Arizona English Language Proficiency

Kindergarten

Phonological Awareness: EL.K.RF.1	**a.** Produce all individual phonemes in words using accurate articulation. EL.K.RF.1A
	b. Produce initial and final sounds of words using accurate articulation. EL.K.RF.1B
	c. Identify the initial and final sounds (not letters) of a spoken word. EL.K.RF.1C
	d. Produce rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation. EL.K.RF.1D
	e. Identify rhyming words in response to an oral prompt. EL.K.RF.1E
	f. Segment one-syllable words into its phonemes. EL.K.RF.1F
	g. Blend two or three spoken syllables to produce words. EL.K.RF.1G
	h. Produce and blend the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation. EL.K.RF.1H
	i. Blend spoken sounds to produce words. EL.K.RF.1I
	j. Discriminate between initial, medial, and final spoken sounds within a word. EL.K.RF.1J
	k. Produce and blend the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation. EL.K.RF.1K
	l. Produce new words when initial sound(s), including digraphs, are changed (i.e., word families). EL.K.RF.1L
	m. Orally form words by substituting simple onsets (/c/) with given rimes (/at/). EL.K.RF.1M
Print Concepts: EL.K.RF.2	**a.** Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books. EL.K.RF.2A
	b. Recognize that words are represented by a sequence of letters. EL.K.RF.2B
	c. Demonstrate the one-to-one correlation between a spoken word and a printed word. EL.K.RF.2C

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	d. **Recognize that sentences are made up of separate words and symbols.** EL.K.RF.2D
	e. **Recognize the difference between a letter and a printed word.** EL.K.RF.2E
	f. **Understand that words are separated by spaces in print.** EL.K.RF.2F
	g. **Name all uppercase and lowercase letters of the alphabet with different fonts out of sequence.** EL.K.RF.2G
	h. **Produce letter sounds represented by the single lettered consonants and vowels.** EL.K.RF.2H
Phonics and Word Recognition: EL.K.RF.3	**a.** **Decode common CVC words.** EL.K.RF.3A
	b. **Decode a new word when a specific letter is changed, added, or removed.** EL.K.RF.3B
Fluency: EL.K.RF.4	**a.** **Read high frequency words with automaticity in context.** EL.K.RF.4A
	b. **Read emergent-reader texts with purpose and understanding.** EL.K.RF.4B
construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. EL.K.S1	**Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:** PE/E-1 answer questions about one or more details from a read-aloud, picture book, and oral presentation. EL.K.S1.PE/E-1 PE/E-2 identify key words and phrases in read-alouds and oral presentations. EL.K.S1.PE/E-2 PE/E-3 repeat familiar texts. EL.K.S1.PE/E-3 PE/E-4 identify similarities within a familiar text. EL.K.S1.PE/E-4
	Basic With moderate support, apply a developing set of strategies to: B-1 ask questions about key details from a read-aloud, picture book, and oral presentation. EL.K.S1.B-1 B-2 identify key details from read-alouds, picture books, and/or oral presentations. EL.K.S1.B-2 B-3 retell familiar texts. EL.K.S1.B-3 B-4 identify differences within a familiar text. EL.K.S1.B-4
	Intermediate With light support, apply a wide range of strategies to: I-1 ask and answer questions about key details from a read-aloud, picture book, and oral presentation. EL.K.S1.I-1 I-2 identify the main topic and details from read-alouds, picture books, and/or oral presentation. EL.K.S1.I-2

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I-3 retell familiar texts with details. EL.K.S1.I-3

I-4 identify basic similarities and differences within a text. EL.K.S1.I-4

determine the meaning of words and phrases in oral presentations and literary and informational text. EL.K.S2

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

PE/E-1 answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. EL.K.S2.PE/E-1

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

B-1 answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. EL.K.S2.B-1

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

I-1 answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events. EL.K.S2.I-1

speak and write about grade appropriate complex literary and informational texts and topics. EL.K.S3

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

PE/E-1 communicate simple information or feelings about familiar topics, experiences, or events. EL.K.S3.PE/E-1

PE/E-2 add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events. EL.K.S3.PE/E-2

PE/E-3 add illustrations and labels to familiar topics, experiences, or events. EL.K.S3.PE/E-3

PE/E-4 produce writing about familiar topics using graphic organizers and sentence frames about a variety of topics, experiences, or events. EL.K.S3.PE/E-4

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

B-1 tell or dictate simple messages about a variety of topics, experiences, or events. EL.K.S3.B-1

B-2 add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events. EL.K.S3.B-2

B-3 compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events. EL.K.S3.B-3

B-4 produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events. EL.K.S3.B-4

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

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I make simple oral presentations about a variety of topics, experiences, or events. EL.K.S3.I-1

I-2 add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events. EL.K.S3.I-2

I-3 compose short written texts using appropriate conventions about a variety of topics, experiences, or events. EL.K.S3.I-3

I-4 produce writing with appropriate organization about a variety of topics, experiences, or events. EL.K.S3.I-4

construct grade appropriate oral and written claims and support them with reasoning and evidence. EL.K.S4

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

PE/E-1 express an opinion or preference using words and/or illustrations about a familiar topic. EL.K.S4.PE/E-1

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

B-1 express an opinion or preference and limited justification about a familiar topic or story. EL.K.S4.B-1

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

I-1 express an opinion or preference using appropriate structure and justification about a variety of topics or stories. EL.K.S4.I-1

adapt language choices to purpose, task, and audience when speaking and writing. EL.K.S5

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

PE/E-1 respond to questions and suggestions from peers and add details to writing. EL.K.S5.PE/E-1

PE/E-2 demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom. EL.K.S5.PE/E-2

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

B-1 respond to questions and suggestions from peers and add details to strengthen writing as needed. EL.K.S5.B-1

B-2 demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom. EL.K.S5.B-2

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

I-1 respond to questions and suggestions from peers and add details to strengthen writing as needed. EL.K.S5.I-1

I-2 demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom. EL.K.S5.I-2

participate in grade-appropriate oral and wr inf analyses, responding to

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

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E/E-1 participate in short conversations about familiar topics. EL.K.S6.PE/E-1

PE/E-2 follow some rules for discussion about familiar topics. EL.K.S6.PE/E-2

peer, audience, or reader comments and questions. EL.K.S6

PE/E-3 respond to simple yes-no and wh- questions about familiar topics. EL.K.S6.PE/E-3

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

B-1 participate in conversations and discussions about familiar topics. EL.K.S6.B-1

B-2 follow increasing number of rules for discussion about familiar topics. EL.K.S6.B-2

B-3 respond to simple yes-no and wh- questions about familiar topics. EL.K.S6.B-3

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

I-1 participate in conversations and discussions about a variety of topics with diverse partners. EL.K.S6.I-1

I-2 follow rules for discussion about a variety of topics. EL.K.S6.I-2

I-3 ask and answer questions about a variety of grade-appropriate topics. EL.K.S6.I-3

conduct research and evaluate and communicate findings to answer questions or solve problems. EL.K.S7

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

PE/E-1 recall or use information from a provided source to answer a question about familiar topics. EL.K.S7.PE/E-1

PE/E-2 participate in shared research and writing projects about familiar topics. EL.K.S7.PE/E-2

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

B-1 recall and record information from experience or use information from provided sources to answer a question with developing control. EL.K.S7.B-1

B-2 participate in shared research and writing projects by communicating findings. EL.K.S7.B-2

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

I-1 recall and record information from experience or use information from provided sources to answer a question with increasing control. EL.K.S7.I-1

I-2 participate in shared research and writing projects by evaluating and communicating findings. EL.K.S7.I-2

analyze and critique the arguments of others orally and in writing. EL.K.S8

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

PE/E-1 orally identify one reason an author or a speaker gives in a familiar text. EL.K.S8.PE/E-1

PE/E-2 respond to yes-no, either-or, and wh- questions about what an author or speaker says. EL.K.S8.PE/E-2

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

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B-1 orally identify one reason an author or a speaker gives to support a point. EL.K.S8.B-1

B-2 ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says. EL.K.S8.B-2

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

I-1 orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text. EL.K.S8.I-1

I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says. EL.K.S8.I-2

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

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

PE/E-1 express feelings about an event or a familiar story using a limited number of words. EL.K.S9.PE/E-1

PE/E-2 use a combination of drawing and teacher dictation to produce a text for a given purpose. EL.K.S9.PE/E-2

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

B-1 describe/express thoughts and feelings about several events from a familiar story with developing control of some frequently occurring linking words (e.g., and, then). EL.K.S9.B-1

B-2 use a combination of drawing, teacher dictation and writing to produce a grade-appropriate text for a given purpose. EL.K.S9.B-2

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

I-1 describe/express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words. EL.K.S9.I-1

I-2 use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose. EL.K.S9.I-2

make accurate use of standard English to communicate in grade appropriate speech and writing. EL.K.S10

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

PE/E-1 recognize and use frequently occurring nouns, verbs, and short phrases in shared language activities. EL.K.S10.PE/E-1

PE/E-2 respond to yes-no and wh-questions in shared language activities. EL.K.S10.PE/E-2

PE/E-3 produce simple sentences. EL.K.S10.PE/E-3

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

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·1 recognize and use frequently occurring regular plural nouns, verbs, and prepositions in shared language activities. EL.K.S10.B-1

B-2 use and respond to question words in shared language activities. EL.K.S10.B-2

B-3 produce simple sentences. EL.K.S10.B-3

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

I-1 use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities. EL.K.S10.I-1

I-2 ask and answer interrogatives (wh-questions) in shared language activities. EL.K.S10.I-2

I-3 produce and expand simple sentences in shared language activities. EL.K.S10.I-3