English Language Proficiency Standards

ELL Coordinator Boot Camp

School Year 2015-2016

Goals

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

Key Vocabulary of the ELPS

- Stages
- 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**.

English Language Proficiency (ELP) Standards Stage I (Kindergarten)

Listening & Speaking (LS) Domain	1. Comprehension of Oral Communications 2. Delivery of Oral Communications
Reading (R) Domain	1. Print Concepts 2. Phonemic Awareness 3. Comprehending Text
Writing (W) Domain	1. Standard English Conventions 2. Writing Applications 3. Writing Process/Writing Elements
Language (L) Strand	1. Standard English Conventions 2. Vocabulary

English Language Proficiency (ELP) Standards Stages II-V

Listening & Speaking (LS) Domain	1. Comprehension of Oral Communications 2. Delivery of Oral Communications
Reading (R) Domain	1. Print Concepts 2. Phonemic Awareness 3. Fluency 4. Comprehending Text
Writing (W) Domain	1. Standard English Conventions 2. Writing Applications 3. Writing Process 4. Writing Elements 5. Research
Language (L) Strand	1. Standard English Conventions 2. Vocabulary

Time Allocations
for All Grades and All Proficiency Levels

Time Allocation	**Oral English/ Conversation & Vocabulary** 60 minutes	**Reading** 60 minutes	**Writing** 60 minutes	**Grammar** 60 minutes
Standards to Use	**Listening & Speaking (LS) Domain** **AND** **Language (L) Strand** Standard 2: Vocabulary	**Reading (R) Domain**	**Writing (W) Domain**	**Language (L) Strand** Standard 1: Standard English Conventions

ELL Stage II: Grades 1-2

Listening and Speaking

PROFICIENCY LEVEL DESCRIPTORS

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 stu sentences with subjects and predicates. The student will utilize ncluding subject-verb agreement with minimal linguistic suppo

Intermediate

A stu sentences in English, using a variety of subject and predicate struct h and multiple verb tenses with subject-verb agreement, althou

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.

"Snapshot" of the ELL's language ability as evidenced by the current assessment

Proficiency Level Descriptors

ELL Stage V: Grades 9-12
Writing

PROFICIENCY LEVEL DESCRIPTORS
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.
Low Intermediate
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

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

Proficiency Levels

Comprehending Text	Pre-Emerge	Emergent	Basic	Low	High Intermediate
	The student will demonstrate knowledge of reading comprehension by:				
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.	HI-7: summarizing the main idea and supporting details from text using appropriate [illegible] (math, science, social studies)
Fiction/ Non-Fiction	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: 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)

Performance Indicators

Concept

Sub-concept

Content Referenced

Choosing Performance Indicators

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

Adjectives (ADJ)	PE-1: repeating adjectives (quantity/ size/shape/color) with nouns. (math, science, social studies)	E-1: naming and sorting adjectives (three, beautiful, big, red, square) with nouns. (math, science, social studies)	B-1: selecting adjectives to complete a given sentence. (math, science, social studies)	LI-1: producing a series of adjectives in the correct order (quantity/opinion/ size/shape/color) with instructional support. (math, science, social studies)	HI-1: producing a series of adjectives in the correct order. (math, science, social studies)

Print Concepts	**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:				
	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.

Comprehending Text	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:				
Fiction/ Non-Fiction	PE-7: identifying th topic from text hea or read. (math, science, social studies)		B-7: identifying the main idea and two-to-three details from text.	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	chronological order (i.e., first, next, finally). (math, science, social studies)	sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text. (math, science, social studies)	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)

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

Prerequisite Skill

- ✓ 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.

Comprehending Text	**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:				
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) (science, social studies)	LI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (science, social studies)	HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (science, social studies)
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) (science, social studies)	LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) (science, social studies)	HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) (science, social studies)
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 Conventions — Grammar/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. (math, science, social studies)	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. (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) in a variety of writing applications.	HI-5: using various subjects in sentences in a variety of writing applications. (math, science, social studies)
	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)

Instructional Support

No Instructional Support

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 English Conventions	**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:				
Punctuation	PE-4: writing simple sentences using appropriate ending punctuation (i.e., period, exclamation mark, question mark) with instructional support. (math, science, social studies)	E-4: writing simple sentences using *period: abbreviations, colons: time*) with instructional support. (math, science, social studies)	B-4: writing sentences using appropriate *commas: items in a series, introductory words, friendly letters; apostrophes: contractions*). (math, science, social studies)	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*). (math, science, social studies)	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*). (math, science, social studies)

i.e.

e.g.

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

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

Coding ELP Standards

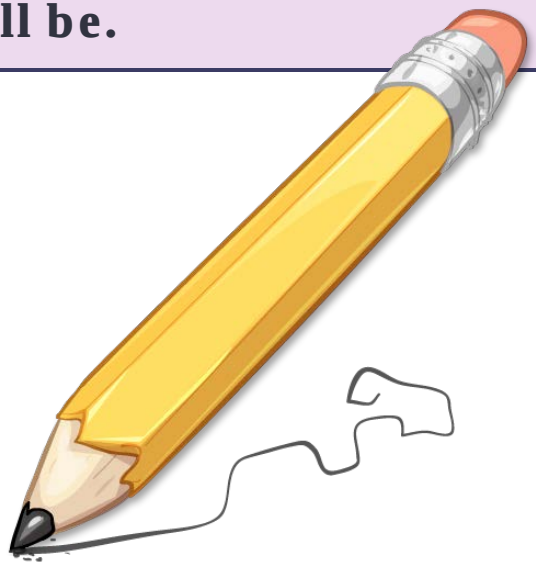
Language Strand– Standard 2, Reading, Writing, and Listening & Speaking Domains

Stage – Strand/Domain – Standard #: Performance Indicator #

Example:

II-W-3:B-2

Participating in a discussion of the purpose for a writing piece and who the intended audience will be.



ELL Stage IV: Grades 6-8

Language Strand (L)

Vocabulary	**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)

Stage –Strand-Standard Number: Performance Indicator

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

Coding ELP Standards

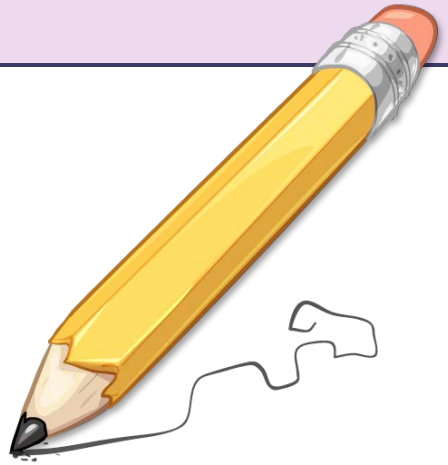
Language Strand– Standard 1 (*Used for Grammar Allocation*)

Stage – Strand – Standard # (Sub–concept): Performance Indicator #

Example:

I-L-1(Prep):LI-3

Selecting prepositions of time (*e.g., on, at, in, by*) to complete a given sentence.



ELL Stage II: Grades 1-2
Language Strand (L)

Standard English Conventions	Standard 1: The student will identify and apply conventions of standard English in his or her communications.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Adjectives (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) with a noun.**	LI-4: using singular and plural possessive adjectives (my, your, his, her, its, our).	HI-4: using singular and plural possessive adjectives (my, your, his, her, its, our, their).

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.

http://www.azed.gov/english-language-learners/elps/

Arizona Department of Education

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AZ.GOV Arizona's Official Web Site

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Overview

Please note that some menus and buttons have changed.

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 June 2015 – August 2015 – Updated
- ELL Coordinator Boot Camp Flyer for Wednesday, July 15, 2015
- 2015 OELAS Conference – ELL Teacher of the Year Nominations
- 2015 OELAS Conference – Session Proposal Application

ELL Connections

ELP Standards

SEI Endorsement

K-12 Academic Standards

Finalized English Language (ELP) Proficiency 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 Guide to the 2010 Arizona ELA Standards (CC)	Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)	Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)	Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)	Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)

ELP GLOSSARY IRREGULAR NOUNS/VERBS LANGUAGE DEMANDS/LANGUAGE COMPLEXITIES

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Stage I Listening and Speaking Domain	St L		Stage IV Listening and eaking Domain	Stage V Listening and Speaking Domain
Stage I Reading Domain	R		Stage IV Reading Domain	Stage V Reading Domain
Stage I Writing Domain	W		Stage IV Writing Domain	Stage V Writing Domain
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- ✓ Coding System
- ✓ Time Allocations
- ✓ Detailed Information

ELP GLOSSARY IRREGULAR NOUNS/VERBS LANGUAGE DEMANDS/LANGUAGE COMPLEXITIES

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ELP Glossary

ACADEMIC LANGUAGE: broadly defined, includes the language students need to meaningfully engage with academic content within the academic context. Academic language includes the words, grammatical structures, and discourse markers needed in, for example, describing, sequencing, summarizing, and evaluating—these are language demands (skills, knowledge) that facilitate student access to and engagement with grade-level academic content.

ACTION VERB: See Verbs

ACTIVE VOICE: The use of a verb that expresses an action performed by its subject; the subject itself is acting.

e.g., Active Voice: Terry caught the ball

e.g., Passive Voice: The ball was caught by Terry.

ADJECTIVES: Adjectives modify a noun or pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun that it modifies.

Demonstrative Adjective: Adjectives such as this, that, those, these which point out particular persons or things and tell which one(s).

Indefinite Adjective: Non-descriptive adjectives such as some, a, few, any.

Possessive Adjective: An adjective (my, your, his, her, its, our, their) that is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun.

Proper Adjective: A word, derived from a proper noun that describes a noun or pronoun and is always capitalized. (e.g., Canadian bacon, Irish setter)

ELP GLOSSARY IRREGULAR NOUNS/VERBS LANGUAGE DEMANDS/LANGUAGE COMPLEXITIES

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Finalized English Language (ELP) Proficiency Standards

Below ds are "all inclusive" for each STAGE

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
"a" vowel progression				
Run	Ran	ELL II/Grades 1-2	Run	ELL III/Grades 3-5
Come	Came	ELL II/Grades 1-2	Come	ELL III/Grades 3-5
"o – en" progression				
Write	Wrote	ELL II/Grades 1-2	Written	ELL III/Grades 3-5
Ride	Rode	ELL II/Grades 1-2	Ridden	ELL III/Grades 3-5
Get	Got	ELL II/Grades 1-2	Gotten/got	ELL III/Grades 3-5
Long vowel to short vowel to –en progression				
Hide	Hid	ELL II/Grades 1-2	Hidden	ELL III/Grades 3-5
Bite	Bit	ELL II/Grades 1-2	Bitten	ELL III/Grades 3-5
"ear – ore – orn" progression				
Tear	Tore	ELL II/Grades 1-2	Torn	ELL IV/Grades 6-8
Wear	Wore	ELL II/Grades 1-2	Worn	ELL IV/Grades 6-8
Swear	Swore	ELL III/Grades 3-5	Sworn	ELL IV/Grades 6-8
"-en/n" progression				
Eat	Ate	ELL II/Grades 1-2	Eaten	ELL III/Grades 3-5
Give	Gave	ELL II/Grades 1-2	Given	ELL III/Grades 3-5
See	Saw	ELL II/Grades 1-2	Seen	ELL III/Grades 3-5
Take	Took	ELL II/Grades 1-2	Taken	ELL III/Grades 3-5
Fall	Fell	ELL II/Grades 1-2	Fallen	ELL III/Grades 3-5
Shake	Shook	ELL III/Grades 3-5	Shaken	ELL IV/Grades 6-8
Choose	Chose	ELL III/Grades 3-5	Chosen	ELL IV/Grades 6-8
Freeze	Froze	ELL III/Grades 3-5	Frozen	ELL IV/Grades 6-8
Drive	Drove	ELL III/Grades 3-5	Driven	ELL IV/Grades 6-8
Rise	Rose	ELL III/Grades 3-5	Risen	ELL IV/Grades 6-8
"ew – own" progression				
Know	Knew	ELL II/Grades 1-2	Known	ELL III/Grades 3-5
Grow	Grew	ELL II/Grades 1-2	Grown	ELL III/Grades 3-5
Throw	Threw	ELL II/Grades 1-2	Thrown	ELL III/Grades 3-5
Fly	Flew	ELL II/Grades 1-2	Flown	ELL III/Grades 3-5
Blow	Blew	ELL II/Grades 1-2	Blown	ELL III/Grades 3-5
Draw	Drew	ELL III/Grades 3-5	Drawn	ELL IV/Grades 6-8
Long vowel to short vowel progression				
Feed	Fed	ELL II/Grades 1-2	Fed	ELL III/Grades 3-5
Meet	Met	ELL III/Grades 3-5	Met	ELL IV/Grades 6-8
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

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Finalized English Language (ELP) Proficiency Standards

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

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

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 *first, next, then, finally.*
	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 *and, but, yet, or,* and adverbials such as *first, next, then, finally.*
C	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 *and, but, yet, or,* and adverbials such as *similarly, likewise, in contrast, instead, despite this.*
D	Inquiring	words, phrases, or sentences to solicit information (e.g., *yes-no* questions, *wh*-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 *so, for,* and adverbials such as *therefore, as a result, for that reason.*
H	Retelling	phrases or sentences to relate or repeat information. Discourse markers include coordinating conjunctions such as *and, but,* and adverbials such as *first, next, then, finally.*
	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 *contain, entail, consist of,* partitives such as *a part of, a segment of,* and quantifiers such as *some, a good number of, almost all, a few, hardly 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/contexts/etc.
	Inferring	words, phrases, or sentences to express understanding of implied/implicit based on available information. Discourse markers include inferential logical connectors such as *although, while, thus, therefore.*
	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 *maybe, perhaps, obviously, evidently.*
	Hypothesizing	phrases or sentences to express an idea/expectation or possible outcome based on available information. Discourse markers include adverbials such as *generally, typically, obviously, evidently.*
L	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 *in my opinion, it seems to me,* and adverbials such as *since, because, although, however.*
	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 *in my opinion, it seems to me,* and adverbials such as *since, because, although, however.*
	Negotiation	phrases or sentences to engage in a discussion with the purpose of creating mutual agreement from two or more different points of view.
M	Synthesizing	phrases or sentences to express, describe, or explain relationships among two or more ideas. Relationship verbs such as *contain, entail, consist of,* partitives such as *a part of, a segment of,* and quantifiers such as *some, a good number of, almost all, a few, hardly any* often are used.
N	Critiquing	phrases or sentences to express a focused review or analysis of an object, action, event, idea, or text.
O	Evaluation	phrases or sentences to express a judgment about the meaning, importance, or significance of an action, event, idea, or text.
P	Symbolization & Representation	symbols, numerals, and letters, to represent meaning within a conventional context (e.g., +, -, CO_2, >, Δ, π, cos, y=3x+4, $c^2=a^2+b^2$, $h/2(b_1+b_2)$, *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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