Arizona English Language Proficiency

Grades 6-8

Listening and Reading

1 **construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.** EL.6-8.S1

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

1 identify the main topic and a few key details. EL.6-8.S1.PE/E-1

2 retell a familiar text including specific details and information. EL.6-8.S1.PE/E-2

3 identify similarities and differences within a text. EL.6-8.S1.PE/E-3

4 identify text structures and text types. EL.6-8.S1.PE/E-4

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

1 determine the central idea or theme and explain how they are supported by using some text evidence. EL.6-8.S1.B-1

2 recount specific details and information in a variety of texts. EL.6-8.S1.B-2

3 identify and describe similarities and differences between multiple texts. EL.6-8.S1.B-3

4 determine which text structures and text types impact the central idea or theme. EL.6-8.S1.B-4

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

1 analyze the central ideas and themes and justify how they are supported by using text evidence. EL.6-8.S1.I-1

2 summarize a text including specific details and information. EL.6-8.S1.I-2

3 compare and contrast details from multiple texts. EL.6-8.S1.I-3

4 explain how structure, text type, and other elements impacts the central idea or theme. EL.6-8.S1.I-4

2 **determine the meaning of words and phrases in oral presentations and literary and informational text.** EL.6-8.S2

Skip to main content

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.6-8.S2.PE/E-1
2. recognize the meanings of common idiomatic expressions. EL.6-8.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.6-8.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.6-8.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.6-8.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.6-8.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.6-8.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.6-8.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.6-8.S2.I-3

Speaking and Writing

3. **speak and write about grade appropriate complex literary and informational texts and topics.** EL.6-8.S3

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

1. deliver short oral presentations that include a few details. EL.6-8.S3.PE/E-1
2. compose written narratives, using appropriate conventions, about familiar topics and experiences that include details. EL.6-8.S3.PE/E-2
3. compose informational texts that include details while using appropriate conventions. EL.6-8.S3.PE/E-3
4. produce phrases that identify relationships among ideas and concepts using transition words (e.g. another, for example, also, because). EL.6-8.S3.PE/E-4

Skip to main content

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.6-8.S3.B-1
2. compose written narratives, using appropriate conventions, that include details and examples to develop a topic. EL.6-8.S3.B-2
3. compose informational texts that include details to develop a topic while using appropriate conventions. EL.6-8.S3.B-3
4. produce sentences to clarify relationships among ideas and concepts using appropriate transitions. EL.6-8.S3.B-4
5. use examples of precise language and domain-specific vocabulary within informative texts. EL.6-8.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.6-8.S3.I-1
2. compose written narratives, using appropriate conventions, that include details, examples, narrative techniques, and precise language to develop a topic. EL.6-8.S3.I-2
3. compose informational texts that include details and examples to develop a topic while using appropriate conventions. EL.6-8.S3.I-3
4. produce sentences to clarify relationships among ideas and concepts using appropriate transitions. EL.6-8.S3.I-4
5. use precise language and domain-specific vocabulary to inform about or explain the topic. EL.6-8.S3.I-5

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4 **construct grade appropriate oral and written claims and support them with reasoning and evidence.** EL.6-8.S4

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

1. express an opinion on a topic. EL.6-8.S4.PE/E-1
2. supply a reason that supports the opinion. EL.6-8.S4.PE/E-2
3. use grade-appropriate words. EL.6-8.S4.PE/E-3
4. provide a sense of closure to an argument. EL.6-8.S4.PE/E-4

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

1. construct a claim about a topic or text. EL.6-8.S4.B-1
2. supply a reason that supports the opinion and is based on some textual evidence. EL.6-8.S4.B-2
3. use grade-appropriate words and phrases. EL.6-8.S4.B-3
4. provide a concluding statement to an argument. EL.6-8.S4.B-4

Skip to main content

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

1. construct a claim about a topic or text. EL.6-8.S4.I-1
2. supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. EL.6-8.S4.I-2
3. use grade-appropriate general academic and domain-specific words and phrases. EL.6-8.S4.I-3
4. provide a conclusion that summarizes the argument presented. EL.6-8.S4.I-4

5 **adapt language choices to purpose, task, and audience when speaking and writing.** EL.6-8.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.6-8.S5.PE/E-1
2. use frequently occurring general academic and content-specific words and phrases to express ideas. EL.6-8.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.6-8.S5.B-1
2. use general academic and content-specific words and phrases to express ideas. EL.6-8.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.6-8.S5.I-1
2. use a wide variety of general academic and content-specific words to precisely express ideas. EL.6-8.S5.I-2

Listening, Speaking, Reading, and Writing

6 **participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.** EL.6-8.S6

Skip to main content

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

1. participate in conversations and discussions about familiar topics. EL.6-8.S6.PE/E-1
2. participate in written exchanges about familiar topics. EL.6-8.S6.PE/E-2
3. follow the basic rules for discussion. EL.6-8.S6.PE/E-3
4. respond to simple yes-no and wh-questions. EL.6-8.S6.PE/E-4
5. contribute own comments to collaborative oral and written discussions about familiar topics. EL.6-8.S6.PE/E-5
6. refer to previously read information on familiar topic during collaborative oral and written discussions. EL.6-8.S6.PE/E-6

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

1. participate in discussions about familiar topics and texts. EL.6-8.S6.B-1
2. participate in written exchanges about familiar topics and texts. EL.6-8.S6.B-2
3. follow the rules for discussion. EL.6-8.S6.B-3
4. ask questions to gain information or clarify understanding. EL.6-8.S6.B-4
5. contribute relevant information and evidence to collaborative oral and written discussions. EL.6-8.S6.B-5
6. refer to previously read or researched information during collaborative oral and written discussions. EL.6-8.S6.B-6

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.6-8.S6.I-1
2. participate in extended written exchanges about a variety of topics and texts. EL.6-8.S6.I-2
3. express own ideas using the rules for discussion. EL.6-8.S6.I-3
4. pose and respond to questions about a variety of topics and texts. EL.6-8.S6.I-4
5. paraphrase key ideas expressed in collaborative oral and written discussions. EL.6-8.S6.I-5
6. refer to previously read or researched information during collaborative oral and written discussions. EL.6-8.S6.I-6

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7. **conduct research and evaluate and communicate findings to answer questions or solve problems.** EL.6-8.S7

Skip to main content

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

1. gather information from provided resources to answer a question. EL.6-8.S7.PE/E-1
2. record some information/ observations in simple notes. EL.6-8.S7.PE/E-2
3. identify sources used in research. EL.6-8.S7.PE/E-3

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

1. gather information from multiple provided resources to answer a question. EL.6-8.S7.B-1
2. paraphrase observations/ information notes with labeled illustrations, diagrams, or other graphics, as appropriate. EL.6-8.S7.B-2
3. cite sources used in research. EL.6-8.S7.B-3
4. restate the main idea using evidence from text or presentations. EL.6-8.S7.B-4

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

1. gather information from print and digital provided resources to answer a question. EL.6-8.S7.I-1
2. summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate. EL.6-8.S7.I-2
3. identify credible sources used in research and use a standard format for citations. EL.6-8.S7.I-3
4. make inferences and draw conclusions using evidence from text or presentations. EL.6-8.S7.I-4

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8 **analyze and critique the arguments of others orally and in writing.** EL.6-8.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.6-8.S8.PE/E-1
2. identify claims supported by reasons and evidence and those that are not. EL.6-8.S8.PE/E-2
3. use words and phrases to express ideas and opinions. EL.6-8.S8.PE/E-3

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

1. tell how one or two reasons support the claim an author or a speaker makes. EL.6-8.S8.B-1
2. distinguish between claims that are supported by reasons and evidence from those that are not. EL.6-8.S8.B-2
3. use academic words and phrases to make a claim. EL.6-8.S8.B-3

Skip to main content

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 a claim. EL.6-8.S8.I-1
2. determine and evaluate whether the evidence is sufficient to support the claims. EL.6-8.S8.I-2
3. use academic and domain-specific words and phrases to make a claim. EL.6-8.S8.I-3

Language

9 **create clear and coherent grade-appropriate speech and text.** EL.6-8.S9

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

1. communicate simple information about a topic when writing and speaking. EL.6-8.S9.PE/E-1
2. present a sequence of events in order using frequently occurring linking words (e.g., and, then) when writing and speaking. EL.6-8.S9.PE/E-2

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

1. introduce and present facts about an informational topic and provide a conclusion when writing and speaking. EL.6-8.S9.B-1
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. EL.6-8.S9.B-2

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

1. introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking. EL.6-8.S9.I-1
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. EL.6-8.S9.I-2

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10 **make accurate use of standard English to communicate in grade appropriate speech and writing.** EL.6-8.S10

Skip to main content

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

1. using some familiar singular and plural nouns. EL.6-8.S10.PE/E-1
2. using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.6-8.S10.PE/E-2
3. recognizing possessive nouns (e.g., That is Mary's backpack.). EL.6-8.S10.PE/E-3
4. beginning to use personal subject and object pronouns. EL.6-8.S10.PE/E-4
5. using familiar verbs in the present progressive. EL.6-8.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.6-8.S10.PE/E-6
7. using some familiar verbs in the future with "going to". EL.6-8.S10.PE/E-7
8. Applying subject-verb agreement using familiar nouns and verbs. EL.6-8.S10.PE/E-8
9. recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.6-8.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.6-8.S10.PE/E-10
11. using some simple, frequently occurring conjunctions (e.g., and, but). EL.6-8.S10.PE/E-11
12. using some simple, frequently occurring imperative sentences (e.g., Come in., Sit down.). EL.6-8.S10.PE/E-12
13. using some simple, frequently occurring modals (e.g., can, could, may, might). EL.6-8.S10.PE/E-13
14. beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences. EL.6-8.S10.PE/E-14

Skip to main content

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

1. using an increasing range of singular and plural nouns. EL.6-8.S10.B-1
2. using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.6-8.S10.B-2
3. using possessive with some familiar nouns (e.g., That is Mary's backpack.). EL.6-8.S10.B-3
4. using personal subject and object pronouns. EL.6-8.S10.B-4
5. using verbs distinguishing present progressive and simple present. EL.6-8.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.6-8.S10.B-6
7. using an increasing range of verbs in the future with "going to" and "will". EL.6-8.S10.B-7
8. Applying subject-verb agreement using and increasing range of nouns and verbs. EL.6-8.S10.B-8
9. using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.6-8.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.6-8.S10.B-10
11. using a wider range of frequently occurring conjunctions (e.g., and, but, because). EL.6-8.S10.B-11
12. using a wider range of frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.). EL.6-8.S10.B-12
13. using a wider range of frequently occurring modals (e.g., shall, should, will, would). EL.6-8.S10.B-13
14. increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. EL.6-8.S10.B-14

Skip to main content

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

1. using grade-appropriate singular and plural nouns. EL.6-8.S10.I-1
2. using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.6-8.S10.I-2
3. using possessives with grade-appropriate nouns (e.g., That is Mary's backpack.). EL.6-8.S10.I-3
4. using personal (subject and object), possessive, and indefinite pronouns. EL.6-8.S10.I-4
5. using verbs in the past progressive. EL.6-8.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.6-8.S10.I-6
7. using grade-appropriate verbs in the future with "going to" and "will". EL.6-8.S10.I-7
8. Applying subject-verb agreement using grade-appropriate nouns and verbs. EL.6-8.S10.I-8
9. using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.6-8.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.6-8.S10.I-10
11. using frequently occurring conjunctions (e.g., and, but, or, so, because). EL.6-8.S10.I-11
12. using frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.). EL.6-8.S10.I-12
13. using irregularly occurring modals (e.g., ought, had, better). EL.6-8.S10.I-13
14. using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. EL.6-8.S10.I-14