

English Language Proficiency Standards

ELL Coordinator
Boot Camp
School Year 2016-2017

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	<ol style="list-style-type: none">1. Comprehension of Oral Communications2. Delivery of Oral Communications
Reading (R) Domain	<ol style="list-style-type: none">1. Print Concepts2. Phonemic Awareness3. Comprehending Text
Writing (W) Domain	<ol style="list-style-type: none">1. Writing Applications2. Standard English Conventions3. Writing Process/Writing Elements
Language (L) Strand	<ol style="list-style-type: none">1. Standard English Conventions2. Vocabulary

English Language Proficiency (ELP) Standards Stages II-V

Listening & Speaking (LS) Domain	<ol style="list-style-type: none">1. Comprehension of Oral Communications2. Delivery of Oral Communications
Reading (R) Domain	<ol style="list-style-type: none">1. Print Concepts2. Phonemic Awareness3. Fluency4. Comprehending Text
Writing (W) Domain	<ol style="list-style-type: none">1. Writing Applications2. Standard English Conventions3. Writing Process4. Writing Elements5. Research
Language (L) Strand	<ol style="list-style-type: none">1. Standard English Conventions2. 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 student at this level will formulate simple sentences with subjects and predicates. The student will utilize linguistic support including subject-verb agreement with minimal linguistic support.

Low Intermediate

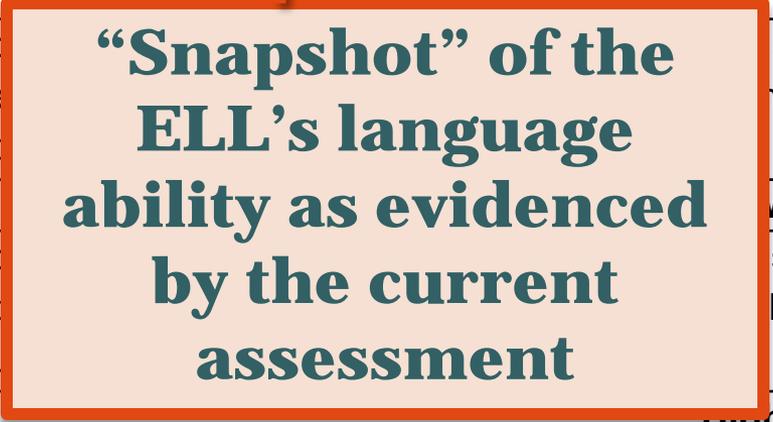
A student at this level will formulate simple sentences in English, using a variety of subject and predicate structures with simple and multiple verb tenses with subject-verb agreement, although some errors may occur.

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.



**“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.

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.

Pre-Emergent

Emergent

Basic

Low

High Intermediate

Proficiency Levels

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.

(math, science, social studies)

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

(math, science, social studies)

Performance Indicators

Concept

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.

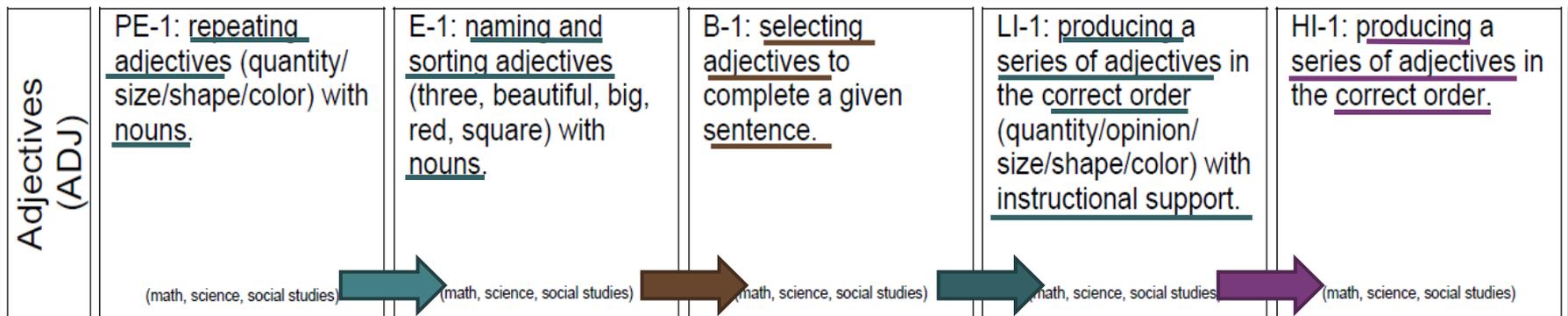
(math, science, social studies)

Sub-concept

Content Connection 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



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)	PE-5: sequencing pictures to retell text heard or read.	B-7: identifying the main idea and two-to-three details from text.	LI-7: summarizing the main idea and supporting details from text.	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	sequencing in 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)

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.

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
Writing Conventions	The student will identify and apply conventions of standard English in his or her written communications by:					
	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.	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.	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.	LI-5: using various subjects in sentences (i.e., S-V, S-V-O) in a variety of writing applications.	HI-5: using various subjects in sentences in a variety of writing applications.
Standard Grammar/P		(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)
	Grammar/P	PE-6: using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support.	E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.	B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications.	LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications.	HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications.
		(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(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 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.	E-4: writing simple sentences using appropriate ending punctuation (i.e. , period; abbreviations, colons: time) with instructional support.	B-4: writing sentences using appropriate punctuation (e.g., periods; colons: time, commas: items in a series, introductory words, friendly letters; apostrophes: contractions).	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).	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)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

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

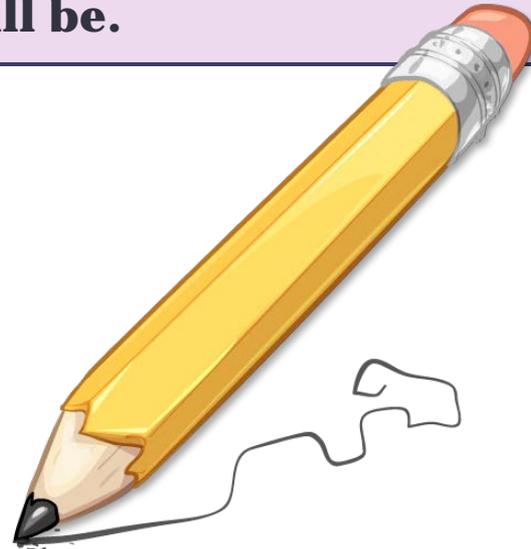
Language Strand– Standard 2, Reading, Writing, and Listening & Speaking Domains

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)**

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:

Vocabulary

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 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
	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).

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.



ENGLISH LANGUAGE LEARNERS

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 >

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:

- [ELL Coordinator Boot Camp Flyer for July 20, 2016](#)
- [OELAS ELL Connections Newsletter – May 2016](#)
- [2016 OELAS Conference Session Proposal Form](#)
- [ELD Professional Development for April – August 2016](#)
- [Approved Refinements to the SEI Models](#)

OELAS Website At-A-Glance:

ELL Connections

ELP Standards

SEI Endorsement

K-12 Academic Standard

Move On When Reading

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](#)

(by permission of WestED)

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 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)

✓ Coding System
 ✓ Time Allocations
 ✓ Detailed Information



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)





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



Language for Achievement

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:	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	K	Generalization
	Labeling		Inferring
	Enumeration		Prediction
B	Classification	L	Hypothesizing
	Sequencing		Argumentation
	Organization		Persuasion
C	Comparison/ Contrast	M	Negotiation
D	Inquiring		Synthesizing
E	Description	N	Critiquing
F	Definition	O	Evaluation
G	Explanation	P	Symbolization & Representation
		Z	No Academic Language Function
H	Retelling		
	Summarization		
I	Interpretation		
J	Analyzing		

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



Touch Down, Take Off

- 3 Domains
- 3 Standards in OECV
- Passive Voice definition



Thank You



**OELAS Main Number:
602-542-0753**