ENGLISH LANGUAGE LEARNER (ELL) PROFICIENCY STANDARDS

READING

Introduction

Research consistently indicates that all language learners pass through a "silent" stage before they begin speaking. This stage must be respected. Learning can be accelerated through the use of *comprehensible input*, *total physical response*, linguistic encoding, and the creation of multiple, authentic opportunities for the student to use the language. Reading, writing, and speaking must be combined during all content instruction in order to promote the most rapid language development in primary, intermediate, and secondary level students.

Pre-Production Stage: Primary Level Student

During this period, primary students can select key words to copy and write. Students can also keep journals or content logs and use illustrations to fill in where they lack language. Word walls with graphics will help ELL students use key vocabulary to describe classroom activity and content concepts. In addition, teachers can dramatize literature selections and pre-teach the vocabulary using such strategies as total physical response, word sorts, and concept definition maps. Employing such strategies will help students move rapidly through this pre-production stage. Choral reading, key words, shared reading and writing, and echo reading are other non-threatening strategies that will help to develop literacy in the new language. Phonemic awareness can be developed through poetry, rhymes (choral reading), and word sorts built on the language that students are acquiring. Providing ELL students with language experience is critical at this stage so that meaning is built into beginning literacy activities.

Pre-Production Stage: Intermediate/Secondary Level Student

Teachers need to know the literacy level of ELL students in their first language because this knowledge helps to determine appropriate teaching methodologies. Older students who are not literate will need many of the same strategies as primary students. Students who are literate in their first language also will benefit from the above strategies; however, introducing *cognates* and making specific comparisons between the first language and the target language also will be valuable. Note that some older students who are literate in their first language will read and write before they will speak. Word sorts of familiar words and stressing "sound" families, such as *Recipe for Reading* are also productive methodologies. Pre-teaching key vocabulary using a word wall with graphics and language structures through a language objective will help these students become familiar with English vocabulary and syntax more quickly. Teachers also can dramatize literature selections, use total physical response, word sorts, concept definition maps, semantic maps, and *cloze* sentences to help students move rapidly through the "silent" stage. The greater the exposure to multiple types of language experiences, the more rapid is the acquisition of English literacy.

ELL I

Performance Conditions: Students at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Students also use prior knowledge and their experiences in their first language to understand meanings in English. Students often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text.

Print Concepts	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: *The student will demonstrate understanding of print concepts of the English language.*	The student will: • Demonstrate appropriate book handing skills (e.g., hold a book right side up and turn pages in the correct direction).	The student will: • Demonstrate appropriate book handing skills (e.g., identify the front cover, back cover, and title page of a book). .	The student will: • Demonstrate appropriate book handing skills (e.g., recognize left to right and top to bottom directionality of English reading). • Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).	The student will: • Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books. • Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.	The student will: (K R 1-1: PO1, PO2, PO3, PO4, PO6, PO7 covered in Beginning through Early Advanced performance levels.) • Distinguish between printed letters and words. (K-R 1-1: PO5) • Demonstrate the one-to-one correlation between a spoken word and a printed word. (K-R 1-1: PO8) * Correlated to the Readiness level for Kindergarten

ELL I

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts._**	• Produce English _graphemes_ that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as _k, l, m, n, p)._	• Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language, including initial and final consonants (e.g., use words such as _libro and clase or_ sentences such as _El libro esta en la clase_ to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences).	• Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language, including long and short vowels (e.g., for students whose first language is Spanish, sounds such as _th, ll, b)_	• Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	• Produce English graphemes represented by all the single-lettered consonants and vowels. (K R 1-3: PO3)
		• Distinguish spoken rhyming words from non-rhyming words.	• Identify and produce rhyming words in response to an oral prompt.	• Move sequentially from sound to sound and represent the number and order of 2 and 3 isolated _phonemes._	• Move sequentially from sound to sound and represent the number, order, and similarity or difference of 2 and 3 isolated phonemes. (K R 1-2: PO8)
			• Identify the initial and final sounds (not letters) of a spoken word.	• Orally produce groups of words that begin with the same initial sound.	• Orally blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man). (K R 1-2: PO4, PO5, PO6) * Kindergarten Readiness level

ELL I

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: **_The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts._** (continued)	The student will:	The student will:	The student will: • Recognize and name **some** upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as *Ss, Pp, Cc*).	The student will: • Recognize and name **many** upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., *D d*).	The student will: • Recognize and name **all** upper and lower case letters of the alphabet. (K R 1-3: PO1) • Recognize that a new word is created when a specific letter is changed, added, or removed. (K R 1-3: PO2) (K R 1-2: PO1, PO2, PO3, PO7 handled in Beginning through Early Advanced levels.) * Correlated to the Readiness level for Kindergarten

ELL I

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will acquire English language vocabulary and use it in relevant contexts.*** (Some content also covered in Listening & Speaking)	• Comprehend and respond to greetings and leave-taking.	• Acquire and use simple vocabulary needed to: ▪ initiate and respond to greetings, courtesy, and leave-taking (e.g., *Hello, How are you? Thank you. You're welcome. See you later*.) ▪ communicate basic needs in social settings.	• Acquire and use accurate, purposeful, yet restricted vocabulary needed to: ▪ ask and answer basic questions about personal information (e.g., name, age, address); ▪ give and follow simple directions and imperatives, including warnings; ▪ identify numbers for routine tasks such as telling time; and, ▪ count money (up to 20).	• Acquire and use accurate, natural, and somewhat varied vocabulary needed to: ▪ respond appropriately to most basic social interactions; ▪ communicate personal and survival needs and personal information about self and others; ▪ ask for and grant permission; ▪ express ability to do or not do something; ▪ retell familiar stories.	• Acquire and use precise, descriptive, and varied vocabulary needed to: ▪ respond appropriately to most basic social interactions; ▪ communicate personal and survival needs and personal information about self and others; ▪ ask for and grant permission; ▪ express ability and inability to do or not do something; and, ▪ retell familiar stories. (LS-R1)
	• Identify and sort a few common objects/ pictures into basic categories (e.g., colors, foods, animals).	• Identify and sort some common objects into basic categories (e.g., colors, foods, animals).	• Identify and sort many common objects into basic categories (e.g., colors, foods, animals).	• Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common home, school, and classroom objects).	• Describe familiar objects, people, and events in both general and specific language. (K R 1-4: PO3) (K R 1-4: PO2; K R 3-2: PO2 are handled in Beginning through Early Advanced levels)
	• Identify a few common signs, symbols, labels, and captions in the environment, including traffic signs.	• Identify some common signs, symbols, labels, and captions in the environment.	• Identify many common signs, symbols, labels, and captions in the environment.	• Sometimes determine what words mean from how they are used in a sentence, heard or read.	• Often determine what words mean from how they are used in a sentence, heard or read. (K R 1-4: PO1) * Kindergarten Readiness level

ELL I

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will analyze text for expression, enjoyment, and response to other related content areas.***	• Respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.	• Respond orally to stories dramatized or read to him or her by answering simple questions using isolated words or strings of 2- to 3- word responses.	• Respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.	• Respond orally to stories read to him or her by answering factual comprehension questions using key words, short phrases, and some simple sentences.	• Identify the characters, setting, and key events of stories read to him or her, using key words, short phrases, and simple sentences. (K R 2-1: PO2)
		• Demonstrate an understanding of prediction and sequence by arranging a series of familiar pictures in sequence and occasionally using key words and physical actions.	• Demonstrate an understanding of prediction and sequence by arranging a series of pictures in sequence and using key words and physical actions.	• Identify basic sequences of events in stories read to him or her. • Make predictions about content based on book title and illustrations.	• Retell a simple story, placing events in sequence. (K R 2-1: PO3; LS R- 1) • Make predictions about content based on book title, illustrations, and text. * Correlated to the Readiness level for Kindergarten

ELL I

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will analyze text for expression, enjoyment, and response to other related content areas.*** (continued)	• Comprehend and follow simple 1-word written directions for classroom activities that are accompanied by picture cues.	• Comprehend and follow simple 1-step (2- to 3-words) written directions for classroom activities that are accompanied by picture cues.	• Comprehend and follow simple 1- to 2-step (2- to 5-words) written directions for classroom activities that are accompanied by picture cues.	• Comprehend and follow short 2- to 3-step written directions for classroom activities that are accompanied by picture cues. • Restate information from expository text read to him or her, using key words, short phrases, and some simple sentences with teacher support.	• Comprehend and sequentially follow short 2- to 3-step written directions for classroom activities. (K R 3-2: PO1) • Respond to basic comprehension questions about expository text read to him or her, using key words, phrases, and simple sentences. (K R 3-1: PO1, PO2, PO3)
	• **Sometimes** participate in choral reading by acting out its meaning.	• **Often** participate in choral reading by acting out its meaning.	• **Consistently** participate in choral reading by acting out its meaning.	• **Sometimes** participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry are read aloud.	• **Consistently** participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry are read aloud. (KR 2-1: PO1) * Correlated to the Readiness level for Kindergarten

ELL II

Performance Conditions: Students at this stage of proficiency understand basic narrative text and authentic materials of a variety of lengths. They use contextual and visual cues to derive meaning from texts that contain unfamiliar words and expressions although most content words are everyday words, familiar to the learner. English learners also use prior knowledge and their experiences in their first language to understand meanings in English. They read to learn and read for pleasure. Instructions are common written instructions within a context that is predictable and personally relevant. Pictures often accompany the text. Narratives that are biographical or descriptive are often related to personal experience. Context is often factual, literal, familiar, and predictable.

Print Concepts	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will demonstrate understanding of print concepts of the English language.***	• Identify letters, words, and sentences.	• Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	• Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	• Identify a few organizational features (e.g., title, author, and table of contents) of a book.	• Identify some organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (3 R 3-1: PO3) (3R 1-1: PO2 handled in Intermediate level.)
			• Alphabetize a series of words to the **first** letter.	• Alphabetize a series of words to the **second** letter.	• Alphabetize a series of words to the **third** letter. (3R 1-1: PO1) * Correlated to the Foundations level for 3rd grade.

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the ***Correlation Guide***.

ELL II

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.***	• Distinguish initial (e.g., _s/a/t_), medial (e.g., _s/a/t_), and final sounds (e.g., _s/a/t_) in single-syllable words.	• Blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., _an, man_).	• Blend 2 to 4 phonemes orally into recognizable words (e.g., _/c/a/t=cat;/fl/a/t= flat)_.	• Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	• Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words. (3R 1-3: PO1)
	• Pronounce a **few**[1] English graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as _/m/, /n/, /p/_).	• Pronounce **some** English graphemes with general accuracy while reading aloud.	• Pronounce **many** English graphemes with general accuracy while reading aloud.	• Pronounce **most** English graphemes with general accuracy while reading aloud.	• Pronounce English graphemes with general accuracy when reading multi-syllabic words aloud.
		• Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change _hat_ to _cat_, _pan_ to _an_).	• Generate a series of rhyming words, including consonant blends.	• Comprehend that as letters of words change, so do the sounds.	• Demonstrate command of sound/symbol relationships and basic word formation rules in phrases, simple sentences, or simple text. (3R 1-3: PO1) * Correlated to the Foundations level for 3rd grade.

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[1] Interaction from a student's first language phonology will guide which graphemes will be most easily pronounced with general accuracy. For example, a child whose first language is Spanish may read "speak" as "espeak" for awhile.

ELL II

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.*** (continued)		• Segment spoken phonemes contained in one-syllable words of 2 to 5 phoneme sounds into individual phoneme sounds (e.g., *s/p/l/a/t=splat; r/i/ch=rich*).	• Segment spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., *tiger* makes /t/i/g/e/r/).	• Orally segment multi-syllable words into syllables and count the number of sounds in syllables and syllables in words.	• Apply knowledge of basic syllabication rules when reading (e.g., *sup/per, fam/i/ly, mul/ti/pli/ca/tion*). (3R 1-3: PO2)
	• Recognize a **few** (3 to 4) common high frequency sight words.	• Recognize **some** (5 to 25) common high frequency sight words.	• Recognize **many** (26 to 50) common high frequency sight words.	• Recognize **many** (51 to 75) common regular and irregular sight words (e.g., *the, have, said, of).*	• Develop basic sight vocabulary (76 to 100 words). (3R 1-3: PO5)
			• Use knowledge of inflectional endings (e.g., *-s, -ed, -ing*) to identify base words (e.g., *look, looks, looked, looking*).	• Read inflectional forms of words, including irregular plurals (e.g., *wife/wives*).	• Read words from common word families (e.g., *-ite, -ate*). (3R 1-3: PO3)
		• **Occasionally** identify the words that comprise compound words (e.g., *popcorn, sailboat, classroom*) and contractions (e.g., *haven't, aren't*).	• **Sometimes** identify the words that comprise compound words and contractions.	• **Often** use knowledge of base words to identify and read compound words and contractions.	• **Consistently** use knowledge of base words to identify and read compound words and contractions. * Correlated to the Foundations level for 3rd grade.

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the ***Correlation Guide***.

ELL II

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: **_The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts._** (continued)	The student will:	The student will:	The student will: • Recognize and use knowledge of a few spelling patterns such as consonant blends, _consonant digraphs_ (e.g., _th, sh, ck_) and _vowel digraphs_ and _diphthongs_ (e.g., _ea, ie, ee_) when reading. • **Sometimes** read common abbreviations. • **Sometimes** use knowledge of word order (syntax) and context to confirm decoding.	The student will: • Recognize and use knowledge of some spelling patterns (e.g., inflectional endings; _orthographic patterns_ and rules such as _oil/toy, match/speech, badge/cage_; contractions) when reading. • **Often** read common abbreviations. • **Often** use knowledge of word order (syntax) and context to confirm decoding.	The student will: • Recognize and use knowledge of many spelling rules when reading.(e.g., drop the final e when adding endings, doubling consonants, changing y to I, words ending in _–tion_ and _–sion_, regular phonogram patterns). (3R 1-3: PO3) • **Consistently** read common abbreviations. (3R 1-3: PO4, 3R 1-4: PO3) • **Consistently** use knowledge of word order (syntax) and context to confirm decoding. (3R 1-3: PO6) * Correlated to the Foundations level for 3rd grade.
		• **Occasionally** use knowledge of word order (syntax) and context to confirm decoding.			

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ELLII

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: **_The student will acquire English language vocabulary and use it in relevant contexts._** (Some content also covered in Listening & Speaking)	The student will: • Acquire and use accurate, but limited, vocabulary needed to: ▪ respond appropriately to most common social interactions; ▪ communicate personal and survival needs; ▪ provide and comprehend cautions and warnings; and, ▪ indicate problems in communicating in a number of ways (e.g., _I don't understand._)	The student will: • Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to: ▪ use classroom language (e.g., _How do you spell…?; Please repeat that.; Is this correct?_); ▪ attract attention to a situation (e.g., _Help me, please; Excuse me_); ▪ ask for and grant permission; ▪ express ability to do or not do something; and, ▪ give and follow 1- to 2-step commands.	The student will: • Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: ▪ indicate comprehension of a given situation; ▪ express likes, dislikes, wants, and feelings; ▪ give and receive invitations and apologies; ▪ describe familiar events, routines, problems, situations; ▪ state similarities and differences in objects people, and events; ▪ agree and disagree with others; ▪ give and follow multiple step directions; and, ▪ comprehend content area words.	The student will: • Acquire and use accurate, natural, and varied vocabulary needed to : ▪ indicate comprehension of a given situation; ▪ express likes, dislikes, wants, and feelings; ▪ give and receive invitations and apologies; ▪ describe familiar events, routines, problems, situations; ▪ state similarities and differences in objects, people, and events; ▪ agree and disagree with others; ▪ give and follow multiple step directions; and, ▪ comprehend content area words.	The student will: • Acquire and use precise, descriptive, and wide-ranging vocabulary needed to (LS-F1): ▪ indicate comprehension of a given situation; ▪ express likes, dislikes, wants, and feelings ; ▪ give and receive invitations and apologies; ▪ describe familiar events, routines, problems, situations; ▪ state similarities and differences in objects, people, and events; ▪ agree and disagree with others; ▪ give and follow multiple step directions (LS-F2); and, ▪ comprehend content area words. * Correlated to the Foundations level for 3rd grade.

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the **Correlation Guide**.

ELL II

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will acquire English language vocabulary and use it in relevant contexts.*** (Some content also covered in Listening & Speaking)	• Recognize that 2 words can make a compound word (e.g., *lunchtime, daydream, everyday*).	• **Occasionally** determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	• **Sometimes** determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	• **Often** determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	• **Consistently** use structural cues to recognize words and their meanings (e.g., compounds, base words, contractions and inflections). (3 R 1-4: PO1, PO2, PO4, PO5)
	• Comprehend (point, label, name) with the aid of picture cues a few simple content-area words.	• Comprehend (point, label, name) with the aid of picture cues some simple content-area words.	• Comprehend (point, label, name) with the aid of picture cues many simple content-area words and a few, more complex words.	• Comprehend (name, use, define) some content-area words that are more complex, using knowledge of word order and context to confirm meaning.	• Comprehend (name, use, define) many content-area words that are more complex, using knowledge of word order and context to confirm meaning. (3R 1-3: PO6)
		• Recognize the meaning of a **few** common prefixes (e.g., *un-, re-, dis-,*) and suffixes (e.g., *-ful, -ly, -less*) when attached to known vocabulary.	• Recognize the meaning of **some** common prefixes and suffixes when attached to known vocabulary.	• Recognize the meaning of **many** common prefixes and suffixes to determine the meaning of unfamiliar words.	• Recognize the meaning of **most** common prefixes and suffixes to determine the meaning of unfamiliar words. (3 R 1-4: PO1, PO2) * Correlated to the Foundations level for 3rd grade.

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the *Correlation Guide*.

ELL II

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will acquire English language vocabulary and use it in relevant contexts.*** (continued)	• Recognize with the aid of picture cues the meaning of common antonyms and synonyms.	• **Occasionally** recognize the meaning of common antonyms and synonyms (e.g., *beginning/ end; start/finish*) in stories or games.	• **Sometimes** recognize the meaning of common antonyms and synonyms in stories or games. • Know what homophones are (e.g., *here, hear; to, too, two; hole, whole*). • Know what idiomatic expressions are (e.g., *last straw, cold feet, in hot water*).	• **Often** recognize the meaning of common antonyms and synonyms in stories or games. • Know correct usage of a few problematic homophones (e.g., *wear, where; bear, bare*). • Demonstrate understanding of a few grade-appropriate idiomatic expressions (e.g., *raining cats and dogs, fish out of water*).	• **Consistently** recognize the meaning of common antonyms and synonyms in stories and games. (3 R 1-4: PO6) • Know correct usage of some problematic homophones (e.g*., there, their, they're; your, you're*). (3 R 1-4: PO6) • Demonstrate understanding of some grade-appropriate idiomatic expressions (e.g., *touch and go; on its last legs*).
		• Use personal dictionary or word walls with pictures to find the meaning of known vocabulary	• Use picture dictionary to find the meanings of known vocabulary.	• Use picture dictionary to find the meanings of unknown vocabulary.	• Use a standard dictionary to find the meanings of unknown vocabulary; comprehend what kinds of information a dictionary contains. (3 R 1-4: PO7) * Correlated to the Foundations level for 3rd grade.

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the ***Correlation Guide***.

ELL II

Fluency	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: ***The student will read with fluency and accuracy.***	The student will: • Read aloud short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	The student will: • Read aloud short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). • **Occasionally** read grade level text with at least 90 percent accuracy.	The student will: • **Occasionally** read aloud **familiar grade level** text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). • **Sometimes** read grade level text with at least 90 percent accuracy.	The student will: • **Sometimes** read aloud **familiar grade level** text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). • **Often** read grade level text with at least 90 percent accuracy.	The student will: • **Consistently** read aloud **grade level** text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). (3R 1-5: PO2) • **Consistently** read grade level text with at least 90 percent accuracy. (3R 1-5: PO1) * Correlated to the Foundations level for 3rd grade.

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the ***Correlation Guide***.

ELL II

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: **The student will analyze text for expression, enjoyment, and response to other related content areas.**	The student will: • Retell a simple story with pictures or student's own drawings, placing events in sequence. • Participate in choral reading when predictably patterned selections of fiction and poetry are read aloud. • Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).	The student will: • Retell a simple story, placing events in sequence. • Participate in the reading of poetry by clapping and chanting to the rhythms and rhymes. • Indicate the meaning of specific signs (e.g., traffic, safety, warning signs). • Identify specific details (e.g., numbers, letters, a few key words, short expressions) of text read to him or her.	The student will: • Respond to stories by answering questions about cause and effect and other relationships. • Identify rhyming pairs of words in poetry. • Identify the main idea of expository or functional text read to him or her, although rereading and clarification is needed. • Respond to simple questions (e.g., who, what, where, why) about text read to him or her.	The student will: • Describe characters, setting, plot, and narrator of a story, heard or read. • Identify rhyme, rhythm, and repetition in poetry. • Relate the "gist" of expository or functional text read independently, although some rereading and clarification is needed. • Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., schedules, maps pamphlets).	The student will: • Compare characters, setting, plot, and narrator of two stories. (3R 2-1: PO1, PO5) • Identify rhyme, rhythm, and repetition, and sensory images in poetry. (3R 2-1: PO6) (3R 2-1: PO2, PO3, PO4; other parts of 3R 3-2: PO4 handled in Beginning through Early Advanced levels) • Identify the main ideas and supporting details of expository or functional text read independently, with only minor rereading and clarification needed. (3 R 3-1: PO1, 3R 3-2: PO4) • Locate various facts in response to questions about basic, short text, read independently, with only minor rereading and clarification needed. (3R 1-5: PO3, PO4; 3R 3-1: PO2; 3R 3-2: PO4) (3R 3-1: PO5 is handled in earlier levels) * 3rd grade Foundations

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the *Correlation Guide*.

ELL II

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will analyze text for expression, enjoyment, and response to other related content areas_**. (continued)		• Predict what might happen next in a reading selection.	• Compare a prediction about an action or event to what actually occurs in the reading selection.	• Relate information and events in a reading selection to life experiences and relate life experiences to the text.	• Connect information and events in reading selections to experience and to related text and sources. (3R 1-6: PO6)
	• Comprehend and follow 2- to 5-word written directions for classroom activities with picture cues to assist.	• Comprehend and follow short 2- to 3-step written directions for classroom activities with some picture cues to assist.	• Comprehend and follow up to 5-step written directions for classroom activities with a few picture cues to assist.	• Comprehend and follow up to 5-step written directions for classroom activities.	• Comprehend, follow, and evaluate a set of written multi-step directions for classroom activities. (3R 3-2: PO1, PO2, PO3) • Distinguish fact from opinion in persuasive text (e.g., ads, product labels) and identify words intended to influence readers. (3R 3-2: PO1, PO2) (3R 1-6: PO1, PO2 handled in Beginning through Early Advanced levels) * Correlated to the Foundations level for 3rd grade.

* Correlations to Arizona's Academic Standards for 1st and 2nd grades are provided in the **Correlation Guide**.

ELL III

Performance Conditions: Students at this stage of proficiency comprehend the content of many different genres of texts independently. They are able to detect the overall tone and intent of text. Students read to learn and read for pleasure. Language in text is predominantly factual and literal, with some abstract ideas. Most information is explicit; some is implicit so that some level of inference is required to comprehend the text. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression in some texts can be complex. Samples of text include classroom textbooks, stories, poems, newspaper articles, encyclopedia entries, and reports.

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: ***The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.***	The student will: • Recognize, decode, and correctly pronounce most English phonemes while reading aloud.	The student will: • Recognize many common English *morphemes* in phrases and simple sentences (e.g., basic syllabication rules and phonics).	The student will: • Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	The student will: • Use common English morphemes in oral and silent reading to derive meaning from text.	The student will: • Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. * Correlated to the Essentials level for 5th grade.

* Correlations to Arizona's Academic Standards for 4th grade is provided in the ***Correlation Guide***.

ELL III

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will acquire English language vocabulary and use it in relevant contexts.***	• Acquire and use accurate, but limited, vocabulary needed to: ▪ use common classroom language and indicate comprehension of a given situation; ▪ give and receive invitations and apologies; ▪ express ability or inability to do or not do something; ▪ give and follow multiple step directions/ commands; and, ▪ comprehend content area words.	• Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to: ▪ discuss personal experiences and common, everyday matters; ▪ describe events, routines, problems, situations; ▪ state similarities and differences in objects, people, and events; ▪ agree and disagree with others; ▪ express likes, dislikes, wants, and feelings; and, ▪ comprehend content area words.	• Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: ▪ ask for and give advice, suggestions, permission, reminders; ▪ describe past routines, situations, events; ▪ propose hypothetical events and situations; ▪ state intentions, possibilities, and probabilities; ▪ comprehend content area words; and, ▪ find another way to say something (e.g., circumlocution, synonyms).	• Acquire and use accurate, natural, and varied vocabulary needed to: ▪ ask for and give advice, suggestions, permission, reminders; ▪ describe past routines, situations, events; ▪ propose hypothetical events and situations; ▪ state intentions, possibilities, and probabilities; ▪ comprehend content area words; and, ▪ find another way to say something (e.g., circumlocution, synonyms).	• Acquire and use accurate, precise, and extensive vocabulary needed to: ▪ ask for and give advice, suggestions, permission, reminders ▪ describe past routines, situations, events; ▪ propose hypothetical events and situations; ▪ state intentions, possibilities, and probabilities; ▪ comprehend content area words; and, ▪ find another way to say something (e.g., circumlocution, synonyms).
	• Recognize some common roots and affixes when attached to known vocabulary (e.g., *wonderful, washable, pre-game, misbehavior*).	• Use knowledge of root words (e.g., *like, pay, or happy)* and affixes (e.g., *dis-, pre-, un-)* to determine the meaning of a few unknown grade-level words.	• Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words.	• Use knowledge of root words and affixes to determine the meaning of many unknown grade-level words.	• Use knowledge of root words and affixes to determine the meaning of most unknown grade-level words. (5R 1-4: PO1)
	• Recognize that words sometimes have multiple meanings (e.g., *present: gift, time*).	• Determine the intended meaning of a few grade-level words with multiple meanings using word, sentence, and paragraph clues.	• Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues.	• Determine the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues.	• Determine the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues. (5R 1-4: PO2)

* Correlations to Arizona's Academic Standards for 4th grade is provided in the ***Correlation Guide***.

ELL III

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: **_The student will acquire English language vocabulary and use it in relevant contexts._** (continued)	The student will: • Use picture dictionary to find the meanings of known vocabulary.	The student will: • Use picture dictionary to determine meanings of a few unknown words. • Recognize the difference between figurative and literal language (e.g., _break the ice, bury the hatchet_).	The student will: • Use picture dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms). • Recognize simple analogies and similes in literature and texts in content areas (e.g., _fly like a bird_).	The student will: • Use standard dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms). • Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., _Give me a hand, scared silly, piece of cake_).	The student will: • Use multiple reference aids, including a thesaurus, a synonym/antonym finder, a dictionary, and software to clarify word meanings and usage. (5R 1-4: PO5, PO6) • Determine the meaning of figurative and metaphorical use of words in context, including idiomatic expressions (e.g., _Make a mountain out of a molehill, "Scratching at the window with claws of pine, the wind wants in." Imogene Bolls, "Coyote Wind")_. (5R 1-4: PO3, PO4) • Identify antonyms, synonyms, and _homograph_s for given words within text. (5R 1-4: PO6) * Correlated to the Essentials level for 5th grade.

* Correlations to Arizona's Academic Standards for 4th grade is provided in the **_Correlation Guide_**.

ELL III

Fluency	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will read with fluency and accuracy._**	• Read aloud familiar passages in ways that both reflect understanding of the text and engage the listeners.	• **Occasionally** read aloud in selected **grade level** texts in ways that both reflect understanding of the text and engage the listeners.	• **Sometimes** read aloud in **grade level** selected texts in ways that both reflect understanding of the text and engage the listeners.	• **Often** read aloud in **grade level** selected texts in ways that both reflect understanding of the text and engage the listeners.	• **Consistently** read aloud in **grade level** selected texts in ways that both reflect understanding of the text and engage the listeners. * Correlated to the Essentials level for 5th grade.

* Correlations to Arizona's Academic Standards for 4th grade is provided in the **Correlation Guide**.

ELL III

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will analyze text for expression, enjoyment, and response to other related content areas._**	• Identify the basic sequence of events and make relevant predictions about stories.	• Paraphrase main points of a story that includes a scenario.	• Identify the components and main problem or conflict of a plot and its resolution.	• Identify basic story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme.	• Compare and contrast the plot, setting, characters, narration, theme, and author's techniques in a story to another selection and to the reader's experiences. (5 R 2-1: PO1-PO7)
	• Create a simple table or chart that shows the characteristics of one form of literature (poetry, fiction, non-fiction).	• Create a simple table or chart that shows the characteristics of two form of literature (poetry, fiction, non-fiction).	• Create a simple table or chart that shows the characteristics of the following forms of literature (poetry, fiction, non-fiction).	• Identify the structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	• Describe meaning and characteristics of various forms of poetry (e.g., limerick, haiku, free verse) and fiction (e.g., novel, short story, essay, science fiction, fable). (5R 2-1: PO8, PO9)
	• Identify main ideas and key details of text.	• Identify the main ideas, key words, and important details in short text on a familiar topic.	• Identify the main ideas, key words, and important details in text that requires some level of inference.	• Identify the purpose, main ideas, key words, and important details in text that requires some level of inference.	• Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (5R 3-1: PO1, PO8; 5R 3-3 PO1) * Correlated to the Essentials level for 5th grade.

* Correlations to Arizona's Academic Standards for 4th grade is provided in the **Correlation Guide**.

ELL III

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will analyze text for expression, enjoyment, and response to other related content areas.***	• Comprehend and follow up to 5-step written directions for classroom activities.	• Distinguish cause from effect in text. • Comprehend and follow a short set of written instructions on routine procedures.	• Identify stated cause and effect relationships in text. • Comprehend and follow a set of written multi-step instructions on routine procedures. • Distinguish facts from opinion in common persuasive text (e.g., ads, product labels). • Access and locate information through table of contents, indexes, and glossaries.	• Identify stated or implied cause and effect relationships in text. • Comprehend and follow a set of written multi-step instructions to perform routine procedures or answer questions. • Identify persuasive words in text used to influence readers' opinions and actions. • Access and locate information through table of contents, indexes, glossaries, titles, and headings.	• Compare and contrast elements in reading selections about the same topic. (5R 3-1: PO9) • Comprehend and follow a set of written multi-step instructions to perform routine procedures, answer questions, or solve problems. (5R 3-2: PO2) • Identify the intended effect of persuasive words and strategies to influence readers' opinions and actions. (5R 3-3: PO2, PO3) • Access and locate specific information from informational and functional text by using organizational features of text, including contents, indexes, glossaries, titles, headings, captions, and key words. (5R 3-1: PO4; 5R 3-2: PO1) (5R 3-1: PO2, PO3, PO7 handled in Beginning through Early Advanced levels.) * 5th grade Essentials level.

* Correlations to Arizona's Academic Standards for 4th grade is provided in the ***Correlation Guide***.

ELL IV

Performance Conditions: Students at this stage of proficiency read and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are able to read a variety of authentic texts, including newspaper and magazine articles, novels, poems, reports, editorials, and opinion essays. Language in text is at an appropriate level for the general public. Students read to learn and read for pleasure. Context of text is relevant, but not always familiar and predictable. Language in text is literal and abstract, and explicit and implicit. Inference may be required to identify the writer's purpose or function of the text.

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: **_The student will acquire English language vocabulary and use it in relevant contexts._** (Some content also covered in Listening & Speaking)	The student will: • Acquire and use accurate, but limited, vocabulary needed to: ▪ ask for and give advice, suggestions, permission, reminders; ▪ describe past routines, situations, events; ▪ propose hypothetical events and situations; ▪ state intentions, possibilities, and probabilities; and, ▪ comprehend content area words. • Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words.	The student will: • Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to: ▪ ask for and give advice, suggestions, permission, reminders; ▪ describe past routines, situations, and events; ▪ propose hypothetical events and situations; ▪ state intentions, possibilities, and probabilities; and, ▪ comprehend content area words. • Determine the effect of affixes on root words. • Know the difference between the denotative and connotative meanings of words.	The student will: • Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: ▪ express certainty and doubt; ▪ make predictions; ▪ express sympathy, empathy, and gratitude; ▪ summarize events; ▪ report to and inform others about various situations; ▪ draw inferences; and, ▪ comprehend content area words. • **Sometimes** apply knowledge of common Greek and Latin roots and affixes (e.g., _anti, bene, auto populous_) to understand content area vocabulary. • **Sometimes** distinguish between the denotative and connotative meanings of words.	The student will: • Acquire and use accurate, natural, and varied vocabulary needed to: ▪ express certainty and doubt; ▪ make predictions; ▪ express sympathy, empathy, and gratitude; ▪ summarize events; ▪ report to and inform others about various situations; ▪ draw inferences; and, ▪ comprehend content area words. • **Often** apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. • **Often** distinguish between the denotative and connotative meanings of words.	The student will: • Acquire and use accurate, precise, and extensive vocabulary needed to: ▪ express certainty and doubt; ▪ make predictions; ▪ express sympathy, empathy, and gratitude; ▪ summarize events; ▪ report to and inform others about events; ▪ draw inferences; and, ▪ comprehend content area words. • **Consistently** apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. (8R 1-4: PO1) • **Consistently** distinguish between the denotative and connotative meanings of words. * 8th grade Essentials level.

* Correlations to Arizona's Academic Standards for 6th and 7th grades are provided in the **_Correlation Guide_**.

ELL IV

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will acquire English language vocabulary and use it in relevant contexts_.** (continued)	• Recognize simple analogies and metaphors in literature and texts in content areas (e.g., _boiling mad, things are running smoothly, heated debate, icy stare, bright idea_).	• **Occasionally** determine the meaning of figurative language, including similes (e.g., _fly like a bird_), metaphors, (e.g., _The doctor inspected the injury with an eagle eye_) and personification.	• **Sometimes** determine the meaning of figurative language, including similes, metaphors, personification, and idioms.	• **Often** determine the meaning of figurative language, including similes, metaphors, personification, and idioms.	• **Consistently** determine the meaning of figurative language, including similes, metaphors, personification, and idioms and how the meaning of text is affected by the writer's word choice. (8R 1-4: PO4)
	• Determine the various meanings and pronunciation of words by using a dictionary.	• Determine the various meanings, pronunciation, and syllabication of words by using a dictionary.	• Determine the meanings, pronunciations, syllabication, synonyms, and antonyms of words by using a dictionary.	• Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and correct spellings of words by using a dictionary.	• Determine the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings of words by using a dictionary. (8R 1-4: PO5)
	• Determine the intended meaning of a few words with multiple meanings, using context.	• Distinguish and interpret a few grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning.	• Distinguish and interpret some grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning.	• Distinguish and interpret many grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning.	• Distinguish and interpret most grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning. (8R 1-4: PO2, PO3) * Correlated to the Essentials level for 8th grade.

* Correlations to Arizona's Academic Standards for 6th and 7th grades are provided in the **Correlation Guide**.

ELL IV

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will analyze text for expression, enjoyment, and response to other related content areas.***	• Comprehend and follow sequence of narration in popular newspaper and magazine articles and popular easy fiction.	• Describe characters, the plot and its components, and the setting of a literary selection.	• Identify the theme (e.g., moral, lesson, meaning, message, view or comment on life) and point of view of a literary selection.	• Recognize and describe multiple themes in literary works from various cultures.	• Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood and tone of the text. (8R 2-1: PO1, PO 5, PO6)
	• Identify key characters in literary works.	• Identify qualities of key characters.	• Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations).	• Describe characters' motivations and how a character's traits influence a character's actions.	• Compare and contrast character's key qualities, points of view, and themes across a variety of literary works from different cultures. (8R 2-1: PO 2, PO3, PO4)
			• Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, rhythm, line breaks).	• Identify the characteristics of alliteration, assonance, and figurative language in various selections of poetry.	• Describe meaning and characteristics of various forms of poetry (e.g., epic, lyric, sonnet, free verse) and fiction (novel, short story, essay). (8R 2-1: PO7) * Correlated to the Essentials level for 8th grade.

* Correlations to Arizona's Academic Standards for 6th and 7th grades are provided in the ***Correlation Guide***.

ELL IV

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will analyze text for expression, enjoyment, information, and understanding._**	• Distinguish fact from opinion in persuasive text, providing some supporting evidence from text.	• Identify cause and effect relationships (stated and implied) in text.	• Summarize main ideas in text.	• Draw conclusions and express own opinion about ideas in text.	• Identify the author's stated or implied purpose(s) for writing the text. (8R 3-1: PO1, PO4; 8R 3-3: PO1)
	• Comprehend and follow a set of written multi-step instructions to perform routine procedures.	• Comprehend and follow a set of written multi-step instructions to perform routine and less routine procedures.	• Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	• Evaluate the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous.	• Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question. (8R 3-2: PO3)
		• Identify organization of text and relationship links between paragraphs.	• Identify organization of text, topic sentences, and logical links between paragraphs.	• Summarize the essential elements of text in logically connected sentences.	• Interpret the ideas and arguments of informational and expository text; evaluate the adequacy and effectiveness of the supporting facts and details, including identifying instances of propaganda and bias. (8R 3-2: PO 4; 8R 3-3: PO2, PO3, PO4)
					(8R 3-1: PO2, PO3; 8R 3-2: PO1, PO2 handled in Intermediate through Early Advanced levels.)
					* Correlated to the Essentials level for 8th grade.

* Correlations to Arizona's Academic Standards for 6th and 7th grades are provided in the *Correlation Guide*.

ELL V

Performance Conditions: Students at this stage of proficiency are able to read and draw meaning from a wide range of authentic texts, in all styles and forms, including literature and technical text in other content areas. Students read to learn and read for pleasure. Language in text can be linguistically complex, but with clear underlying structures. Inference is often required to comprehend the text. Examples of text are expository and persuasive essays, policy and problem-solution papers, research papers, novels, plays, and poetry.

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Standard: ***The student will acquire English language vocabulary and use it in relevant contexts.*** (Some content also covered in Listening & Speaking)	The student will: • Acquire and use accurate and limited vocabulary needed to: ▪ express certainty and doubt; ▪ make predictions; ▪ express sympathy, empathy, and gratitude; ▪ summarize event; ▪ report to and inform others about events; ▪ draw inferences; and, ▪ comprehend content area vocabulary. • Comprehend sufficient key content and descriptive vocabulary to understand many stories of general popular interest.	The student will: • Acquire and use accurate yet ordinary and somewhat limited vocabulary needed to: ▪ express certainty and doubt; ▪ make predictions; ▪ express sympathy, empathy, and gratitude; ▪ summarize event; ▪ report to and inform others about events; ▪ draw inferences; and, ▪ comprehend content area vocabulary. • Comprehend sufficient key content and descriptive vocabulary, idioms, and colloquial expressions in order to interpret many stories of general interest	The student will: • Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: ▪ give and respond to feedback; ▪ support or refute an opinion; ▪ analyze a point of view; ▪ persuade others; ▪ mediate conflicts; and, ▪ comprehend content area vocabulary. • Comprehend an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret a range of conversations, presentations, and discussions delivered at a normal rate.	The student will: • Acquire and use accurate, natural, and varied vocabulary needed to: ▪ give and respond to feedback; ▪ support or refute an opinion; ▪ analyze a point of view; ▪ persuade others; ▪ mediate conflicts; and, ▪ comprehend content area vocabulary. • Comprehend an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret broadcast media productions when delivered at a normal rate.	The student will: • Acquire and use accurate, extensive vocabulary needed to: ▪ give and respond to feedback; ▪ support or refute an opinion; ▪ analyze a point of view; ▪ persuade others; ▪ mediate conflicts; and, ▪ comprehend content area vocabulary. • Interpret figurative language, idiomatic expressions, colloquialisms, culturally embedded verbal humor and sarcasm in media and other presentations when delivered at a normal or rapid rate. * Correlated to the Proficient level for 12th grade.

* Correlations to Arizona's Academic Standards for 9th, 10th, and 11th grades are provided in the ***Correlation Guide***.

ELL V

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: ***The student will acquire English language vocabulary and use it in relevant contexts.*** (continued) (Some content also covered in Listening & Speaking)	• **Occasionally** determine the meaning of vocabulary using common Greek and Latin roots (e.g., *post, aqua, tri, bi*). • Determine the various meanings, pronunciation, and syllabication of words by using a dictionary.	• **Sometimes** determine the meaning of vocabulary using common Greek and Latin roots (e.g., *video, annus, mega, minus*). • Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using general and specialized dictionaries.	• **Sometimes** determine the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes (e.g., *bios, vita, hydro, psyche, geos, circum*). • Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using dictionaries and glossaries.	• **Often** determine the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes. • Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using dictionaries, thesauri, and glossaries.	• **Consistently** determine the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes. (10R 1-4: PO1; 12R 1-4: PO1) • Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using dictionaries, thesauri, glossaries, CD-Rom, and the Internet when available. (10R 1-4: PO5) • Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages, metaphors). (10R 1-4: PO3, PO4; 12R 1-4: PO2; 12R 2-1: PO2) * Correlated to the Proficient level for 12th grade.

* Correlations to Arizona's Academic Standards for 9th, 10th, and 11th grades are provided in the ***Correlation Guide***.

ELL V

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will analyze text for expression, enjoyment, information, and understanding._**	• Role-play a character from a familiar piece of literature.	• Describe what a character is like by what he/she does or says.	• Describe the motivations of characters and how a character's traits influence a character's actions.	• Compare and contrast motivations and reactions of characters in texts.	• Analyze interactions between characters in texts with emphasis on how the plot is revealed. (12R 2-1: PO1)
	• Identify literary elements of theme, point of view, setting, plot, and characterization.	• Describe the author's use of literary elements, including theme, point of view, setting, plot, and characterization.	• Compare and contrast a similar theme or topic across literary texts within a literary genre (e.g., compare themes in short stories).	• Compare and contrast a similar theme or topic across literary genres (e.g., similar theme in a novel and poem).	• Relate literary works and authors from a variety of cultures to major themes and issues of their eras. (10R 2-1: PO1; 12R 2-1: PO1, PO4)
	• Determine the meaning of some figurative language, including similes, personification, and idioms in literary text.	• Draw conclusions about the style, mood, and meaning of literary text.	• Explain the point of view of the author and the mood or attitude of the text based on the author's word choice.	• Identify the register and style nuances of various examples of text.	• Analyze the author's use of figurative language in a literary selection and how an author's choice of words and imagery sets the tone. (10R 2-1: PO2, PO4; 12R 2-1: PO2, PO3)
	• Identify the speaker or narrator in literary text.	• Recognize the difference between first and third person.	• Contrast points of view in literary text.	• Describe the author's use of point of view (e.g., first vs. third, limited vs. omniscient).	• Evaluate the author's use of point of view (e.g., first vs. third, limited vs. omniscient). 12R 2-1: PO1)
					(10R 2-1: PO3 and other parts of 1OR and 12R 2-1: PO1 handled in Beginning through Early Advanced levels.) * 12th grade Proficient level.

* Correlations to Arizona's Academic Standards for 9th, 10th, and 11th grades are provided in the **_Correlation Guide_**.

ELL V

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will analyze text for expression, enjoyment, information, and understanding._**	• Find general information and specific details in authentic, multipurpose texts (e.g., daily newspaper, short stories, popular novels, and sections of textbooks).	• Grasp the meaning of text and paraphrase or summarize key points in various texts.	• Draw conclusions and express his or her own opinion about ideas in text, including evaluating the ideas in text.	• Use inferences to integrate several specific pieces of information across paragraphs or sections of text.	• Identify organization of text, topic sentences, logical relationships among paragraphs, and thematic patterns. (12R 3-2: PO1, PO2)
(continued)	• Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.	• Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.	• Identify the facts and other details that support the author's argument regarding a particular idea.	• Evaluate the facts and other details that support the author's argument regarding a particular idea.	• Evaluate the elements of the author's argument and identify unsupported inferences or fallacious reasoning in expository or persuasive text. (10R 3-3: PO1, PO2, PO3; 12R 3-3: PO1, PO2, PO3)
	• Follow, explain, and paraphrase instructions of compliance.	• Complete a multi-step, unfamiliar process or procedural task.	• Comprehend and follow formal instructions for a familiar process or procedure that requires integration or synthesis of several pieces of information.	• Analyze the effectiveness of functional text to achieve its stated purpose(s).	• Identify factual and implied meanings in statements of rules, regulations, and laws. (10R 3-2: PO3; 10R 3-3: PO1-PO3 handled in Beginning through Early Advanced levels) * Correlated to the Proficient level for 12th grade.

* Correlations to Arizona's Academic Standards for 9th, 10th, and 11th grades are provided in the **_Correlation Guide_**.

ELL V

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	The student will:	The student will:	The student will:	The student will:	The student will:
Standard: **_The student will analyze text for expression, enjoyment, information, and understanding._** (continued)	• Distinguish fact from opinion in persuasive text, providing some supporting evidence from text.	• Distinguish fact from opinion in editorials, news items, and critiques. • Compare and contrast original text to a summary for accuracy.	• Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection. • Compare and contrast the organizational structures of various expository text (cause and effect, logical order, problem-solution)	• Critique the effectiveness and accuracy of the author's evidence and organizational structure in expository and persuasive text. • Compare and contrast the central ideas and concepts from selected readings on a specific topic and explain how authors use elements to achieve their purposes.	• Trace the logical line of argumentation in support of a conclusion and distinguish supported from unsupported inferences. (10R 3-1: PO2; 10R 3-3: PO1, PO3) • Synthesize information from multiple sources to solve problems or draw conclusions. (10R 3-1: PO7, PO8; 10R 3-2: PO1, PO2) (10R 3-1: PO1, PO6; 12R 3-1: PO1-PO5) * Correlated to the Proficient level for 12th grade.

* Correlations to Arizona's Academic Standards for 9th, 10th, and 11th grades are provided in the **Correlation Guide**.