Arizona English Language Proficiency

Grades 4-5

Reading Foundational Skills

Oral Skills

1 Phonological Awareness: EL.4-5.RF.1

- a Distinguish between phonemes in the initial, medial, and final positions of words. EL.4-5.RF.1A
- b Produce the 44 phonemes with verbal modeling and visual cues. EL.4-5.RF.1B
- c Orally produce the initial and final sounds (not the letter) of a spoken word. EL.4-5.RF.1C
- d Identify short vowel sounds in orally stated single-syllable words (e.g., hen, hat, mad, etc.). EL.4-5.RF.1D
- e Identify long vowel sounds in orally stated single-syllable words (e.g., kite, made, cake, etc.). EL.4-5.RF.1E
- f Segment sentences into words. EL.4-5.RF.1F
- g Segment multi-syllabic words into syllables (/but/ter/fly/). EL.4-5.RF.1G
- h Blend spoken simple onsets and rimes to form real words (onset /c/ and rime /at/). EL.4-5.RF.1H
- i Blend spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/). EL.4-5.RF.1I
- j Recognize the new spoken word when a specified phoneme is added, changed or removed. EL.4-5.RF.1J
- k Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun vs. run, man, etc.). EL.4-5.RF.1K

Print Skills

2 Print Concepts: EL.4-5.RF.2

- a Demonstrate the command of left to right, top to bottom directionality, and return sweep when handling reading materials. EL.4-5.RF.2A
- b Track the one to one correlation between spoken and printed word. EL.4-5.RF.2B
- c Identify letters, words and sentences and their distinguishing features (e.g., capitalization, ending punctuation, etc.). EL.4-5.RF.2C
- d Locate organizational features of a book (e.g., title, author, and table of contents) with instructional support. EL.4-5.RF.2D

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3 Phonics and Word Recognition (Decoding): EL.4-5.RF.3

a Recognize and naming uppercase and lowercase letters of the alphabet. EL.4-5.RF.3A

b Produce sounds represented by the single-lettered consonant and vowel graphemes. EL.4-5.RF.3B

c Read regularly spelled one and two-syllable words and compound words including consonant blends (bl, st, and tr). EL.4-5.RF.3C

d Read one and two-syllable words using letter-sound knowledge. EL.4-5.RF.3D

e Identify base words (walk, clean, dress) that have been modified by inflectional endings. EL.4-5.RF.3E

f Identify inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). EL.4-5.RF.3F

g Repeat and read given words with common prefixes, suffixes and roots including the endings -tion, -sion. EL.4-5.RF.3G

h Read contractions. EL.4-5.RF.3H

i Use word order and context to confirm decoding of text. EL.4-5.RF.3I

4 Fluency: EL.4-5.RF.4

a Read high frequency words, sight words, sentences and short passages from familiar patterned text (e.g., poems and chants, etc.) with fluency (e.g., accuracy, appropriate phrasing, and attention to punctuation). EL.4-5.RF.4A

RECEPTIVE COMMUNICATION

1 **construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.** EL.4-5.S1

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1 identify the central topic and key details. EL.4-5.S1.PE/E-1

2 retell a familiar text including specific details and information. EL.4-5.S1.PE/E-2

3 identify similarities and differences within a text. EL.4-5.S1.PE/E-3

4 establish connections between visual supports and text. EL.4-5.S1.PE/E-4

Basic With moderate support, apply a developing set of strategies to:

1 determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details. EL.4-5.S1.B-1

2 recount a text including specific details and information. EL.4-5.S1.B-2

3 identify and describe similarities and differences within a text. EL.4-5.S1.B-3

4 utilize visual information to understand the text. EL.4-5.S1.B-4

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Intermediate With light support, apply a wide range of strategies to:

1. determine central ideas (in informational texts) and themes (in literary texts) and explain how they are supported by key details. EL.4-5.S1.I-1
2. summarize a text including specific details and information. EL.4-5.S1.I-2
3. compare and contrast details from multiple texts. EL.4-5.S1.I-3
4. explain how the visual information supports the text. EL.4-5.S1.I-4

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2 **determine the meaning of words and phrases in oral presentations and literary and informational text.** EL.4-5.S2

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. recognize the meaning of frequently occurring words, phrases, and expressions. EL.4-5.S2.PE/E-1
2. recognize the meanings of common idiomatic expressions. EL.4-5.S2.PE/E-2
3. apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words. EL.4-5.S2.PE/E-3

Basic With moderate support, apply a developing set of strategies to:

1. determine the meaning of frequently occurring academic and content-specific words and phrases. EL.4-5.S2.B-1
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. EL.4-5.S2.B-2
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. EL.4-5.S2.B-3

Intermediate With light support, apply a wide range of strategies to:

1. determine the meaning of less-frequently occurring words and phrases and content specific words. EL.4-5.S2.I-1
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. EL.4-5.S2.I-2
3. apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words. EL.4-5.S2.I-3

PRODUCTIVE COMMUNICATION

3 **speak and write about grade appropriate complex literary and informational texts and topics.** EL.4-5.S3

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Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. deliver short oral presentations that include a few details. EL.4-5.S3.PE/E-1
2. compose written narratives using appropriate conventions about familiar topics and experiences that include details. EL.4-5.S3.PE/E-2
3. compose informational texts that include details while using appropriate conventions. EL.4-5.S3.PE/E-3
4. produce phrases that link ideas and information using transition words (e.g., also, because). EL.4-5.S3.PE/E-4

Basic With moderate support, apply a developing set of strategies to:

1. deliver short oral presentations that include some details to develop a topic. EL.4-5.S3.B-1
2. compose written narratives using appropriate conventions that include details and examples to develop a topic. EL.4-5.S3.B-2
3. compose informational texts that include details to develop a topic while using appropriate conventions. EL.4-5.S3.B-3
4. produce sentences that link ideas and information using transition words and phrases (e.g., another, for example, also, because). EL.4-5.S3.B-4
5. use examples of precise language and domain-specific vocabulary within informative texts. EL.4-5.S3.B-5

Intermediate With light support, apply a wide range of strategies to:

1. deliver oral presentations that include details and examples to develop a topic. EL.4-5.S3.I-1
2. compose written narratives using appropriate conventions that include details and examples to develop a topic. EL.4-5.S3.I-2
3. compose informational texts that include details and examples to develop a topic while using appropriate conventions. EL.4-5.S3.I-3
4. produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast). EL.4-5.S3.I-4
5. use precise language and domain-specific vocabulary to inform about or explain the topic. EL.4-5.S3.I-5

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4 **construct grade appropriate oral and written claims and support them with reasoning and evidence.** EL.4-5.S4

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. express an opinion on a topic or text. EL.4-5.S4.PE/E-1
2. supply a reason that supports the opinion. EL.4-5.S4.PE/E-2
3. use simple words that signal actions and emotions. EL.4-5.S4.PE/E-3
4. provide a sense of closure to an opinion. EL.4-5.S4.PE/E-4

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Basic With moderate support, apply a developing set of strategies to:

1. express an opinion on a topic or text. EL.4-5.S4.B-1
2. supply a reason that supports the opinion and is based on some textual evidence. EL.4-5.S4.B-2
3. use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). EL.4-5.S4.B-3
4. provide a concluding statement to an opinion. EL.4-5.S4.B-4

Intermediate With light support, apply a wide range of strategies to:

1. express an opinion on a topic or text. EL.4-5.S4.I-1
2. supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. EL.4-5.S4.I-2
3. use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). EL.4-5.S4.I-3
4. provide a conclusion that summarizes the opinion presented. EL.4-5.S4.I-4

5 **adapt language choices to purpose, task, and audience when speaking and writing.** EL.4-5.S5

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts. EL.4-5.S5.PE/E-1
2. use general academic words and phrases learned through conversations, reading, and being read to. EL.4-5.S5.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

1. demonstrate awareness of the need to adapt language choices according to purpose, task, and audience. EL.4-5.S5.B-1
2. use grade-appropriate general academic and content specific words, phrases, and expressions with developing control. EL.4-5.S5.B-2

Intermediate With light support, apply a wide range of strategies to:

1. adapt language choices and style (includes register) according to purpose, task, and audience. EL.4-5.S5.I-1
2. use a variety of general academic and content-specific words and phrases. EL.4-5.S5.I-2

IN CO Skip to main content **articipate in grade-appropriate oral and written exchanges of information, ideas, nd analyses, responding to peer, audience, or reader comments and**

questions. EL.4-5.S6

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. participate in conversations and discussions about familiar topics. EL.4-5.S6.PE/E-1
2. participate in written exchanges about familiar topics. EL.4-5.S6.PE/E-2
3. follow basic rules for discussion. EL.4-5.S6.PE/E-3
4. respond to simple yes-no and wh-questions. EL.4-5.S6.PE/E-4
5. contribute own comments to collaborative oral and written discussions about familiar topics. EL.4-5.S6.PE/E-5

Basic With moderate support, apply a developing set of strategies to:

1. participate in discussions about familiar topics and texts. EL.4-5.S6.B-1
2. participate in written exchanges about familiar topics and texts. EL.4-5.S6.B-2
3. follow rules for discussion. EL.4-5.S6.B-3
4. ask questions to gain information or clarify understanding. EL.4-5.S6.B-4
5. contribute information and evidence to collaborative oral and written discussions. EL.4-5.S6.B-5

Intermediate With light support, apply a wide range of strategies to:

1. participate in extended conversations and discussions about a variety of topics and texts. EL.4-5.S6.I-1
2. participate in extended written exchanges about a variety of topics and texts. EL.4-5.S6.I-2
3. express own ideas using the rules for discussion. EL.4-5.S6.I-3
4. pose and respond to questions about a variety of topics and texts. EL.4-5.S6.I-4
5. paraphrase the key ideas expressed in collaborative oral and written discussions. EL.4-5.S6.I-5

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7 **conduct research and evaluate and communicate findings to answer questions or solve problems.** EL.4-5.S7

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. gather information from provided resources to answer questions. EL.4-5.S7.PE/E-1
2. record some information/ observations in simple notes. EL.4-5.S7.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

1. gather information from multiple provided resources to answer questions. EL.4-5.S7.B-1
2. sort evidence into categories. EL.4-5.S7.B-2

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Intermediate With light support, apply a wide range of strategies to:

1. gather information from print and digital provided resources to answer questions. EL.4-5.S7.I-1
2. summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate. EL.4-5.S7.I-2

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8 analyze and critique the arguments of others orally and in writing. EL.4-5.S8

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. identify a reason an author or speaker gives to support a main point. EL.4-5.S8.PE/E-1
2. determine and explain the author's purpose. EL.4-5.S8.PE/E-2
3. identify vocabulary used to influence a reader's perspective (e.g., emotional words, etc.). EL.4-5.S8.PE/E-3
4. express an opinion. EL.4-5.S8.PE/E-4
5. use words and phrases to express ideas and opinions. EL.4-5.S8.PE/E-5

Basic With moderate support, apply a developing set of strategies to:

1. tell how one or two reasons support the specific points an author or a speaker makes. EL.4-5.S8.B-1
2. identify the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade). EL.4-5.S8.B-2
3. distinguish between facts an opinion in a text. EL.4-5.S8.B-3
4. write about an opinion and use provided resources to include one or more supporting reasons. EL.4-5.S8.B-4
5. use academic words and phrases to express ideas and phrases. EL.4-5.S8.B-5

Intermediate With light support, apply a wide range of strategies to:

1. explain how an author or speaker uses reasons and evidence to support or fail to support specific points. EL.4-5.S8.I-1
2. determine and explain the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade). EL.4-5.S8.I-2
3. distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications, etc.). EL.4-5.S8.I-3
4. write about an opinion and use provided resources to include supporting reasons. EL.4-5.S8.I-4
5. use academic and domain-specific words and phrases to express ideas and phrases. EL.4-5.S8.I-5

LANGUAGE

9 create clear and coherent grade-appropriate speech and text. EL.4-5.S9

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Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.4-5.S9.PE/E-1
2. apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking. EL.4-5.S9.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

1. apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.4-5.S9.B-1
2. apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking. EL.4-5.S9.B-2

Intermediate With light support, apply a wide range of strategies to:

1. apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.4-5.S9.I-1
2. apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking. EL.4-5.S9.I-2

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10 **make accurate use of standard English to communicate in grade appropriate speech and writing.** EL.4-5.S10

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Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

1. using some familiar singular and plural nouns. EL.4-5.S10.PE/E-1
2. using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.4-5.S10.PE/E-2
3. recognizing possessive nouns (e.g., That is Mary's backpack.). EL.4-5.S10.PE/E-3
4. beginning to use personal subject and object pronouns. EL.4-5.S10.PE/E-4
5. using familiar verbs in the present progressive. EL.4-5.S10.PE/E-5
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). EL.4-5.S10.PE/E-6
7. using some familiar verbs in the future with "going to". EL.4-5.S10.PE/E-7
8. applying subject-verb agreement using familiar nouns and verbs. EL.4-5.S10.PE/E-8
9. recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.4-5.S10.PE/E-9
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. EL.4-5.S10.PE/E-10
11. using some simple, frequently occurring conjunctions (e.g., and, but). EL.4-5.S10.PE/E-11
12. beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences. EL.4-5.S10.PE/E-12

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Basic With moderate support, apply a developing set of strategies to:

1. using an increasing range of singular and plural nouns. EL.4-5.S10.B-1
2. using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.4-5.S10.B-2
3. using possessive with some familiar nouns (e.g., That is Mary's backpack.). EL.4-5.S10.B-3
4. using personal subject and object pronouns. EL.4-5.S10.B-4
5. using verbs distinguishing present progressive and simple present. EL.4-5.S10.B-5
6. using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang). EL.4-5.S10.B-6
7. using an increasing range of verbs in the future with "going to" and "will". EL.4-5.S10.B-7
8. applying subject-verb agreement using and increasing range of nouns and verbs. EL.4-5.S10.B-8
9. using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.4-5.S10.B-9
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. EL.4-5.S10.B-10
11. using a wider range of frequently occurring conjunctions (e.g., and, but, because). EL.4-5.S10.B-11
12. increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. EL.4-5.S10.B-12

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Intermediate With light support, apply a wide range of strategies to:

1. using grade-appropriate singular and plural nouns. EL.4-5.S10.I-1
2. using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.4-5.S10.I-2
3. using possessives with grade-appropriate nouns (e.g., That is Mary's backpack.). EL.4-5.S10.I-3
4. using personal (subject and object), possessive, and indefinite pronouns. EL.4-5.S10.I-4
5. using verbs in the past progressive. EL.4-5.S10.I-5
6. using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote). EL.4-5.S10.I-6
7. using grade-appropriate verbs in the future with "going to" and "will". EL.4-5.S10.I-7
8. applying subject-verb agreement using grade-appropriate nouns and verbs. EL.4-5.S10.I-8
9. using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.4-5.S10.I-9
10. using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause). EL.4-5.S10.I-10
11. using frequently occurring conjunctions (e.g., and, but, or, so, because). EL.4-5.S10.I-11
12. using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. EL.4-5.S10.I-12