



Arizona English Language Proficiency Standards 2019





Arizona English Language Proficiency Standards 2019

Grades 6-8

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

Table of Contents

<u>Standard 1</u>	4
<u>Standard 2</u>	7
<u>Standard 3</u>	10
<u>Standard 4</u>	14
<u>Standard 5</u>	17
<u>Standard 6</u>	19
<u>Standard 7</u>	22
<u>Standard 8</u>	25
<u>Standard 9</u>	28
<u>Standard 10</u>	31

Grades 6-8 English Language Proficiency Standards

RECEPTIVE COMMUNICATION
Listening and Reading

AZ ELP - Standard 1					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	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:	Reading Literature: 6.RL.1 7.RL.1 6.RL.2 7.RL.2 6.RL.3 7.RL.3 6.RL.5 7.RL.5 6.RL.7 7.RL.7 8.RL.1 8.RL.2 8.RL.3 8.RL.5 8.RL.7 Reading Informational: 6.RI.1 7.RI.1 6.RI.2 7.RI.2 6.RI.3 7.RI.3 6.RI.5 7.RI.5 6.RI.7 7.RI.7 8.RI.1 8.RI.2 8.RI.3 8.RI.5 8.RI.7 Speaking and Listening: 6.SL.2 7.SL.2 8.SL.2	Functions for using language include but are not limited to: describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: 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. Literary text types include but are not limited to: stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many) Supports include but are not limited to: context and visual aids.
	PE/E-1: identify the main topic and a few key details.	B-1: determine the central idea or theme and explain how they are supported by using some text evidence.	I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.		
	PE/E-2: retell a familiar text including specific details and information.	B-2: recount specific details and information in a variety of texts.	I-2: summarize a text including specific details and information.		
	PE/E-3: identify similarities and differences within a text.	B-3: identify and describe similarities and differences between multiple texts.	I-3: compare and contrast details from multiple texts.		
	PE/E-4: identify text structures and text types.	B-4: determine which text structures and text types impact the central idea or theme.	I-4: explain how structure, text type, and other elements impacts the central idea or theme.		

Grades 6-8 English Language Proficiency Standards

AZ ELA Standard Alignment

Grade 6

Reading Literature

- 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Reading Informational

- 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
- 6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Speaking and Listening

- 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
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Grade 7

Reading Literature

- 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.RL.5 Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.
- 7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Reading Informational

- 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.2 Determine two or more central ideas in a text and analyze their development
- 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- 7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Speaking and Listening

- 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.
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Grades 6-8 English Language Proficiency Standards

Grade 8

Reading Literature

8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Reading Informational

8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Speaking and Listening

8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grades 6-8 English Language Proficiency Standards

RECEPTIVE COMMUNICATION

Listening and Reading

AZ ELP - Standard 2					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
determine the meaning of words and phrases in oral presentations and literary and informational text.	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:	Reading Literature: 6.RL.4 7.RL.4 8.RL.4	<p>Functions for using language include but are not limited to: describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p>Literary text types include but are not limited to: stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p>Supports include but are not limited to: context and visual aids.</p>
	PE/E-1: recognize the meaning of frequently occurring words, phrases, and expressions.	B-1: determine the meaning of frequently occurring academic and content specific words and phrases.	I-1: determine the meaning of less-frequently occurring words and phrases and content specific words.	Reading Informational: 6.RI.4 7.RI.4 8.RI.4	
	PE/E-2: recognize the meanings of common idiomatic expressions.	B-2: determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.	Language: 6.L.4 6.L.5 7.L.4 7.L.5 8.L.4 8.L.5	
	PE/E-3: apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	B-3: apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.		

Grades 6-8 English Language Proficiency Standards

AZ ELA Standard Alignment

Grade 6

Reading Literature

6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Reading Informational

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Language

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
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Grade 7

Reading Literature

7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Reading Informational

7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.

Language

7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.
 - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
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Grades 6-8 English Language Proficiency Standards

Grade 8

Reading Literature

8.RL.1 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Reading Informational

8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Language

8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
- b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

PRODUCTIVE COMMUNICATION
Speaking and Writing

AZ ELP - Standard 3					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
<p>speak and write about grade appropriate complex literary and informational texts and topics.</p>	<p>With substantial support, apply an emerging set of strategies to:</p>	<p>With moderate support, apply a developing set of strategies to:</p>	<p>With light support, apply a wide range of strategies to:</p>	<p>Writing: 6.W.2 6.W.3 7.W.2 7.W.3 8.W.2 8.W.3</p>	<p><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.</p> <p><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.</p> <p><i>Literary text types include but are not limited to:</i> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><i>Audiences include but are not limited to:</i> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><i>Supports include but are not limited to:</i> context and visual aids.</p>
	<p>PE/E-1: deliver short oral presentations that include a few details.</p>	<p>B-1: deliver short oral presentations that include some details to develop a topic.</p>	<p>I-1: deliver oral presentations that include details and examples to develop a topic.</p>	<p>Speaking and Listening: 6.SL.4</p>	
	<p>PE/E-2: compose written narratives, using appropriate conventions, about familiar topics and experiences that include details.</p>	<p>B-2: compose written narratives, using appropriate conventions, that include details and examples to develop a topic.</p>	<p>I-2: compose written narratives, using appropriate conventions, that include details, examples, narrative techniques, and precise language to develop a topic.</p>	<p>7.SL.4 8.SL.4</p>	
	<p>PE/E-3: compose informational texts that include details while using appropriate conventions.</p>	<p>B-3: compose informational texts that include details to develop a topic while using appropriate conventions.</p>	<p>I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p>	<p>Language: 6.L.2 7.L.2 8.L.2</p>	

Grades 6-8 English Language Proficiency Standards

	<p>PE/E-4: produce phrases that identify relationships among ideas and concepts using transition words (e.g. another, for example, also, because).</p>	<p>B-4: produce sentences to clarify relationships among ideas and concepts using appropriate transitions.</p>	<p>I-4: produce sentences to clarify relationships among ideas and concepts using appropriate transitions.</p>		
	<p>PE/E-5: N/A</p>	<p>B-5: use examples of precise language and domain-specific vocabulary within informative texts.</p>	<p>I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		

Grades 6-8 English Language Proficiency Standards

AZ ELA Standard Alignment

Grade 6

Writing

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Speaking and Listening

6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

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

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Use correct spelling.

Grade 7

Writing

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Grades 6-8 English Language Proficiency Standards

- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening

7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

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

- a. Use a comma to separate coordinate adjectives.
- b. Use correct spelling.

Grade 8

Writing

8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening

8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

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

- a. Use a comma to separate coordinate adjectives.
- b. Use correct spelling.

PRODUCTIVE COMMUNICATION
Speaking and Writing

AZ ELP - Standard 4					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
<p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>With substantial support, apply an emerging set of strategies to:</p>	<p>With moderate support, apply a developing set of strategies to:</p>	<p>With light support, apply a wide range of strategies to:</p>	<p>Writing: 6.W.1 7. W.1 8. W.1</p>	<p><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.</p> <p><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.</p> <p><i>Literary text types include but are not limited to:</i> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><i>Audiences include but are not limited to:</i> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><i>Supports include but are not limited to:</i> context and visual aids.</p>
	<p>PE/E-1: express an opinion on a topic.</p>	<p>B-1: construct a claim about a topic or text.</p>	<p>I-1: construct a claim about a topic or text.</p>	<p>Speaking and Listening: 6.SL.4 7.SL.4 8.SL.4</p>	
	<p>PE/E-2: supply a reason that supports the opinion.</p>	<p>B-2: supply a reason that supports the opinion and is based on some textual evidence.</p>	<p>I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</p>	<p>Language: 6.L.6 7. L.6 8. L.6</p>	
	<p>PE/E-3: use grade-appropriate words.</p>	<p>B-3: use grade-appropriate words and phrases.</p>	<p>I-3: use grade-appropriate general academic and domain-specific words and phrases.</p>		
	<p>PE/E-4: provide a sense of closure to an argument.</p>	<p>B-4: provide a concluding statement to an argument.</p>	<p>I-4: provide a conclusion that summarizes the argument presented.</p>		

Grades 6-8 English Language Proficiency Standards

AZ ELA Standard Alignment

Grade 6

Writing

6.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Speaking and Listening

6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7

Writing

7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening

7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 6-8 English Language Proficiency Standards

Grade 8

Writing

8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening

8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PRODUCTIVE COMMUNICATION
Speaking and Writing

AZ ELP - Standard 5					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
adapt language choices to purpose, task, and audience when speaking and writing.	With 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: 6.W.5 7.W.5 8.W.5	<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. <i>Literary text types include but are not limited to:</i> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on. <i>Audiences include but are not limited to:</i> Peers (one to one) Small group (one to a group) Whole group (one to many) <i>Supports include but are not limited to:</i> context and visual aids.
	PE/E 1: demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts.	B-1: demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.	I-1: adapt language choices and style (includes register) according to purpose, task, and audience.	Speaking and Listening: 6.SL.6 7.SL.6	
	PE/E 2: use frequently occurring general academic and content-specific words and phrases to express ideas.	B-2: use general academic and content-specific words and phrases to express ideas.	I-2: use a wide variety of general academic and content-specific words to precisely express ideas.	8.SL.6 Language: 6.L.6 7.L.6 8.L.6	

Grades 6-8 English Language Proficiency Standards

AZ ELA Standard Alignment

Grade 6

Writing

6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

Speaking and Listening

6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language

6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7

Writing

7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

Speaking and Listening

7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language

7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8

Writing

8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

Speaking and Listening

8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language

8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 6-8 English Language Proficiency Standards

INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 6					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	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: 6.W.6 7.W.6 8.W.6	<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. <i>Literary text types include but are not limited to:</i> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on. <i>Audiences include but are not limited to:</i> Peers (one to one) Small group (one to a group)
	PE/E-1: participate in conversations and discussions about familiar topics.	B-1: participate in discussions about familiar topics and texts.	I-1: participate in extended conversations and discussions about a variety of topics and texts.	Speaking and Listening: 6.SL.1 7.SL.1 8.SL.1	
	PE/E-2: participate in written exchanges about familiar topics.	B-2: participate in written exchanges about familiar topics and texts.	I-2: participate in extended written exchanges about a variety of topics and texts.		
	PE/E-3: follow the basic rules for discussion.	B-3: follow the rules for discussion.	I-3: express own ideas using the rules for discussion.		

Grades 6-8 English Language Proficiency Standards

	<p>PE/E-4: respond to simple yes-no and wh- questions.</p>	<p>B-4: ask questions to gain information or clarify understanding.</p>	<p>I-4: pose and respond to questions about a variety of topics and texts.</p>	<p>Whole group (one to many)</p> <p>Supports include but are not limited to: context and visual aids.</p>
	<p>PE/E-5: contribute own comments to collaborative oral and written discussions about familiar topics.</p>	<p>B-5: contribute relevant information and evidence to collaborative oral and written discussions.</p>	<p>I-5: paraphrase key ideas expressed in collaborative oral and written discussions.</p>	
	<p>PE/E-6: refer to previously read information on familiar topic during collaborative oral and written discussions.</p>	<p>B-6: refer to previously read or researched information during collaborative oral and written discussions.</p>	<p>I-6: refer to previously read or researched information during collaborative oral and written discussions.</p>	

AZ ELA Standard Alignment

**Grade 6
Writing**

6.W.6 Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

Speaking and Listening

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing

**Grade 7
Writing**

7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others

Speaking and Listening

Grades 6-8 English Language Proficiency Standards

7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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Grade 8

Writing

8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Speaking and Listening

8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

Grades 6-8 English Language Proficiency Standards

INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 7					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
conduct research and evaluate and communicate findings to answer questions or solve problems.	With 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: 6.W.7 6.W.8 6.W.9	<p>Functions for using language include but are not limited to: describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p>Literary text types include but are not limited to: stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one)</p>
	PE/E-1: gather information from provided resources to answer a question.	B-1: gather information from multiple provided resources to answer a question.	I-1: gather information from print and digital provided resources to answer a question.	7.W.7 7.W.8 7.W.9	
	PE/E-2: record some information/ observations in simple notes.	B-2: paraphrase observations/ information notes with labeled illustrations, diagrams, or other graphics, as appropriate.	I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.	Speaking and Listening: 6.SL.4 7.SL.4 8.SL.4	
	PE/E-3: identify sources used in research.	B-3: cite sources used in research.	I-3: identify credible sources used in research and use a standard format for citations.		

Grades 6-8 English Language Proficiency Standards

	PE/E-4: N/A	B-4: restate the main idea using evidence from text or presentations.	I-4: make inferences and draw conclusions using evidence from text or presentations.		Small group (one to a group) Whole group (one to many) Supports include but are not limited to: context and visual aids.
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AZ ELA Standard Alignment

Grade 6

Writing

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 6 Reading standards to informational text and nonfiction.

Speaking and Listening

6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7

Writing

7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 7 Reading standards to informational text and nonfiction.

Speaking and Listening

7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8

Writing

8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 8 Reading standards to informational text and nonfiction.

Grades 6-8 English Language Proficiency Standards

Speaking and Listening

8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grades 6-8 English Language Proficiency Standards

INTERACTIVE COMMUNICATION
Listening, Speaking, Reading, and Writing

AZ ELP - Standard 8					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
analyze and critique the arguments of others orally and in writing.	With 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:	Reading Informational: 6.RI.8	<p>Functions for using language include but are not limited to: describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p>Literary text types include but are not limited to: stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p>
	PE/E-1: identify a reason an author or speaker gives to support a main point.	B-1: tell how one or two reasons support the claim an author or a speaker makes.	I-1: explain how an author or speaker uses reasons and evidence to support or fail to support a claim.	7.RI.8 8.RI.8 Writing: 6.W.1 7.W.1	
	PE/E-2: identify claims supported by reasons and evidence and those that are not.	B-2: distinguish between claims that are supported by reasons and evidence from those that are not.	I-2: determine and evaluate whether the evidence is sufficient to support the claims.	8.W.1 Speaking and Listening: 6.SL.3 7.SL.3	

Grades 6-8 English Language Proficiency Standards

	PE/E-3: use words and phrases to express ideas and opinions.	B-3: use academic words and phrases to make a claim.	I-3: use academic and domain-specific words and phrases to make a claim.	8.SL.3 Language: 6.L.6 7.L.6 8.L.6	Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many) Supports include but are not limited to: context and visual aids.
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AZ ELA Standard Alignment

Grade 6

Reading Informational

6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing

6.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Speaking and Listening

6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language

6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7

Reading Informational

7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Writing

7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Speaking and Listening

7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Language

6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 6-8 English Language Proficiency Standards

Grade 8

Reading Informational

8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing

8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Speaking and Listening

8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Language

8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 6-8 English Language Proficiency Standards

LANGUAGE

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

AZ ELP - Standard 9					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
create clear and coherent grade-appropriate speech and text.	With 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: 6.W.1 6.W.2 6.W.3 6.W.4	<p>Functions for using language include but are not limited to: describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p>Literary text types include but are not limited to: stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p>Supports include but are not limited to: context and visual aids.</p>
	PE/E-1: communicate simple information about a topic when writing and speaking.	B-1: introduce and present facts about an informational topic and provide a conclusion when writing and speaking.	I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.	7.W.1 7.W.2 7.W.3 7.W.4	
	PE/E-2: present a sequence of events in order using frequently occurring linking words (e.g., and, then) when writing and speaking.	B-2: introduce and develop a sequence of events, using an increasing range of temporal and other linking words to connect, compare, and contrast ideas, and information (e.g., before, because, also) when writing and speaking.	I-2: introduce and develop a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and contrast ideas, information, or events when writing and speaking.	8.W.1 8.W.2 8.W.3 8.W.4 Speaking and Listening: 6.SL.4 7.SL.4 8.SL.4	

Grades 6-8 English Language Proficiency Standards

AZ ELA Standard Alignment

Grade 6

Writing

6.W.1 Write arguments to support claims with clear reasons and relevant evidence.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

6.W.2 Write arguments to support claims with clear reasons and relevant evidence.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Speaking and Listening

6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7

Writing

7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

Speaking and Listening

7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8

Writing

8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Grades 6-8 English Language Proficiency Standards

Speaking and Listening

8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grades 6-8 English Language Proficiency Standards

LANGUAGE

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

AZ ELP - Standard 10					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
make accurate use of standard English to communicate in grade appropriate speech and writing.	With 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:	Language: 6.L.1 6.L.2 6.L.3	<p>Functions for using language include but are not limited to: describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p>Literary text types include but are not limited to: stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p>Supports include but are not limited to: context and visual aids.</p>
	PE/E-1: using some familiar singular and plural nouns.	B-1: using an increasing range of singular and plural nouns.	I-1: using grade-appropriate singular and plural nouns.	7.L.1 7.L.2 7.L.3	
	PE/E-2: using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	B-2: using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	8.L.1 8.L.2 8.L.3	
	PE/E-3: recognizing possessive nouns (e.g., That is Mary's backpack.).	B-3: using possessive with some familiar nouns (e.g., That is Mary's backpack.).	I-3: using possessives with grade-appropriate nouns (e.g., That is Mary's backpack.).		
	PE/E-4: beginning to use personal subject and object pronouns.	B-4: using personal subject and object pronouns.	I-4: using personal (subject and object), possessive, and indefinite pronouns.		
	PE/E-5: using familiar verbs in the present progressive.	B-5: using verbs distinguishing present progressive and simple present.	I-5: using verbs in the past progressive.		

Grades 6-8 English Language Proficiency Standards

	<p>PE/E-6: using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went).</p>	<p>B-6: using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang).</p>	<p>I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p>		
	<p>PE/E-7: using some familiar verbs in the future with “going to”.</p>	<p>B-7: using an increasing range of verbs in the future with “going to” and “will”.</p>	<p>I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p>		
	<p>PE/E-8: Applying subject-verb agreement using familiar nouns and verbs.</p>	<p>B-8: Applying subject-verb agreement using and increasing range of nouns and verbs.</p>	<p>I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.</p>		
	<p>PE/E-9: recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p>B-9: using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p>I-9: using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>		
	<p>PE/E-10: beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p>B-10: using a wider range of prepositional phrases (e.g. after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p>I-10: using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>		
	<p>PE/E-11: using some simple, frequently occurring conjunctions (e.g., and, but).</p>	<p>B-11: using a wider range of frequently occurring conjunctions (e.g., and, but, because).</p>	<p>I-11: using frequently occurring conjunctions (e.g., and, but, or, so, because).</p>		

Grades 6-8 English Language Proficiency Standards

	<p>PE/E-12: using some simple, frequently occurring imperative sentences (e.g., Come in., Sit down.).</p>	<p>B-12: using a wider range of frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.).</p>	<p>I-12: using frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.).</p>		
	<p>PE/E-13: using some simple, frequently occurring modals (e.g., can, could, may, might).</p>	<p>B-13: using a wider range of frequently occurring modals (e.g., shall, should, will, would).</p>	<p>I-13: using irregularly occurring modals (e.g., ought, had, better).</p>		
	<p>PE/E-14: beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.</p>	<p>B-14: increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>	<p>I-14: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>		

**Grade 6
Language**

6.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Use correct spelling.

6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistent style and tone.

Grades 6-8 English Language Proficiency Standards

Grade 7 Language

- 7.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- 7.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives.
 - Use correct spelling.
- 7.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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Grade 8 Language

- 8.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - Form and use verbs in the active and passive voice.
 - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - Recognize and correct inappropriate shifts in verbals, voice, and mood.
- 8.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - Use an ellipsis to indicate an omission.
 - Use correct spelling.
- 8.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).