*Time
Allocation*



**Oral English/
Conversation
and
Vocabulary**
60 minutes

Grammar

60 minutes

**Proficient
on Writing
Subtest of
AZELLA**

**Proficient
on Reading
Subtest of
AZELLA**

*ELP
Standards
to Use*



**Listening &
Speaking
Domain**

-and-

**Language
Strand**
Standard 2:
Vocabulary

**Language
Strand**
Standard 1:
Standard English
Conventions

X

X

ELL Stage II: Grades 1-2

Listening and Speaking

PROFICIENCY LEVEL DESCRIPTORS

“Snapshot” of the ELL’s language ability as evidenced by the current assessment

Pre-Emergent

A student at this level has no ability or a very limited ability to communicate in English.

Emergent

A student at this level will formulate simple phrases and sentences in English. The student will produce and identify nouns, pronouns, adjectives, and simple verb phrases with linguistic support.

Basic

A student at this level will correctly formulate simple sentences with subjects and predicates. The student will utilize the parts of speech and simple verb tenses, including subject-verb agreement with minimal linguistic support.

Low Intermediate

A student at this level will begin to formulate correct sentences in English, using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement, although not consistently.

High Intermediate

A student at this level will consistently formulate correct sentences in English, using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement.

Proficient

The student will demonstrate competency in Listening and Speaking based on the knowledge, skills, and abilities specified in the Performance Indicators at the High Intermediate level in order to access grade-level academic content.

Proficiency Level Descriptors

ELL Stage V: Grades 9-12

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student at this level has a limited ability to write in English. The student recognizes that spoken words are represented by written language. The student may be able to write numerals and upper and lower case letters of the alphabet. The student relays short messages by using pictures, imitative writing, or dictating key words to an adult.

The student at this level has a limited ability to write in English. The student applies sound/symbol relationships to spell words in sentences and short phrases. The student uses correct subject/verb agreement and writing conventions to write sentences and phrases in a variety of writing applications. Errors in writing conventions may impede reader's comprehension.

The student at this level has an ability to write in English. The student uses standard writing conventions to write one more detailed paragraphs in a variety of writing applications. The student uses correct subject/verb agreement in a variety of sentence types. Errors in writing conventions may impede reader's comprehension.

ELL Stage III: Grades 3-5

Stage

Domain

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

Pre-Emergent

Proficiency Levels

High Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/
Non-Fiction

PE-7: identifying the topic from text heard or read.

(math, science, social studies)

E-7: identifying two-to-three details from text heard or read.

(math, science, social studies)

B-7: identifying the main idea and two-to-three details from text.

(math, science, social studies)

LI-7: summarizing the main idea and supporting details from text.

Performance Indicators

HI-7: summarizing the main idea and supporting details from text using appropriate academic

(math, science, social studies)

Concept

Fiction/
Non-Fiction

Pre-Req: PE-5

Sub-concept

E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally).

(math, science, social studies)

B-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now) in text.

(math, science, social studies)

LI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

(math, science, social studies)

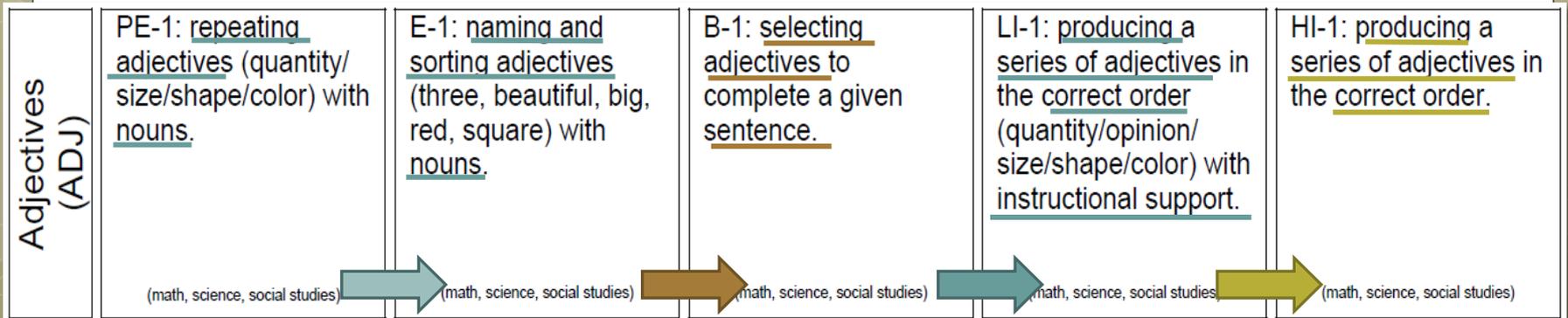
HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

(math, science, social studies)

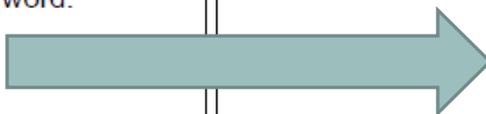
Content Referenced

Choosing Performance Indicators

- ▶ Standards are all inclusive
- ▶ Complexity of skill is developed across proficiency levels
- ▶ Pre-assessment should be used to determine the skill level of the student
- ▶ Varied level of teacher/instructional support
- ▶ Mastery of high intermediate is greatest indicator of preparedness for English language proficiency



Standard 1: The student will demonstrate understanding of print concepts of the English language.					
Pre-Emergent		Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of print concepts by:					
Print Concepts	PE-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials.	E-1: tracking the one to one correlation between spoken and printed word.	B-1: N/A	LI-1: N/A	HI-1: N/A
	PE-2: distinguishing between printed letters (upper and lower case) and words.	E-2: identifying letters, words and sentences and their distinguishing features (e.g. capitalization, ending punctuation, etc.).	B-2: identifying paragraphs and their distinguishing features (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.).	LI-2: N/A	HI-2: N/A



- ✓ A note of “N/A” may be found at any of the higher proficiency levels in any given stage or domain.
- ✓ This indicates that this particular skill would not be a focus of instruction at this level.
- ✓ It is likely if a student tests at the Intermediate level he/she would have demonstrated competency in this skill.

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/
Non-Fiction

PE-7: identifying the topic from text heard or read.

(math, science, social studies)

E-7: identifying two-to-three details from text heard or read.

(math, science, social studies)

B-7: identifying the

PE-5:
sequencing pictures to retell text heard or read.

LI-7: summarizing the main idea and supporting details from text.

(math, science, social studies)

HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.

(math, science, social studies)

Fiction/
Non-Fiction

PE-8: N/A
Pre-Req: PE-5

E-8: identifying signal words that indicate sequential/chronological order (i.e. first, next, finally)

(math, science, social studies)

B-8: identifying signal words (i.e., first, next, finally, today, now) in text.

(math, science, social studies)

LI-8: identifying chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

(math, science, social studies)

HI-8: identifying chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

(math, science, social studies)

Prerequisite Skill

N/A

- ✓ This indicates that this particular skill would not be a focus of instruction at this level.
- ✓ It is likely a Pre-Emergent student would not be able to identify signal words, thus the “pre-requisite” of PE-5 would need to be taught first.
- ✓ Not all lower level PIs with an N/A have a Pre-Requisite

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:						
Comprehending Text	Fiction/ Non-Fiction	PE-9: N/A	E-9: N/A	B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) <small>(science, social studies)</small>	LI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) <small>(science, social studies)</small>	HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) <small>(science, social studies)</small>
	Fiction/ Non-Fiction	PE10: N/A	E-10: N/A	B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) <small>(science, social studies)</small>	LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) <small>(science, social studies)</small>	HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) <small>(science, social studies)</small>
	Fiction/ Non-Fiction	PE-11: N/A	E-11: identifying the author's purpose for writing a book (i.e., to entertain, to inform, to persuade) with instructional support.	B-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	LI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	HI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)

- ✓ Not all lower level PIs with an N/A have a Pre-Requisite
- ✓ PIs above would need to be taught before addressing these skills

Standard 2: The student will identify and apply conventions of standard English in his or her communications.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Speech	PE-5: using various subjects (e.g., common nouns, pronouns) in sentences (i.e., S-V, S-V-O) in a variety of writing applications with instructional support. <small>(math, science, social studies)</small>	E-5: using various subjects (e.g., common nouns and proper nouns, pronouns) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications with instructional support. <small>(math, science, social studies)</small>	B-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications. <small>(math, science, social studies)</small>	LI-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-DO-P) in a variety of writing applications. <small>(math, science, social studies)</small>	HI-5: using various subjects in sentences in a variety of writing applications. <small>(math, science, social studies)</small>
	Grammar/Punctuation	PE-6: using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support. <small>(math, science, social studies)</small>	E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications. <small>(math, science, social studies)</small>	B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications. <small>(math, science, social studies)</small>	LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications. <small>(math, science, social studies)</small>	HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications. <small>(math, science, social studies)</small>

Instructional Support

No Instructional Support

Instructional support within the Performance Indicators refers to the use of various strategies in order to assist a learner who is not ready to complete a task independently.

- ✓ sentence frames
- ✓ graphic organizers
- ✓ echo reading
- ✓ cloze activities

Standard 2: The student will identify and apply conventions of standard English in his or her communications.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
English Conventions	Subjects of Speech	PE-5: using various subjects (e.g., <i>common nouns, pronouns</i>) in sentences (i.e., S-V, S-V-O) in a variety of writing applications with instructional support.	E-5: using various subjects (e.g., <i>common nouns and proper nouns pronouns</i>) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications with instructional support. (math, science, social studies)	B-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications. (math, science, social studies)	LI-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications. (math, science, social studies)	HI-5: using various subjects in sentences in a variety of writing applications. (math, science, social studies)
	Grammar	PE-6: using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support. (math, science, social studies)	E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications. (math, science, social studies)	B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications. (math, science, social studies)	LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications. (math, science, social studies)	HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications. (math, science, social studies)



Content areas of Math, Science and Social Studies are referenced where the specific Performance Indicator lends itself well to using these materials.

Standard 2: The student will identify and apply conventions of standard English in his or her communications.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Punctuation	PE-4: writing simple sentences using appropriate ending punctuation (i.e. , period, exclamation mark, question mark) with instructional support. <small>(math, science, social studies)</small>	E-4: writing simple sentences using appropriate ending punctuation (i.e. , periods; abbreviations, colons: time) with instructional support. <small>(math, science, social studies)</small>	B-4: writing sentences using appropriate punctuation (e.g. , ending punctuation; periods; colons: time; contractions; series, introductory words, friendly letters; apostrophes: contractions). <small>(math, science, social studies)</small>	LI-4: writing sentences and simple paragraphs using appropriate punctuation (e.g. , ending punctuation; periods; abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles). <small>(math, science, social studies)</small>	HI-4: writing paragraphs using appropriate punctuation (e.g. , ending punctuation; periods; abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources). <small>(math, science, social studies)</small>

e.g. → used to show a few typical examples

i.e. → used to denote those items listed that **must** be taught within that Performance Indicator

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Home | AZELLA | ELL Forms | ELP Standards ▼ | SEI Models ▼ | ELD ▼ | Title III | OELAS Conference | PELL | About Us ▼ | Contact Us |

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- Superintendent >
- About Department of Education >
- Accountability >
- Standards & Assessment >
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- English Language Learners >
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- School Reports / School Results >
- Career & Technical Education
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- District Schools
- Charter Schools
- Private Schools

NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2014

							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	

You are here: [Home](#) / Finalized English Language Proficiency (ELP) Standards

Finalized English Language Proficiency (ELP) Standards



Below are links to the Finalized ELP Standards. The revised Standards are "all inclusive" for each stage.

CLICK ON ANY LINK BELOW TO ACCESS THE SPECIFIC STAGE, DOMAIN OR LANGUAGE STRAND.

[GUIDANCE DOCUMENT \(All Stages\) \(PRINT FIRST\)](#)

STAGE I (K)	STAGE II (1-2)	STAGE III (3-5)	STAGE IV (6-8)	STAGE V (9-12)
STAGE I PRINT ALL	STAGE II PRINT ALL	STAGE III PRINT ALL	STAGE IV PRINT ALL	STAGE V PRINT ALL
STAGE I Listening and Speaking Domain	STAGE II Listening and Speaking Domain	STAGE III Listening and Speaking Domain	STAGE IV Listening and Speaking Domain	STAGE V Listening and Speaking Domain
STAGE I Reading Domain	STAGE II Reading Domain	STAGE III Reading Domain	STAGE IV Reading Domain	STAGE V Reading Domain
STAGE I Writing Domain	STAGE II Writing Domain	STAGE III Writing Domain	STAGE IV Writing Domain	STAGE V Writing Domain
STAGE I Language Strand	STAGE II Language Strand	STAGE III Language Strand	STAGE IV Language Strand	STAGE V Language Strand
STAGE I Correlation	STAGE II Correlation	STAGE III Correlation	STAGE IV Correlation	STAGE V Correlation

[FAQ](#)

[ELP Standards](#)

[ELD Professional Development](#)

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#

ELL Stage II: Grades 1-2

Language Strand (L)

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Standard English Conventions		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	jectives (ADJ)		PE-4: repeating a singular possessive adjective with a noun.	E-4: using singular possessive adjectives (my, your) with a noun.	B-4: using singular possessive adjectives (my, your, his, her, its)	LI-4: using singular and plural possessive adjectives (my, your, his, her, its, our).

Stage - Strand-Standard Number (Sub-concept): Performance Indicator

II-L-1(Adj):B-4:using singular possessive adjectives (my, your, his, her, its) with a noun.

ELL Stage IV: Grades 6-8

Language Strand (L)

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.

Pre-Emergent

Emergent

Basic

Low Intermediate

High Intermediate

The student will demonstrate knowledge of vocabulary by:

PE-1: naming and grouping labeled objects and pictures into given conceptual categories.

(math, science, social studies)

E-1: reading and classifying common words into conceptual categories.

(math, science, social studies)

B-1: reading and classifying words into conceptual categories and providing rationale for classification with instructional support.

(math, science, social studies)

LI-1: reading and classifying words into conceptual categories and providing rationale for classification.

(math, science, social studies)

HI-1: reading and classifying words into conceptual categories and providing rationale for classification.

(math, science, social studies)

Vocabulary

Stage –Strand-Standard Number: Performance Indicator

IV-L-2:LI-1:reading and classifying words into conceptual categories and providing rationale for classification.



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Home | AZELLA | ELL Forms | **ELP Standards** | SEI Models | ELD | Title III | OELAS Conference | PELL | About Us | Contact Us

DEPARTMENT MENU

- Superintendent >
- About Department of Education >
- Accountability >
- Standards & Assessment >
- Educator Certification >
- Finance / IT / Business Services >
- Special Education >
- English Language Learners >
- Employment Opportunities >
- School Reports / School Results >
- Career & Technical Education
- State Board of Education

You are here: [Home](#)

Overview

The Office of English Language Acquisition Services (OELAS) is committed to providing guidance, assistance, and support to all of Arizona's school districts and charter schools charged with the educational needs of Arizona's English language learner (ELL) population by... [-more-](#)

What's New:

- ELD Professional Development for September-October 2014
- PELL Meeting Flyer for Friday, September 19, 2014
- ELL Coordinator Boot Camp Flyer for Thursday, September 18, 2014
- OELAS ELL Connections Newsletter

Hot Topics:

- 2014 ELL Student Success Stories Flyer
- 2014 OELAS Conference – Session Proposal Application
- 2014 Arizona ELL Teacher of the Year Nomination Documents

FAQ

ELP Standards

ELD Professional Development

ELD Resources

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- Superintendent >
- About Department of Education >
- Accountability >
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NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2014

							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

You are here: Home / Finalized English Language Proficiency (ELP) Standards

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STAGE I Correlation Guide to the 2010 Arizona ELA Standards (CC)	STAGE II Correlation Guide to the 2010 Arizona ELA Standards (CC)	STAGE III Correlation Guide to the 2010 Arizona ELA Standards (CC)	STAGE IV Correlation Guide to the 2010 Arizona ELA Standards (CC)	STAGE V Correlation Guide to the 2010 Arizona ELA Standards (CC)



STAGE I
PRINT ALL

STAGE V
PRINT ALL

Irregular Verbs				
Present	Past	Stage	Past Participle	Stage
Key irregular verbs for forming tenses				
Be (ELL I/ Kindergarten)	Was	ELL II/Grades 1-2	Been	ELL III/Grades 3-5
Have	Had	ELL II/Grades 1-2	Had	ELL III/Grades 3-5
Go	Went	ELL II/Grades 1-2	Gone	ELL III/Grades 3-5
Do	Did	ELL II/Grades 1-2	Done	ELL III/Grades 3-5

CLICK

Language for Achievement

Contact: Dr. Edynn Sato at esato@wested.org

TRAND.

Language for Achievement—Taxonomy: Academic English Language Functions

Academic English Language Function	Operational Definition—The language needed to engage with and achieve in the content (standard or item) consists of the use of:
A	Identification a word or phrase to name an object, action, event, idea, fact, problem, need, or process.
	Labeling a word or phrase to name an object, action, event, or idea.
	Enumeration words or phrases to name distinct objects, actions, events, or ideas in a series, set, or in steps.
B	Classification words, phrases, or sentences to assign/associate an object, action, event, or idea to the category or type to which it belongs.
	Sequencing words, phrases, or sentences to express the order of information (e.g., a series of objects, actions, events, ideas). Discourse markers include adverbials such as <i>first, next, then, finally</i> .
C	Organization words, phrases, or sentences to express relationships between/among objects, actions, events, or ideas, or the structure or arrangement of information. Discourse markers include coordinating conjunctions such as <i>and, but, yet, or</i> , and adverbials such as <i>first, next, then, finally</i> .
	Comparison/Contrast words, phrases, or sentences to express similarities and/or differences, or to distinguish between two or more objects, actions, events, or ideas. Discourse markers include coordinating conjunctions <i>and, but, yet, or</i> , and adverbials such as <i>similarly, likewise, in contrast, instead, despite this</i> .
D	Inquiring words, phrases, or sentences to solicit information (e.g., <i>yes-no</i> questions, <i>wh</i> -questions, statements used as questions).
E	Description word, phrase, or sentence to express or observe the attributes or properties of an object, action, event, idea, or solution.
F	Definition word, phrase, or sentence to express the meaning of a given word, phrase, or expression.
G	Explanation phrases or sentences to express the rationale, reasons, causes, or relationships related to one or more actions, events, ideas, or processes. Discourse markers include coordinating conjunctions <i>so, for</i> , and adverbials such as <i>therefore, as a result, for that reason</i> .
H	Retelling phrases or sentences to relate or repeat information. Discourse markers include coordinating conjunctions such as <i>and, but</i> , and adverbials such as <i>first, next, then, finally</i> .
	Summarization phrases or sentences to express important facts or ideas and relevant details about one or more objects, actions, events, ideas, or processes. Discourse structures include: beginning with an introductory sentence that specifies purpose or topic.
I	Interpretation phrases, sentences, or symbols to express understanding of the intended or alternate meaning of information.
J	Analyzing phrases or sentences to indicate parts of a whole and/or the relationship between/among parts of an action, event, idea, or process. Relationship verbs such as <i>contain, entail, consist of</i> , participles such as <i>a part of, a segment of</i> , and quantifiers such as <i>some, a good number of, almost all, a few, hardly</i> any often are used.

Academic English Language Function	Operational Definition—The language needed to engage with and achieve in the content (standard or item) consists of the use of:
K	Generalization phrases or sentences to express an opinion, principle, trend, or conclusion that is based on facts, statistics, or other information, and/or to extend that opinion/principle/etc. to other relevant situations/context/etc.
	Inferring words, phrases, or sentences to express understanding of implied/implicit based on available information. Discourse markers include inferential logical connectors such as <i>although, while, thus, therefore</i> .
L	Prediction words, phrases, or sentences to express an idea or notion about a future action or event based on available information. Discourse markers include adverbials such as <i>maybe, perhaps, obviously, evidently</i> .
	Hypothesizing phrases or sentences to express an idea/expectation or possible outcome based on available information. Discourse markers include adverbials such as <i>generally, typically, obviously, evidently</i> .
M	Argumentation phrases or sentences to present a point of view with the intent of communicating or supporting a particular position or conviction. Discourse structures include expressions such as <i>in my opinion, it seems to me</i> , and adverbials such as <i>since, because, although, however</i> .
	Persuasion phrases or sentences to present ideas, opinions, and/or principles with the intent of creating agreement around or convincing others of a position or conviction. Discourse markers include expressions such as <i>in my opinion, it seems to me</i> , and adverbials such as <i>since, because, although, however</i> .
N	Negotiation phrases or sentences to engage in a discussion with the purpose of creating mutual agreement from two or more different points of view.
	Synthesizing phrases or sentences to express, describe, or explain relationships among two or more ideas. Relationship verbs such as <i>contain, entail, consist of</i> , participles such as <i>a part of, a segment of</i> , and quantifiers such as <i>some, a good number of, almost all, a few, hardly</i> any often are used.
O	Critiquing phrases or sentences to express a focused review or analysis of an object, action, event, idea, or text.
P	Evaluation phrases or sentences to express a judgment about the meaning, importance, or significance of an action, event, idea, or text.
	Symbolization & Representation symbols, numerals, and letters, to represent meaning within a conventional context (e.g., +, CO ₂ , >, Δ, π, cos, y=3x+4, c ² =a ² +b ² , h/2(b+b ₂), cat vs. cat).
Z	No Academic Language Function item or standard does not contain any academic language functions; may contain linguistic skills (e.g., phonemic awareness, syllabication).

Note: This taxonomy focuses on academic language functions and does not address the identification or definition of linguistic skills (e.g., phonology, morphology).

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3

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Shoot	Shot	ELL III/Grades 3-5	Shot	ELL IV/Grades 6-8
Lead	Led	ELL III/Grades 3-5	Led	ELL IV/Grades 6-8
Slide	Slid	ELL III/Grades 3-5	Slid	ELL IV/Grades 6-8
Plead	Pled	ELL III/Grades 3-5	Pled	ELL IV/Grades 6-8
Bleed	Bled	ELL IV/Grades 6-8	Bled	ELL IV/Grades 6-8

A the 2010 Arizona ELA Standards (CC)

Correlation Guide the 2010 Arizona ELA Standards (CC)

ELP GLOSSARY

S/VERBS

LANGUAGE DEMANDS/LANGUAGE COMPLEXITIES

(by permission of WestED)

ACADEMIC
context.
summariz
academic
ACTION
ACTIVE
ADJECT
pronoun
D
I
P
P
I
Guide to

(9-12)
V
ALL
V
Speaking
in
V
omain
V
omain
V
Strand
I
Guide to

QUESTIONS???

Thank You



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