

**Correlation Guide
For**

**STAGE III
(Grades 3-5)**

**English Language Proficiency (ELP) Standards
to
2010 Arizona English Language Arts (ELA) Standards:
Common Core State Standards (CCSS)**

This correlation of the ELP Standards to the 2010 Arizona ELA Standards (CC) shall not replace the use of the revised/finalized ELP Standards for the instruction of the English language learner. By teaching the performance indicators of the ELP Standards, the practitioner will prepare the English language learner for the instruction required by the 2010 Arizona ELA Standards (CC) in the mainstream classroom, after reclassification. This instructional contribution is evident in this guide.

INTRODUCTION

The English Language Proficiency (ELP) Standards provide expectations for the foundational linguistic knowledge for students who are not proficient in English. These language skills are necessary in order for English language learners (ELLs) to access academic content required by the 2010 Arizona English Language Arts (ELA) Standards (Common Core State Standards).

The English Language Proficiency (ELP) Standards shall be utilized to provide instruction for English language learners in the SEI classroom and for ELLs receiving language services through the use of an Individual Language Learner Plan (ILLP).

There is a purposeful overlap of ELP and ELA language skills. In developing this Correlation Guide, the language domains were not crossed. It was necessary, however, to cross stages/grade levels. There are some Performance Indicators within the ELP Standards that have no correlation. Where there is no correlation, it is due to specific linguistic skills germane to the language acquisition of English language learners.

This Correlation Guide is presented as a curricular resource only. It is intended to give information to the practitioner of English language learning, demonstrating how the revised/finalized English Language Proficiency (ELP) Standards contribute to the skill sets required in the 2010 Arizona English Language Arts (ELA) Standards (Common Core State Standards).

This correlation of the ELP Standards to the 2010 Arizona ELA Standards (CC) shall not replace the use of the revised/finalized ELP Standards for the instruction of the English language learner. By teaching the performance indicators of the ELP Standards, the practitioner will prepare the English language learner for the instruction required by the 2010 Arizona ELA Standards (CC) in the mainstream classroom, after reclassification. This instructional contribution is evident in this guide.

Note: The parentheses represent only a reference to a skill area.

English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Language Strand		
Standard 1: The student will identify and apply conventions of standard English in his or her communications.		
Nouns (N)	HI-1: justifying his/her use of common versus proper nouns and definite versus indefinite articles (<i>e.g., I used “a thought” versus “an thought” because thought begins with a consonant sound</i>).	3.L.1.a
	HI-2: justifying his/her use of singular versus plural nouns, common versus proper nouns and definite versus indefinite articles (<i>e.g., I used “the president” versus “a president” because “the president” is referring to a specific president</i>).	3.L.1.a
	HI-3: converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).	3.L.1.b
	HI-4: using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (<i>e.g., May I have a bottle of water? – “a bottle of water”</i>).	(1.L.1.b,h)
	HI-5: using collective nouns (with definite and indefinite articles, as appropriate).	(1.L.1.b,h)
	HI-6: distinguishing between plural nouns and singular possessive nouns.	3.L.1.a 3.L.2.d
	HI-7: using plural possessive nouns, including irregular plurals.	3.L.1.a,b 3.L.2.d
Verbs (V)	HI-1: defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.	3.L.1.a
	E-2: defining past, present, and future.	3.L.1.a
	HI-3: using imperative verbs (<i>e.g., Put the markers in the box.</i>).	3.L.1.d (1.L.1.j)
	HI-4: identifying the infinitive verb.	(3.L.1.a)

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Verbs (V)	HI-5: using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences.	3.L.1.d,e,f 5.L.1.c
	HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.	3.L.1.d,e,f 5.L.1.c (1.L.1.j)
	HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.	3.L.1.d,f 4.L.1.b 5.L.1.c (1.L.1.j)
	HI-8: differentiating between the use of simple present and present progressive verb tenses.	3.L.1.e 4.L.1.b
	HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.	3.L.1.d,e,f 5.L.1.c (1.L.1.j)
	HI-10: using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).	3.L.1.d,e,f 5.L.1.c (1.L.1.j)
	HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.	3.L.1.d,e,f 5.L.1.c (1.L.1.j)
	HI-12: producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.	3.L.1.d,e,f 5.L.1.c
	HI-13: differentiating between past, present and future verb tenses.	3.L.1.a
	HI-14: producing declarative, negative, and interrogative sentences using the present participle “going” with the infinitive verb to form the future tense. (<i>e.g., I am going to dance.</i>) with subject-verb agreement.	3.L.1.f 5.L.1.c (1.L.1.j) (3.L.1.a)

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Verbs (V)	HI-15: using linking verbs of sensation (taste, smell, sound and feel); linking verbs of being (act, seem, appear, look); and linking verbs of change (became, turned, has gone) to complete a declarative, negative, and interrogative sentence (e.g., <i>The milk has gone bad.</i>) (subject-verb agreement).	3.L.1.f 5.L.1.c (1.L.1.j)
	HI-16: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.	3.L.1.f 4.L.1.b 5.L.1.c (1.L.1.j)
	HI-17: distinguishing between the auxiliary (helping) verb and the main verb.	3.L.1.a 4.L.1.c
	HI-18: producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (i.e., cannot, should not) with subject-verb agreement.	3.L.1.d,f 4.L.1.b,c 5.L.1.c (1.L.1.j)
	HI-19: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.	3.L.1.d,f 4.L.1.b 5.L.1.c (1.L.1.j)
	HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.	3.L.1.d,f 5.L.1.b,c (1.L.1.j)
	HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.	3.L.1.d,f 5.L.1.b,c (1.L.1.j)
	HI-22: differentiating between the use of simple past tense and the present perfect tense.	3.L.1.a,e 5.L.1.b
	HI-23: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., <i>I am longing for a vacation versus I want a vacation.</i>)	3.L.1.a 5.L.1.c

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Verbs (V)	HI-24: differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.	3.L.1.a 5.L.1.c
	HI-25: comparing transitive (e.g., lay, raise) and intransitive (e.g., lie, rise) verbs in context with instructional support.	
Pronouns (PRO)	HI-1: using the appropriate personal subjective pronouns.	(1.L.1.d)
	HI-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.	3.L.1.a (1.L.1.d)
	HI-3: stating when to use possessive pronouns; using possessive pronouns.	3.L.1.a (1.L.1.d)
	HI-4: differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences.	3.L.1.a
	HI-5: using singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.	
	HI-6: using interrogative pronouns who, whom, what, which and whose.	4.L.1.a
	HI-7: stating when to use reflexive pronouns; using reflexive and intensive pronouns.	(2.L.1.c)
	HI-8: using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.").	(1.L.1.d)
Adjectives (ADJ)	HI-1: producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/ color).	4.L.1.d
	HI-2: using possessive adjectives.	(2.L.1.e)
	HI-3: using sensory/personality adjectives.	(1.L.1.f) (2.L.1.e)
	HI-4: using nouns as modifiers.	
	HI-5: using demonstrative adjectives.	(2.L.1.e)

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Adjectives (ADJ)	HI-6: using proper adjectives with instructional support.	(2.L.1.e)
	HI-7: using indefinite adjectives.	
	HI-8: using comparative and superlative adjectives (<i>e.g., big, bigger, biggest; more/most/less/least, etc.</i>).	3.L.1.g
	HI-9: using irregular comparative and superlative adjectives.	(3.L.1.g)
	HI-10: using present participles (dripping faucet) as adjectives.	
	HI-11: using past participles (tired man) as adjectives.	
Adverbs (ADV)	HI-1: using “when” adverbs.	(2.L.1.e)
	HI-2: using “frequency” adverbs.	(2.L.1.e)
	HI-3: using “where” adverbs.	(2.L.1.e)
	HI-4: using “how/degree” adverbs.	(2.L.1.e)
	HI-5: using regular comparative and superlative adverbs (<i>e.g., slowly, less slowly, least slowly, etc.</i>).	3.L.1.g
	HI-6: using irregular comparative and superlative adverbs.	(3.L.1.g)
	HI-7: using intensifier adverbs.	(2.L.1.e)
	HI-8: using conjunctive adverbs.	
Prepositions (PREP)	HI-1: using prepositions of location.	(1.L.1.i) (4.L.1.e)
	HI-2: using prepositions of direction.	(1.L.1.i) (4.L.1.e)
	HI-3: using prepositions of time.	(1.L.1.i) (4.L.1.e)

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Prepositions (PREP)	HI-4: differentiating among prepositions of location, direction and time.	5.L.1.a
	HI-5: using prepositions of action and movement (including compound prepositions).	(1.L.1.i) (4.L.1.e)
	HI-6: using prepositions of opposition.	(1.L.1.i) (4.L.1.e)
	HI-7: using prepositions of exception (i.e., despite, except).	(1.L.1.i) (4.L.1.e)
Conjunctions (C)	HI-1: defining, using, and differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses.	3.L.1.h 5.L.1.a
	HI-2: defining and differentiating correlative conjunctions <i>both/and</i> and <i>either/or</i> .	5.L.1.a,e
	HI-3: defining and differentiating correlative conjunctions <i>not only...but also</i> .	5.L.1.a,e
Interjections	HI-1: using interjections in appropriate context.	(5.L.1.a)
Phrase and Clause Construction (PH/CL)	HI-1: using noun phrases in a complete sentence.	(1.L.1.b) (3.L.1.i) (4.L.1.f)
	HI-2: using joined noun phrases in a complete sentence.	(1.L.1.b,g) (3.L.1.i) (4.L.1.f)
	HI-3: using a demonstrative adjective and a noun in a complete sentence.	(1.L.1.b) (2.L.1.e) (3.L.1.i) (4.L.1.f)
	HI-4: using a verb phrase in a complete sentence.	(3.L.1.d,i) (4.L.1.f)
	HI-5: using a joined verb phrases in a complete sentence.	(1.L.1.g) (3.L.1.d,i) (4.L.1.f)
	HI-6: using a prepositional phrase in a complete sentence.	4.L.1.e (4.L.1.f)

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Phrase and Clause Construction (PH/CL)	HI-7: using an infinitive verb phrase to complete a sentence frame.	(3.L.1.d,i) (4.L.1.f)
	HI-8: using an adverbial phrase in a complete sentence.	(2.L.1.e) (3.L.1.i) (4.L.1.f)
	HI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence.	4.L.1.c (3.L.1.i) (4.L.1.f)
	HI-10: using degree adverbs + adjectives in a complete sentence.	(2.L.1.e) (4.L.1.f)
	HI-11: using linking verbs + noun/adjective complement in a complete sentence.	(1.L.1.b,f) (3.L.1.d) (4.L.1.f)
	HI-12: using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame.	
	HI-13: using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame.	
	HI-14: using noun clauses.	(3.L.1.b,i) (4.L.1.f)
Sentence Construction (SC)	HI-1: selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence.	(3.L.1.a)
	HI-2: producing sentences using subjects and verbs, with subject-verb agreement. (S-V)	(1.L.1.b) (3.L.1.b,d,f,i) (4.L.1.f)
	HI-3: producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with subject-verb agreement.	(1.L.1.b) (3.L.1.b,d,f,i) (4.L.1.f)
	HI-4: producing sentences with a pronoun as the subject using S-V-C construction, with subject-verb agreement.	(1.L.1.d) (3.L.1.d,f,i) (4.L.1.f)
	HI-5: producing sentences with a noun as the subject using S-V-C construction, with subject-verb agreement.	(1.L.1.b) (3.L.1.b,d,f,i) (4.L.1.f)
	HI-6: producing sentences with a plural noun as the subject using S-V-C construction, with subject-verb agreement.	(3.L.1.b,d,f,i) (4.L.1.f)

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Sentence Construction (SC)	<table border="1"> <tr> <td data-bbox="269 464 883 562">HI-7: producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.</td> <td data-bbox="883 464 1502 562">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)</td> </tr> <tr> <td data-bbox="269 562 883 701">HI-8: producing sentences in the negative construction with a subject + “to be” + adjective as the complement, with subject-verb agreement. (S-V-C)</td> <td data-bbox="883 562 1502 701">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)</td> </tr> <tr> <td data-bbox="269 701 883 800">HI-9: producing sentences using a subject + “to be” + prepositional phrase, with subject-verb agreement. (S-V-P)</td> <td data-bbox="883 701 1502 800">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)</td> </tr> <tr> <td data-bbox="269 800 883 919">HI-10: producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement.</td> <td data-bbox="883 800 1502 919">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)</td> </tr> <tr> <td data-bbox="269 919 883 1018">HI-11: producing sentences using “There” + “to be” + subject + prepositional phrase, with subject-verb agreement.</td> <td data-bbox="883 919 1502 1018">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)</td> </tr> <tr> <td data-bbox="269 1018 883 1117">HI-12: producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement.</td> <td data-bbox="883 1018 1502 1117">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)</td> </tr> <tr> <td data-bbox="269 1117 883 1215">HI-13: producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.</td> <td data-bbox="883 1117 1502 1215">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)</td> </tr> <tr> <td data-bbox="269 1215 883 1354">HI-14: producing sentences using adverbs to modify verbs.</td> <td data-bbox="883 1215 1502 1354">(2.L.1.e) (3.L.1.g,i) (4.L.1.f)</td> </tr> <tr> <td data-bbox="269 1354 883 1453">HI-15: producing imperative sentences.</td> <td data-bbox="883 1354 1502 1453">3.L.1.i 4.L.1.f (1.L.1.j)</td> </tr> <tr> <td data-bbox="269 1453 883 1572">HI-16: producing compound sentences.</td> <td data-bbox="883 1453 1502 1572">3.L.1.i 4.L.1.f (1.L.1.g)</td> </tr> <tr> <td data-bbox="269 1572 883 1671">HI-17: producing sentences using subject + verb + object (S-V-O) with subject-verb agreement.</td> <td data-bbox="883 1572 1502 1671">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)</td> </tr> <tr> <td data-bbox="269 1671 883 1770">HI-18: producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.</td> <td data-bbox="883 1671 1502 1770">(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)</td> </tr> <tr> <td data-bbox="269 1770 883 1883">HI-19: producing sentences using the passive voice.</td> <td data-bbox="883 1770 1502 1883">3.L.1.d,i 4.L.1.f (8.L.1.b)</td> </tr> </table>	HI-7: producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)	HI-8: producing sentences in the negative construction with a subject + “to be” + adjective as the complement, with subject-verb agreement. (S-V-C)	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)	HI-9: producing sentences using a subject + “to be” + prepositional phrase, with subject-verb agreement. (S-V-P)	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)	HI-10: producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)	HI-11: producing sentences using “There” + “to be” + subject + prepositional phrase, with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)	HI-12: producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)	HI-13: producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)	HI-14: producing sentences using adverbs to modify verbs.	(2.L.1.e) (3.L.1.g,i) (4.L.1.f)	HI-15: producing imperative sentences.	3.L.1.i 4.L.1.f (1.L.1.j)	HI-16: producing compound sentences.	3.L.1.i 4.L.1.f (1.L.1.g)	HI-17: producing sentences using subject + verb + object (S-V-O) with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)	HI-18: producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)	HI-19: producing sentences using the passive voice.	3.L.1.d,i 4.L.1.f (8.L.1.b)
HI-7: producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)																										
HI-8: producing sentences in the negative construction with a subject + “to be” + adjective as the complement, with subject-verb agreement. (S-V-C)	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.f)																										
HI-9: producing sentences using a subject + “to be” + prepositional phrase, with subject-verb agreement. (S-V-P)	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)																										
HI-10: producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)																										
HI-11: producing sentences using “There” + “to be” + subject + prepositional phrase, with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.b,d,f,i) (4.L.1.e,f)																										
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HI-19: producing sentences using the passive voice.	3.L.1.d,i 4.L.1.f (8.L.1.b)																										

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Sentence Construction (SC)	HI-20: producing a sentence using present real conditional.	3.L.1.i 4.L.1.f 5.L.1.c
	HI-21: constructing a sentence using reflexive pronouns.	3.L.1.i 4.L.1.f (2.L.1.c)
	HI-22: producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause.	3.L.1.i 4.L.1.f (2.L.1.f)
Questions (Q)	HI-1: producing questions using inflection when produced orally.	(1.L.1.j) (3.L.1.i) (4.L.1.f)
	HI-2: producing Yes/No questions in the simple present tense using "to do."	(1.L.1.j) (3.L.1.d,e,i) (4.L.1.f)
	HI-3: producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.	(1.L.1.j) (3.L.1.d,i) (4.L.1.f)
	HI-4: producing Yes/No questions in the present progressive tense.	(1.L.1.j) (3.L.1.d,i) (4.L.1.b,f)
	HI-5: producing Yes/No questions in the simple past tense.	(1.L.1.j) (3.L.1.d,e,i) (4.L.1.f)
	HI-6: producing Yes/No questions in the simple future tense with instructional support.	(1.L.1.j) (3.L.1.d,e,i) (4.L.1.f)
	HI-7: producing Yes/No questions in the past progressive tense	(1.L.1.j) (3.L.1.d,i) (4.L.1.b,f)
	B-8: producing Yes/No questions in the future progressive tense.	(1.L.1.j) (3.L.1.d,i) (4.L.1.b,f)
	HI-9: producing Yes/No questions in the present perfect tense.	(1.L.1.j) (3.L.1.d,i) (4.L.1.f) (5.L.1.b)
	HI-10: producing Yes/No questions in the present perfect progressive tense.	(1.L.1.j) (3.L.1.d,i) (4.L.1.b,f) (5.L.1.b)

Note: The parentheses represent only a reference to a skill area.

English Language Proficiency Standards (ELPS)	2010 Arizona English Language Arts (ELA) Standards	
Stage III Language Strand		
Standard 1: The student will identify and apply conventions of standard English in his or her communications.		
Questions (Q)	HI-11: producing interrogative sentences beginning with “What.”	(K.L.1.d) (1.L.1.j) (3.L.1.i) (4.L.1.f)
	HI-12: producing interrogative sentences beginning with “Where.”	(K.L.1.d) (1.L.1.j) (3.L.1.i) (4.L.1.f)
	HI-13: producing interrogative sentences beginning with “Who” or “Whom.”	(K.L.1.d) (1.L.1.j) (3.L.1.i) (4.L.1.f)
	HI-14: producing interrogative sentences beginning with “When.”	(K.L.1.d) (1.L.1.j) (3.L.1.i) (4.L.1.f)
	HI-15: producing interrogative sentences beginning with “Why.”	(K.L.1.d) (1.L.1.j) (3.L.1.i) (4.L.1.f)
	HI-16: producing interrogative sentences beginning with “How.”	(K.L.1.d) (1.L.1.j) (3.L.1.i) (4.L.1.f)
	HI-17: producing interrogative sentences beginning with “Which.”	(K.L.1.d) (1.L.1.j) (3.L.1.i) (4.L.1.f)
	HI-18: producing interrogative sentences beginning with “Whose.”	3.L.1.i 4.L.1.f
	HI-19: producing questions with “to be” + “there” + subject + preposition + noun.	3.L.1.b, d, e, f, i 4.L.1.f
	HI-20: producing Yes/No questions using modal auxiliaries.	3.L.1.i 4.L.1.f
	HI-21: producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses.	3.L.1.i 4.L.1.f
	HI-22: producing questions, including negative construction, with contractions.	3.L.1.i 4.L.1.f

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Language Strand		
Standard 1: The student will identify and apply conventions of standard English in his or her communications.		
Questions (Q)	HI-23: producing tag questions.	
Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.		
Vocabulary	HI-1: classifying words into conceptual categories and providing rationale for classification.	(1.L.5.a,b)
	HI-2: identifying the meaning/usage of sight words and utilizing them in context.	(3.L.4) (4.L.4) (5.L.4)
	HI-3: identifying the meaning/usage of high frequency words and utilizing them in context.	(3.L.4) (4.L.4) (5.L.4)
	HI-4 explaining the meaning and usage of grade-specific academic vocabulary and symbols.	(3.L.4) (4.L.4) (5.L.4)
	HI-5: determining the meaning of compound words using knowledge of individual words.	(2.L.4.d)
	HI-6: applying contractions in context.	
	HI-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words.	3.L.4.b,c 4.L.4.b 5.L.4.b
	HI-8: associating common/academic language abbreviations and acronyms with words.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Language Strand		
Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.		
Vocabulary	HI-9: completing and explaining analogous relationships (e.g., <i>bravery: courage :: smooth: _____</i>).	3.L.5.c 4.L.5.c 5.L.5.c
	HI-10: using context clues in a variety of content texts to confirm the intended meaning of grade-level homonyms and multiple-meaning words.	3.L.4.a 4.L.1.g 4.L.4.a 5.L.4.a
	HI-11: pronouncing a homograph in context based on meaning.	(5.L.5.c)
	HI-12: using context clues in a variety of content texts to confirm the intended meaning of grade-level content words.	3.L.4.a 4.L.4.a 5.L.4.a
	HI-13: interpreting the meaning of figurative language including in a variety of grade-level texts.	3.L.5 4.L.5 5.L.5
	HI-14: using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words.	3.L.4.d 4.L.4.c 5.L.4.c

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Listening and Speaking		
Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.		
Comprehension of Oral Communications	HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.	
	HI-2: summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.	3.SL.2 5.SL.2 (3.SL.6)
	HI-3: sequencing events from read-alouds, presentations and conversations in complete sentences.	(3.SL.2) (3.SL.6)
	HI-4: summarizing the main idea/concept and key points/details of a presentation using complete sentences.	3.SL.2 5.SL.2 (3.SL.6)
	HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (<i>e.g., problem/solution, cause/effect, etc.</i>)	3.SL.1 3.SL.4 4.SL.1 4.SL.4 5.SL.1 5.SL.4
	HI-6: responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (<i>e.g., problem/solution, cause/effect, compare/contrast, etc.</i>)	3.SL.1 4.SL.1.c 5.SL.1.c
	HI-7: following multi-step procedures or processes containing specific academic/content vocabulary. (<i>e.g., steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc.</i>).	
	HI-8: responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.	3.SL.1 4.SL.1 5.SL.1
	HI-9: asking questions to clarify ideas and concepts.	3.SL.1.c 3.SL.3 4.SL.1.c 5.SL.1.c

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Listening and Speaking		
Standard 2: The student will express orally his or her own thinking and ideas.		
Delivery of Oral Communications	HI-1: producing sentences with accurate pronunciation, intonation, and stress.	
	HI-2: presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression.	(3.SL.6) (4.SL.6) (5.SL.6)
	HI-3: expressing one's own and responding to others' needs and emotions in complete sentences.	
	HI-4: participating in socio-functional communication tasks using complete sentences.	3.SL.1 4.SL.1 5.SL.1
	HI-5: asking and responding to academic questions in complete sentences (<i>e.g., expressing possibilities and probabilities, hypothetical questions, etc.</i>).	3.SL.1 4.SL.1 5.SL.1
	HI-6: stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.	
	HI-7: sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.	3.SL.4 4.SL.4
	HI-8: presenting a variety of oral reports (<i>e.g., expository, cause and effect, persuasive, etc.</i>) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids.	3.SL.4 4.SL.4 5.SL.4

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Reading		
Standard 1: The student will demonstrate understanding of print concepts of the English language.		
Print Concepts	E-1: tracking the one to one correlation between spoken and printed word.	(K.RF.1.b,c)
	B-2: identifying paragraphs and their distinguishing features (<i>e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.</i>).	(1.RF.1)
	HI-3: evaluating the usefulness of various print sources based on the organizational features for a given task.	(1.RI.5)
	HI-4: alphabetizing a series of words.	
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
Phonemic Awareness	HI-1: orally producing new words by manipulating initial, final and medial sounds in single-syllable words.	(1.RF.2.b)
	B-2: distinguishing between long and short vowel sounds in orally stated single-syllable words (<i>e.g., bit-bite, etc.</i>)	(1.RF.2.a) (2.RF.3.a)
	HI-3: segmenting syllables in multi-syllabic words.	(1.RF.2.d)
	HI-4: blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t.../i.../g.../er/ makes tiger).	(1.RF.2.b)
	HI-5: generating a series of rhyming words.	
Decoding	HI-6: producing a new word when a specific grapheme is changed, added, or removed.	(K.RF.3.d)
	HI-7: applying knowledge of spelling pattern exceptions.	3.RF.3 4.RF.3.a 5.RF.3.a
	HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context.	4.RF.3.a 5.RF.3.a
	HI-9: applying knowledge of inflectional forms of words in context.	4.RF.3.a 5.RF.3.a

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Reading		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
Decoding	HI-10: applying knowledge of affixes to words in context.	3.RF.3.a,b 4.RF.3.a 5.RF.3.a
	HI-11: reading high frequency words.	K.RF.3.c
	HI- 12: reading contractions.	
	HI-13: using word order (syntax).	
Standard 3: The student will read with fluency and accuracy.		
Fluency	HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)	3.RF.4 4.RF.4 5.RF.4
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
Fiction/Non-Fiction	HI-1: comparing and contrasting fiction with nonfiction.	(1.RL.5)
	HI-2: generating and confirming predictions about text for accuracy.	(3.RL.1) (4.RL.1)
	HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.	3.RL.1 3.RI.1 (4.RL.1) (4.RI.1)
	HI-4: generating who, what, where, when, why, which and how questions to clarify text.	3.RL.1 3.RI.1
	HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.	3.RL.2
	HI-6: making connections to text (i.e., text-to-text and text-to-self).	3.RI.6 4.RL.9 5.RL.9 5.RI.5
	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.	4.RL.2 4.RI.2

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Reading		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
Fiction/ Non-Fiction	HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	3.RI.3 (3.RL.4) (3.RI.4) (4.RL.4) (4.RI.4) (5.RL.4) (5.RI.4)
	HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	3.RI.3 (3.RL.4) (3.RI.4) (4.RL.4) (4.RI.4) (5.RL.4) (5.RI.4)
	HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	3.RI.3 (3.RL.4) (3.RI.4) (4.RL.4) (4.RI.4) (5.RL.4) (5.RI.4)
	HI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	(2.RI.6)
	HI-12: identifying the cause and effect relationship of two related events in a literary selection.	3.RI.3 3.RI.8
	HI-13: drawing conclusions from information implied or inferred in a literary selection.	4.RL.1 4.RI.1 5.RL.1 5.RI.1
	Fiction	HI-14: describing the characters' traits and their motivations within a fictional text.
HI-15: describing the setting using key words from a fictional text.		4.RL.3

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Reading		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
Fiction	HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.	(2.RL.7) (3.RL.9) (4.RL.3)
	HI-17: relating illustrations to fictional text.	3.RL.7
	HI-18: comparing and contrasting two characters within a fictional text.	5.RL.3
	HI-19: comparing and contrasting two settings within a fictional text.	3.RL.9 5.RL.3
Non-Fiction	HI-20: applying understanding of content vocabulary within math, science and social studies texts.	3.RI.4 4.RI.4 5.RI.4
	HI-21: following multi-step written directions to complete task/procedure.	(2.RI.3)
	HI-22: locating information for a specific purpose. (e.g., <i>atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.</i>)	3.RI.5 3.RI.7 5.RI.7
	HI-23: interpreting signs, labels and symbols in the environment.	
	HI-24: interpreting information from external text in nonfiction text for a specific purpose.	3.RI.7 4.RI.7 5.RI.7
	HI-25: explaining the purpose of print (font) features in nonfiction text.	(3.RI.5)
	HI-26: explaining the purpose of organizational features on a page in nonfiction text.	(3.RI.5) 4.RI.5
	HI-27: locating information from a part of a book for a specific purpose.	3.RI.5 3.RI.7 5.RI.7
	HI-28: identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)	3.RI.5 5.RI.7

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Reading		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
Non-Fiction	HI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")	3.RI.5 3.RI.7 4.RI.3 5.RI.7
	HI-30: comparing and contrasting two items within an expository text.	3.RI.9 5.RI.3
	HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)	(3.RI.6) (4.RI.8)
Fiction/Non-Fiction	HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.	(1.RL.4) (3.RL.4) (3.RI.4) (4.RL.4) (4.RI.4) (5.RL.4) (5.RI.4)
	HI-33: identifying words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, etc.) in a literary selection.	(2.RL.4)
	HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)	3.RL.5 4.RL.5 5.RL.5

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Writing		
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.		
Narrative	HI-1: writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.	3.W.3 4.W.3 5.W.3
	HI-2: writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.	3.W.4 4.W.4 5.W.4
Expository	HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (e.g., <i>Student selects Venn Diagram for comparing and contrasting text</i>).	AZ.3.W.4 3.W.8 AZ.4.W.4 4.W.8 AZ.5.W.4 5.W.8
	HI-4: writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.	3.W.2 4.W.2 5.W.2
	HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., <i>science text chapter, article, book, oral presentations, etc.</i>).	3.W.2 4.W.2 5.W.2 5.W.8

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Writing		
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.		
Functional	HI-6: writing a variety of functional text that address audience, stated purpose and context: <ul style="list-style-type: none"> • Letters • Directions • Procedures • Graphs/Tables • Brochures 	AZ.3.W.4 AZ.4.W.4 AZ.5.W.4
Persuasive	HI-7: writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (<i>e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.</i>).	3.W.1 4.W.1 5.W.1
Standard 2: The student will identify and apply conventions of standard English in his or her communications.		
Penmanship	HI-1: legibly writing cursive upper and lower case letters of the alphabet.	
Spelling	HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns.	
	HI-3: spelling grade appropriate words (<i>i.e., high frequency, common, academic, homonyms and plurals</i>).	
Capitalization	HI-4: using capitalization for proper nouns (<i>i.e., names, place names, dates, holidays, languages</i>), titles (including book and poem titles), and abbreviations.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Writing		
Standard 2: The student will identify and apply conventions of standard English in his or her communications.		
Punctuation	HI-5: using punctuation for: <ul style="list-style-type: none"> • sentence endings • semi-colons in a series, introductory clauses, dialogue and direct address • quotation marks for dialogue and titles • colons to punctuate business letter salutations • apostrophes to punctuate contractions and plural possessives 	
Grammar/Parts of Speech	HI-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.	
	HI-7: using verb tenses (simple and progressive) in a variety of writing applications.	
Syntax/Sentence Construction	HI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	
	HI-9: using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P, S-V-DO-IO), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.	
	HI-10: using interrogative sentences in a variety of writing applications.	
	HI-11: using exclamatory sentences in a variety of writing applications.	
	HI-12: using imperative sentences in a variety of writing applications.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Writing		
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.		
Pre-Writing	HI-1: generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).	(3.W.5) (4.W.5) (5.W.5)
	HI-2: evaluating, organizing and selecting ideas that reflect the audience and purpose.	(3.W.4) (3.W.5) (4.W.4) (4.W.5) (5.W.4) (5.W.5)
Drafting	HI-3: using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph.	(3.W.5) (4.W.5) (5.W.5)
Revising	HI-4: revising a student draft as a class, in small groups and independently with audience and purpose in mind for: <ul style="list-style-type: none"> • word choice • sequence of ideas (introduction, body, conclusion) • adding/deleting/ moving supporting details • effective transitions • sentence structure (combining/adding/deleting, complete and varied sentences) using revision tools. (checklists, rubrics, and reference materials)	(3.W.5) (4.W.5) (5.W.5)
Editing	HI-5: reviewing student drafts for errors in conventions* as a class, in small groups and independently using editing tools. (<i>e.g., checklists, rubrics, computer spell check and other reference materials</i>)	(3.W.5) (4.W.5) (5.W.5)

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage III Writing		
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.		
Publishing	HI-6: publishing products in a variety of formats (<i>e.g., oral presentation, manuscript, multimedia, etc.</i>) and presenting within a set period of time (<i>e.g., 15 minutes</i>).	3.W.6 4.W.6 5.W.6
	HI-7: using time management strategies to publish products within a teacher specified period of time.	3.W.10 4.W.10 5.W.10
Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.		
Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency	HI-1: producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres.	3.W.4 4.W.4 5.W.4
	HI-2: producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses.	3.W.4 4.W.4 5.W.4
	HI-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics).	3.W.4 4.W.4 5.W.4
	HI-4: selecting accurate, specific words and figurative language to express ideas with instructional support or resources.	4.W.2.d 5.W.2.d 4.W.3.d 5.W.3.d
	HI-5: varying sentence beginnings, lengths and patterns.	
Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.		
Research	HI-1: recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.	(3.W.7) (3.W.8) (4.W.7) (4.W.8) (5.W.7) (5.W.8)

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