

Organization, Format, and Coding of the Arizona English Language Proficiency Standards

In the Arizona English Language Proficiency Standards, grade-bands are divided into Reading Foundational Standards and 10 ELP Standards. The 10 ELP Standards can be identified by grade-band, standard number, proficiency level, and performance indicator so that EL.4-5.S3.PE/E-1, for example, stands for English Language, grade-band 4-5, standard 3 (Productive Communication), proficiency level Pre-Emergent/Emergent, performance indicator 1. The Reading Foundational Standards can be identified by grade-band, Reading Foundational, and skill (#) and sub-skill (a, b, g, i, etc.) so that EL.4-5.RF.1b, for example, stands for English Language, grade-band 4-5, standard 3 (Productive Communication), Reading Foundational (RF), Phonemic Awareness Skill #1 sub-skill b.

Organization of the Reading Foundational Standards

Skill #:	Skill:
1	Phonological Awareness
2	Print Concepts
3	Phonics and Word Recognition (Decoding)
4	Fluency

Organization of the 10 ELP Standards

The Arizona ELP Standards are organized according to a schema that represents the following types of communication: **Productive Communication**, **Receptive Communication**, **Interactive Communication**, and **Language**.

ELP Standards in Relation to Communication Types

Standard #:	Standard:	
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	}
2	Determine the meaning of words and phrases in oral presentations and literary and informational text	
3	Speak and write about grade-appropriate complex literary and informational texts and topics	}
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	Adapt language choices to purpose, task, and audience when speaking and writing	
6	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions	}
7	Conduct research and evaluate and communicate findings to answer questions or solve problems	
8	Analyze and critique the arguments of others orally and in writing	
9	Create clear and coherent grade-appropriate speech and text	}
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing	

Standards 1 and 2 represent **Receptive Communication** (Listening and Reading).

Standards 3-5 represent **Productive Communication** (Speaking and Writing).

Standards 6-8 represent **Interactive Communication** (Listening, Speaking, Reading and Writing)

Standards 9-10 focus on the **Language** (Vocabulary/Grammar) required to support Standards 1-8.

Format and Suggested Coding of the Reading Foundational Standards

Grades 4-5 English Language Proficiency Standards

Reading Foundational Standards Grades 4-5

~~Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics~~

No or little spoken English proficiency: Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).

Spoken English proficiency: Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.

Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Phonological Awareness: <ol style="list-style-type: none"> Distinguish between phonemes in the initial, medial, and final positions of words. Produce the 44 phonemes with verbal modeling and visual cues. Orally produce the initial and final sounds (not the letter) of a spoken word. 	*Arizona's ELA Standards Reading Standards Foundational Skills does not address Phonological Awareness at grades 4 or 5.

Suggested: EL. [grade/grade-band] .RF. [skill # +sub-skill] [verbiage]

Example: EL.4-5.RF.1b Produce the 44 phonemes with verbal modeling and visual cues.

Format and Suggested Coding of the 10 ELP Standards

Grades 4-5 English Language Proficiency Standards

PRODUCTIVE COMMUNICATION
Speaking and Writing

AZ ELP Standard 3	Pre-Emergent/ Emergent	Basic	Intermediate	AZ ELA Standard Alignment	Instructional Supports
By the end of each language proficiency level, an English learner can:	With substantial support, apply an emerging set of strategies to:	With moderate support, apply a developing set of strategies to:	With light support, apply a wide range of strategies to:	Writing: 4.W.2 4.W.3 5.W.2 5.W.3 Speaking and Listening: 4.SL.4 5.SL.4 Language: 4.L.2 5.L.2	<i>Functions for using language include but are not limited to:</i> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. <i>Informational text types include but are not limited to:</i> 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.
	PE/E-1: deliver short oral presentations that include a few details. PE/E-2: compose written narratives using appropriate conventions about familiar topics and experiences that include details.	B-1: deliver short oral presentations that include some details to develop a topic. B-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.	I-1: deliver oral presentations that include details and examples to develop a topic. I-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.		

Suggested: EL . [grade/grade-band] . [S+#] . [Proficiency Level + #] [verbiage]

Example: EL.4-5.S3.PE/E-1 deliver short oral presentations that include a few details