Arizona English Language Proficiency

Grades 9-12 Basic

Receptive Communication: Listening and Reading

1 **construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.** EL.9-12.S1

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 text evidence. EL.9-12.S1.B-1

2 recount a text including specific details and information. EL.9-12.S1.B-2

3 cite specific details and evidence from the texts to support the analysis. EL.9-12.S1.B-3

4 determine which text structures and text types impact the central idea or theme. EL.9-12.S1.B-4

5 utilize visual information to understand the text. EL.9-12.S1.B-5

2 **determine the meaning of words and phrases in oral presentations and literary and informational text.** EL.9-12.S2

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.9-12.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.9-12.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.9-12.S2.B-3

Productive Communication: Speaking and Writing

3 **speak and write about grade appropriate complex literary and informational texts and topics.** EL.9-12.S3

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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.9-12.S3.B-1
2. compose written narratives using appropriate conventions that include details and examples to develop a topic. EL.9-12.S3.B-2
3. compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions. EL.9-12.S3.B-3
4. integrate graphics or multimedia when useful. EL.9-12.S3.B-4
5. use examples of precise language and domain-specific vocabulary within informative texts. EL.9-12.S3.B-5
6. use transition and sequencing words to create cohesion. EL.9-12.S3.B-6

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4 construct grade appropriate oral and written claims and support them with reasoning and evidence. EL.9-12.S4

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

1. construct a claim about a topic or text. EL.9-12.S4.B-1
2. introduce the claim and provide logically ordered reasons or facts that effectively support the claim. EL.9-12.S4.B-2
3. distinguish the claim from a counterclaim. EL.9-12.S4.B-3
4. provide a concluding statement to an argument. EL.9-12.S4.B-4

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5 adapt language choices to purpose, task, and audience when speaking and writing. EL.9-12.S5

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.9-12.S5.B-1
2. use general academic and domain-specific words and phrases to express ideas. EL.9-12.S5.B-2
3. utilize formal style and tone in speech and writing, as appropriate. EL.9-12.S5.B-3

Interactive Communication: 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.9-12.S6

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

1 participate in discussions about familiar topics, texts, and issues. EL.9-12.S6.B-1

2 participate in written exchanges about grade-appropriate topics and texts. EL.9-12.S6.B-2

3 follow the rules for discussion and express his or her own ideas clearly. EL.9-12.S6.B-3

4 ask questions to gain information or clarify understanding. EL.9-12.S6.B-4

5 review information expressed by others and add relevant information and evidence to collaborative oral and written discussions. EL.9-12.S6.B-5

6 refer to previously read or researched information during collaborative oral and written discussions. EL.9-12.S6.B-6

7 summarize the key points expressed. EL.9-12.S6.B-7

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7 conduct research and evaluate and communicate findings to answer questions or solve problems. EL.9-12.S7

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

1 gather information from multiple provided resources to answer questions. EL.9-12.S7.B-1

2 summarize the main idea using evidence from text or presentations. EL.9-12.S7.B-2

3 paraphrase observations, information notes with labeled illustrations, diagrams, or other graphics, as appropriate. EL.9-12.S7.B-3

4 cite sources used in research appropriately. EL.9-12.S7.B-4

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8 analyze and critique the arguments of others orally and in writing. EL.9-12.S8

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

1 explain the reasons an author or a speaker gives to support a claim. EL.9-12.S8.B-1

2 identify textual evidence that supports the claim. EL.9-12.S8.B-2

3 cite textual evidence to support the analysis. EL.9-12.S8.B-3

4 use academic words and phrases to make a claim. EL.9-12.S8.B-4

5 demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. EL.9-12.S8.B-5

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

9 create clear and coherent grade-appropriate speech and text. EL.9-12.S9

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

1. introduce and develop an informational topic, using an increasing range of transition and other linking words (e.g., before, because, also) when speaking and writing. EL.9-12.S9.B-1
2. introduce and present facts, using an increasing range of transition and other linking words to connect, compare, and contrast information (e.g., before, because, also) when speaking and writing. EL.9-12.S9.B-2
3. locate and identify signal words that indicate cause and effect. (e.g., as a result of, so that, because of, since) EL.9-12.S9.B-3

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10 **make accurate use of standard English to communicate in grade appropriate speech and writing.** EL.9-12.S10

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

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