



Foundations and Overview of the English Language Proficiency Standards (ELPS)

Directions: As you complete the online module, use the cloze notes below to support your learning.

Why New English Language Proficiency Standards?	
Arizona’s Language Development Approach	<ul style="list-style-type: none">• How language development is conceptualized influences how learning experiences are designed and enacted.<ul style="list-style-type: none">○ It _____ the ways in which learning for English Learners will be designed and enacted throughout the system.○ It _____ the language, literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.○ It _____ how you expect practitioners to design and enact language, literacy and learning practices in all subject matters for diverse English Learners. <p>Student Agency:</p> <ul style="list-style-type: none">• Learning Opportunities:<ul style="list-style-type: none">○ _____○ _____○ _____



ELP Standards: Principles 2 & 3	<i>Integrated ELD Instruction (Principle 2)</i>	Driving:	_____ of Standards are _____ in the car!
		Passenger (Support):	
	<i>Targeted ELD Instruction (Principle 3)</i>	Driving:	_____ of Standards are _____ in the car!
		Passenger (Support):	
REFLECTION!			
ELP Standards and Their Shifts	Shift 1: _____ standards necessary and essential for developing the language required for academic success. <ul style="list-style-type: none"> From 5 to _____ From Stages to _____ and _____ 		
	Shift 2: Clearer and more cohesive body of standards that have clear links to Arizona's Content Standards. <ul style="list-style-type: none"> Direct alignment to AZ ELA Standards, so _____ 		



ELP Standards and Their Shifts (cont.)	Shift 3: Increased alignment to Arizona's English Language Arts (ELA) Standards. <ul style="list-style-type: none"> From Task-Based Performance Indicators to _____ 	
Organization and Design of the ELPS	Kindergarten – 5th Grade	6th Grade – 12th Grade
	_____ Skills ELP Standards by _____	ELP Standards by _____ _____ Skills <i>Appendix</i>
	The 10 ELP Standards:	



Overall Layout and Organization

Grades 4-5 English Language Proficiency Standards

RECEPTIVE COMMUNICATION
Listening and Reading

AZ ELP - Standard 2		→ Intermediate			Instructional Supports	
By the end of each language proficiency level, an English learner can:		Emergent	→ Intermediate	→ Intermediate	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: 4.RL.4 5.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, debates), responses (e.g., literary analysis), and so on.</p> <p>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 words and phrases.	I-1: determine the meaning of less frequently occurring words and phrases.	Reading Informational: 4.RI.4 5.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 contexts, such as stories, poems, and songs.	I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) about a variety of topics, events, or events.	Language: 4.L.4 4.L.5 5.L.4 5.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 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 and information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.			



Instructional Implementation of the 2019 ELPS	Standards		Curriculum	
Connections and Alignment	_____ Standard(s) and _____ Standard(s) will be in the vehicle of instruction.			
	<i>Integrated ELD Instruction (Principle 2)</i>		<i>Targeted ELD Instruction (Principle 3)</i>	
	Driving Standard:		Driving Standard:	
	Support Standard:		Support Standard:	
	Planning, Instruction, and Assessment:		Planning, Instruction, and Assessment:	
True or False?	My Answer:	Correct Answer: _____ Do I need to shift my understanding?		
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True or False?	My Answer:	Correct Answer: _____ Do I need to shift my understanding?
Fill-In the Blank	My Answer: The ELP Standards were revised according to ESSA and to ensure _____ for English learners.	Correct Answer: _____ Do I need to shift my understanding?

Resources:	
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