

**Correlation Guide
For

STAGE V
(Grades 9-12)**

**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.

| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|--|---|--|
| Stage V 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. (e.g., <i>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. (e.g., <i>I used “the president” versus “a president” because “the president” is referring to a specific person.</i>) | (3.L.1.a) |
| | HI-3: using singular or plural common and proper 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., <i>May I have 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 regular and irregular plural possessive nouns. | (3.L.1.a,b) (3.L.2.d) |
| | HI-8: using gerunds. | (8.L.1.a) |
| Verbs (V) | HI-1: defining and classifying physical action, mental action, and state of being (i.e., to be) verbs; explaining the relationship of a verb to the subject. | (3.L.1.a) |
| | HI-2: differentiating between past, present, and future by responding. | (3.L.1.a) |
| | HI-3: using imperative verbs. (e.g., <i>Put the markers in the box.</i>) | (8.L.1.c) |
| | HI-4: identifying the infinitive verb. | (3.L.1.a) |

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| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | |
| Verbs (V) | HI-5: using simple present tense irregular verbs (i.e., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences. | (3.L.1.d,e) (8.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) (8.L.1.c) |
| | HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement. | (4.L.1.b) (8.L.1.c) |
| | HI-8: differentiating between the use of simple present and present progressive verb tenses. | (3.L.1.e) (4.L.1.e) |
| | HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. | (3.L.1.e) (8.L.1.c) |
| | HI-10: using simple past tense irregular verbs (e.g., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences with subject-verb agreement. | (4.L.1.e) (8.L.1.c) |
| | HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement. | (3.L.1.d,e) (8.L.1.c) |
| | HI-12: producing declarative, negative, and interrogative sentences using the simple future tense (e.g., will) with subject-verb agreement. | (3.L.1.e) (8.L.1.c) |
| | HI-13: producing declarative, negative, and interrogative sentences using the present participle “going” with the infinitive verb to form the future tense (e.g., I am going to dance.) with subject-verb agreement. | (8.L.1.a,c) |

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| Verbs (V) | HI-14: using linking verbs of sensation (e.g., <i>taste, smell, sound, and feel</i>); linking verbs of being (e.g., <i>act, seem, appear, look</i>); and linking verbs of change (e.g., <i>became, turned, has gone</i>) to complete a declarative, negative, and interrogative sentence (e.g., <i>The milk has gone bad.</i>) with subject-verb agreement. | (8.L.1.c) |
| | HI-15: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement. | (4.L.1.b) (8.L.1.c) |
| | HI-16: distinguishing between the auxiliary (i.e., helping) verb and the main verb. | (4.L.1.c) |
| | HI-17: producing sentences using modal auxiliary verbs, negative modal auxiliary verbs, and present and past progressive modals (e.g., <i>may have been talking</i>) with subject-verb agreement. | (3.L.1.c) (4.L.1.b,c) (8.L.1.c) |
| | HI-18: producing sentences with phrasal verbs. | (7.L.1.a) |
| | HI-19: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement. | (4.L.1.b) (8.L.1.c) |
| | HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement. | (5.L.1.b) (8.L.1.c) |
| | HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement. | (3.L.1.d) (5.L.1.b) (8.L.1.c) |
| | HI-22: differentiating between the use of simple past tense and the present perfect tense. | (3.L.1.b) (5.L.1.b) |
| | HI-23: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (e.g., <i>want, need, like</i>). (e.g., <i>"I am longing for a vacation."</i> versus <i>"I want a vacation."</i>) | (5.L.1.c) |

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| Verbs (V) | HI-24: differentiating between the use of action verbs and non-action/stative verbs in context. (<i>e.g., see/watch, hear/listen</i>) in context. | (5.L.1.c) |
| | HI-25: comparing transitive verbs (<i>e.g., lay, raise</i>) and intransitive verbs (<i>e.g., lie, rise</i>) in context with instructional support. | |
| | HI-26: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement. | (5.L.1.b) (8.L.1.c) |
| | HI-27: producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement. | (5.L.1.b) (8.L.1.c) |
| | HI-28: producing declarative, negative, and interrogative sentences using present perfect progressive tense verbs with subject-verb agreement. | (5.L.1.b) (8.L.1.c) |
| | HI-29: producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement. | (5.L.1.b) (8.L.1.c) |
| | HI-30: producing declarative, negative, and interrogative sentences using future perfect progressive tense verbs with subject-verb agreement. | (4.L.1.b) (5.L.1.b) |
| | HI-31: explaining the difference between the use of simple, progressive, and perfect verb tenses. | (3.L.1.e) (4.L.1.b) (5.L.1.b) |
| | HI-32: identifying and using the subjunctive mood to express a condition contrary to fact or to express a wish. | (8.L.1.c) |
| Pronouns (PRO) | HI-1: using and justifying the appropriate personal subjective pronouns based upon the antecedent. | (6.L.1.a) |
| | HI-2: using and justifying the appropriate personal subjective and personal objective pronouns. (<i>e.g., I used "them" instead of "they" because...</i>) | (6.L.1.a) |

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| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | |
| Pronouns (PRO) | HI-3: using and justifying the appropriate adjective form of the personal possessive pronoun versus the objective form. (<i>e.g., I used "your" instead of "yours" because...</i>) | (6.L.1.a) |
| | HI-4: differentiating between personal subjective, personal objective, and personal possessive pronouns and their placement in sentences. | (6.L.1.a) |
| | HI-5: using and justifying demonstrative pronouns. | |
| | HI-6: using and justifying the use of interrogative pronouns. | |
| | HI-7: stating when to use reflexive and intensive pronouns; using reflexive and intensive pronouns. | (2.L.1.c) (6.L.1.b) |
| | HI-8: using and justifying the use of indefinite pronouns. | (1.L.1.d) |
| | HI-9: using and justifying the use of relative pronouns. | (4.L.1.a) |
| Adjectives (ADJ) | HI-1: producing a series of adjectives in the correct order (<i>e.g., quantity/size/shape/color</i>). | (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 a noun as a modifier. | (2.L.1.e) |
| | HI-5: using demonstrative adjectives. | (2.L.1.e) |
| | HI-6: defining and using proper adjectives with nouns. | (2.L.1.e) |
| | HI-7: using indefinite adjectives. | |
| | HI-8: using comparative and superlative adjectives, including irregular adjectives. | (3.L.1.g) |
| | HI-9: using participles as adjectives. | |

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| Adverbs (ADV) | HI-1: using "when" adverbs. (2.L.1.e) |
| | HI-2: using "frequency" adverbs. (2.L.1.e) |
| | HI-3: using "how"/degree adverbs. (2.L.1.e) |
| | HI-4: using "where" adverbs. (2.L.1.e) |
| | HI-5: using comparative and superlative adverbs, including irregular adverbs. (3.L.1.g) |
| | HI-6: using conjunctive adverbs. (2.L.1.e) |
| | HI-7: using intensifier adverbs. (<i>e.g., too, not, very, some, any</i>) (2.L.1.e) |
| | HI-8: using adverbs to show cause and effect. (2.L.1.e) |
| | HI-9: producing contrast adverbs. (2.L.1.e) |
| Prepositions (PREP) | HI-1: using prepositions of location. (1.L.1.i) |
| | HI-2: using prepositions of direction. (1.L.1.i) |
| | HI-3: using prepositions of time. (1.L.1.i) |
| | HI-4: using prepositions of action and movement (including compound prepositions). (1.L.1.i) (4.L.1.e) |
| | HI-5: using prepositions of opposition. (1.L.1.i) |
| | HI-6: differentiating among prepositions of location, direction, time, action and movement, and opposition. (5.L.1.a) |
| | HI-7: using prepositions of cause and effect, exception and contrast. (1.L.1.i) |
| | HI-8: using prepositions + gerunds. (1.L.1.i) (8.L.1.a) |

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| Conjunctions (C) | HI-1: defining and justifying the use of coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses. | (3.L.1.h) (5.L.1.a) |
| | HI-2: defining and differentiating between correlative conjunctions. | (5.L.1.a,e) |
| | HI-3: defining and differentiating subordinating conjunctions. | (3.L.1.h) (5.L.1.a) |
| | HI-4: identifying and using subordinating conjunctions to begin a clause introducing a complete sentence. | (3.L.1.h) (5.L.1.a) |
| Interjections (I) | HI-1: using interjections in appropriate context. | (5.L.1.a) |
| Phrase Construction (PH) | HI-1: using a joined noun phrase to complete a sentence frame. | (9-10.L.1.b) |
| | HI-2: using a verb phrase in a complete sentence. | (9-10.L.1.b) |
| | HI-3: using a joined verb phrase in a complete sentence. | (9-10.L.1.b) |
| | HI-4: using a joined verb phrase in a complete sentence. | (9-10.L.1.b) |
| | HI-5: using a prepositional phrase in a complete sentence. | (9-10.L.1.b) |
| | HI-6: using an infinitive verb phrase in a complete sentence. | (9-10.L.1.b) |
| | HI-7: using an adverbial phrase in a complete sentence. | (9-10.L.1.b) |
| | HI-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence. | (9-10.L.1.b) |
| | HI-9: using adverb + adjective (<i>e.g., too hot, very cold</i>) in a complete sentence. | |
| | HI-10: using linking verb + noun complement in a complete sentence. | |
| | HI-11: using linking verb + adjective complement in a complete sentence. | |

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| Phrase Construction (PH) | HI-12: using a participial phrase in a complete sentence. | (9-10.L.1.b) |
| | HI-13: using noun clauses in a complete sentence. | (9-10.L.1.b) |
| | HI-14: using a gerund phrase in a complete sentence. | (8.L.1.a) (9-10.L.1.b) |
| | HI-15: using subordinating conjunctions in introductory clauses. | (3.L.1.h) (9-10.L.1.b) |
| | HI-16: using restrictive clauses using “that” in complete sentences. | (9-10.L.1.b) |
| | HI-17: using non-restrictive clauses beginning with “who” or “which” in a complete sentence. (e.g., “Jack, who is tall, is...”) | (9-10.L.1.b) |
| | HI-18: using an adjective clause in a complete sentence. (e.g., “..., who is a writer) | (9-10.L.1.b) |
| | HI-19: using an adverb clause in a complete sentence. (e.g., <i>subordinating conjunction + clause: “...because he is tired.”</i>) | (9-10.L.1.b) |
| | HI-20: using an adverb clause in a complete sentence. (e.g., <i>subordinating conjunction + clause: “...because he is tired.”</i>) | (9-10.L.1.b) |
| Sentence Construction (SC) | HI-1: selecting a subject (<i>singular, plural, compound subject, or collective nouns</i>) to complete a given sentence. | (3.L.1.a) |
| | HI-2: identifying the predicate in all sentence construction patterns. | (3.L.1.a) |
| | HI-3: producing sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement. | (1.L.1.b,d,f) (3.L.1.d,f,i) |
| | HI-4: producing sentences in the negative construction with a subject, linking verb, and complement (S-V-C) with subject-verb agreement. | (1.L.1.b,d,f) (3.L.1.d,f,i) |
| | HI-5: producing complete sentences with a subject, verb, and direct object (S-V-O) with subject-verb agreement. | (1.L.1.b,d,f) (3.L.1.d,f,i) |

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| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | |
| Sentence Construction (SC) | HI-6: producing sentences in the negative construction. | (3.L.1.d,f,i) |
| | HI-7: producing complete sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement. | (1.L.1.b,d) (3.L.1.d,f,i) (7.L.1.c) |
| | HI-8: producing complete sentences with a subject, verb, indirect object, and direct object (S-V-IO-DO) with subject-verb agreement. | (1.L.1.b,d) (3.L.1.d,f,i) (7.L.1.c) |
| | HI-9: producing sentences with a subject, verb, and prepositional phrase (S-V-P) with subject-verb agreement. | (3.L.1.f,i) (9-10.L.1.b) |
| | HI-10: producing sentences with a subject, verb, object, and prepositional phrase (S-V-O-P) with subject-verb agreement. | (3.L.1.f,i) (9-10.L.1.b) |
| | HI-11: producing sentences with an adverb to modify the verb. | (2.L.1.e) (3.L.1.g,i) (4.L.1.f) |
| | HI-12: producing sentences with an adverb to modify an adjective. | (2.L.1.e) (4.L.1.f) |
| | HI-13: producing sentences with an adverb to modify an adverb. | (2.L.1.e) (4.L.1.f) |
| | HI-14: producing compound sentences. (<i>independent clause + conjunction + independent clause</i>) | 9-10.L.1.b |
| | HI-15: producing compound sentences semicolon. (<i>independent clause; conjunctive adverb + independent clause</i>) | (2.L.1.f) (9-10.L.1.b) (9-10.L.2.a) |
| | HI-16: producing sentences using reflexive pronouns. | (2.L.1.c) (3.L.1.i) (4.L.1.f) |
| | HI-17: producing sentences using the passive voice. | (3.L.1.d,i) (4.L.1.f) (8.L.1.b) |
| | HI-18: producing sentences in the present real conditional. | (8.L.1.c) (9-10.L.1.b) |
| | HI-19: producing sentences in the present future conditional. (If + subject + present tense verb..., subject + will + present tense verb...) | (8.L.1.c) (9-10.L.1.b) |

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| Sentence Construction (SC) | HI-20: producing imperative sentences. | (8.L.1.c) |
| | HI-21: producing sentences with interjections. (e.g., "Ouch, that hurt!") | (4.L.1.f) (5.L.1.a) |
| | HI-22: producing sentences in the subjunctive mood. | (8.L.1.c) |
| | HI-23: producing a complex sentence consisting of independent clause + relative pronoun + dependent clause. | (9-10.L.1.b) |
| | HI-24: producing a complex sentence consisting of a dependent clause + comma + independent clause. | 9-10.L.1.b |
| | HI-25: completing a complex sentence frame consisting of an adverbial phrase and independent clause. | 9-10.L.1.b |
| | HI-26: completing a compound-complex sentence frame consisting of two independent clauses and one or more dependent clauses. | 9-10.L.1.b |
| | Additional: <ul style="list-style-type: none"> • completing a habitual past "state of being" sentence frame. (<i>subject + "used to" + simple present...</i>) • completing a habitual past "repeated action" sentence frame. (When (subject) (simple past tense verb), (subject) would (simple present tense verb)...)) • producing present habitual (e.g., "If it rains, I have my umbrella.") • producing sentences in the present unreal conditional. • producing sentences in the present unreal conditional • producing sentences in the past unreal conditional | |
| Questions (Q) | HI-1: producing single word sentences to ask a question, using inflection when produced orally. | (1.L.1.j) |
| | HI-2: producing questions in the simple present tense that require a yes or no response. | (3.L.1.e) (8.L.1.c) |

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| Questions (Q) | HI-3: producing questions, beginning with various forms of “to be” and containing a complement, which require yes or no responses. | (8.L.1.c) |
| | HI-4: producing questions in the present progressive tense that require a yes or no response. | (4.L.1.b) (8.L.1.c) |
| | HI-5: producing questions in the simple past tense that require a yes or no response. | (3.L.1.e) (8.L.1.c) |
| | HI-6: producing questions in the simple future tense that require a yes or no response. | (3.L.1.e) (8.L.1.c) |
| | HI-7: producing questions in the past progressive tense that require a yes or no response. | (4.L.1.b) (8.L.1.c) |
| | HI-8: producing questions in the future progressive tense that require a yes or no response. | (4.L.1.b) (8.L.1.c) |
| | HI-9: producing questions in the present perfect tense that require a yes or no response. | (5.L.1.b) (8.L.1.c) |
| | HI-10: producing questions in the past perfect tense that require a yes or no response. | (5.L.1.b) (8.L.1.c) |
| | HI-11: producing questions in the future perfect tense that require a yes or no response. | (5.L.1.b) (8.L.1.c) |
| | HI-12: producing questions in the present perfect progressive tense that require a yes or no response. | (4.L.1.b) (5.L.1.b) (8.L.1.c) |
| | HI-13: producing questions in the past perfect progressive tense that require a yes or no response. | (4.L.1.b) (5.L.1.b) (8.L.1.c) |
| | HI-14: producing questions in the future perfect progressive tense that require a yes or no response. | (4.L.1.b) (5.L.1.b) (8.L.1.c) |
| | HI-15: producing interrogative sentences beginning with “what.” | (K.L.1.d) (1.L.1.j) (8.L.1.c) |
| | HI-16: producing interrogative sentences beginning with “where.” | (K.L.1.d) (1.L.1.j) (8.L.1.c) |

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| Questions (Q) | HI-17: producing interrogative sentences beginning with “who” and “whom.” | (K.L.1.d) (1.L.1.j) (8.L.1.c) |
| | HI-18: producing interrogative sentences beginning with “when.” | (K.L.1.d) (1.L.1.j) (8.L.1.c) |
| | HI-19: producing interrogative sentences beginning with “why.” | (K.L.1.d) (1.L.1.j) (8.L.1.c) |
| | HI-20: producing interrogative sentences beginning with “how.” | (K.L.1.d) (1.L.1.j) (8.L.1.c) |
| | HI-21: producing interrogative sentences beginning with “which.” | (K.L.1.d) (1.L.1.j) (8.L.1.c) |
| | HI-22: producing interrogative sentences beginning with “whose.” | (K.L.1.d) (1.L.1.j) (8.L.1.c) |
| | HI-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase. | (1.L.1.j) (8.L.1.c) |
| | HI-24: producing Yes/No questions beginning with a modal auxiliary verb. | (1.L.1.j) (4.L.1.c) (8.L.1.c) |
| | HI-25: producing questions in the <i>present real conditional</i> beginning with the modal auxiliary verb, followed by a conditional dependent clause beginning with “if”. (e.g., “Would you drive us to the movie if we gave you gas money?”) | (4.L.1.c) (8.L.1.c) (9-10.L.1.b) |
| | HI-26: producing a question in the <i>future real conditional</i> beginning with the modal auxiliary verb “will”, followed by a conditional dependent clause beginning with “if”. (e.g., “Will you drive us to the movie if we give you gas money?”) | (4.L.1.c) (8.L.1.c) (9-10.L.1.b) |
| | HI-27: producing questions, which include the negative construction, using contractions. | (1.L.1.j) |
| HI-28: producing tag questions. | | |

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

| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|--|--|--|
| Stage V Language Strand | | |
| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | |
| Vocabulary | HI-1: reading and 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 applying them in context. | 9-10.L.4 11-12.L.4 |
| | HI-3: identifying the meaning/usage of high frequency words and applying them in context. | 9-10.L.4 11-12.L.4 |
| | HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols. | 9-10.L.4 11-12.L.4 |
| | HI-5: determining the meaning of compound words. | (2.L.4.d) |
| | HI-6: applying contractions in contexts. | |
| | HI-7: analyzing how affixes change base/root words. (<i>e.g., adding -ly to quick makes it an adverb instead of an adjective.</i>) | (8.L.4.b) |
| | HI-8: stating the words represented by abbreviations in context. | |
| | HI-9: analyzing words based on a continuum of intensity. | (4.L.5.c) |
| | HI-10: completing and justifying analogies. | (7.L.5.b) |
| | HI-11: applying knowledge of homonyms in context. | (4.L.1.g) |
| | HI-12: applying knowledge of homographs in context. | (5.L.5.c) |
| | HI-13: analyzing the parts and spelling of a word to derive meaning. | (8.L.4.b) |
| | HI-14: using semantic clues (<i>e.g., sentence and paragraph context, the organizational pattern of the text</i>) to derive meaning of words in context. | 9-10.L.4.a 11-12.L.4.a |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|--|--|--|
| Stage V Language Strand | | |
| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | |
| Vocabulary | HI-15: determining the meaning of words through the use of multiple strategies in reading content area text. | |
| | HI-16: using reference materials, print and/or electronic, to identify meaning, spelling, pronunciation, and usage of words. | 9-10.L.4.c,d 11-12.L.4.c,d |
| | HI-17: distinguishing between the denotative and connotative meanings of grade-level words in content area text. | 9-10.L.5.b 11-12.L.5.b |
| | HI-18: distinguishing the literal and figurative meanings of idioms in content area text. | 9-10.L.5.a,b 11-12.L.5.a,b |
| | HI-19: distinguishing the literal and intended meaning of figurative language in a variety of content area text. | 9-10.L.5.a,b 11-12.L.5.a,b |
| | HI-20: identifying and applying cross-categorical academic vocabulary. (<i>e.g., describe, explain, evaluate, paragraph</i>) | |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage V 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: discriminating between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (<i>e.g., The base is nearby. The vase is nearby.</i>) | |
| | HI-2: distinguishing between the individual words of a sentence. | |
| | HI-3: making inferences and drawing conclusions using evidence from fiction and nonfiction read-alouds in complete sentences. | |
| | HI-4: sequencing events from read-alouds, presentations and conversations. | |
| | HI-5: summarizing main ideas/concepts and key points/details of presentations. | (5.SL.2) |
| | HI-6: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts. | (9-10.SL.1) (11-12.SL.1) |
| | HI-7: offering and justifying opinions and ideas in response to questions and statements in academic discourse. | (9-10.SL.1) (11-12.SL.1) |
| | HI-8: following multiple step directions, instructions, and procedures which include prepositional phrases. | |
| | HI-9: requesting specific details, examples, and information to clarify ideas and concepts. | (9-10.SL.1.c) (11-12.SL.1.c) |
| | HI-10: recognizing the language nuances of a speaker. (<i>e.g., a subtle difference in tone, expression, meaning, etc.</i>) | |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|---|
| Stage V 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. | (9-10.SL.6) (11-12.SL.6) |
| | HI-3: expressing and justifying one's needs and emotions in complete sentences. | |
| | HI-4: participating in formal and informal socio-functional communication tasks using complete sentences. | 9-10.SL.1 11-12.SL.1 |
| | HI-5: asking and responding to academic questions (i.e., agreeing/ disagreeing with others, expressing probabilities, hypothetical questions, etc.) in complete sentences. | 9-10.SL.1.c 11-12.SL.1.c |
| | HI-6: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences. | (9-10.SL.6) (11-12.SL.6) |
| | HI-7: report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences. | 9-10.SL.1 9-10.SL.4 9-10.SL.6 11-12.SL.1 11-12.SL.4 11-12.SL.6 |
| | HI-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion in simple, compound, complex, and compound-complex sentences. | 9-10.SL.4 9-10.SL.6 11-12.SL.4 11-12.SL.6 |
| | HI-9: delivering an extemporaneous speech using simple, compound, complex, and compound-complex sentences. | 9-10.SL.4 9-10.SL.6 11-12.SL.4 11-12.SL.6 |
| | HI-10: providing multiple step directions/ instructions with specific details. | |
| | HI-11: providing and justifying an appropriate response to given formal and informal situations. | 9-10.SL.1 11-12.SL.1 |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage V Reading | | |
| Standard 1: The student will demonstrate understanding of print concepts of the English language. | | |
| Print Concepts | E-1: demonstrating the one-to-one correlation between a spoken word and a printed word. | (K.RF.1.b,c) |
| | E-2: distinguishing between printed words, sentences, and paragraphs. | (K.RF.1.b,c) |
| | E-3: recognizing print conventions. (<i>e.g., punctuation, upper and lower case letters</i>) | (K.RF.1) |
| | B-4: locating and applying specific information by using the organizational features of a book/resource/ dictionary. (<i>e.g., title, author, table of contents, index, glossary</i>) | (1.RI.5) |
| | HI-5: 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 | E-1: producing groups of words that begin with the same initial, final, and medial sounds in single and two-syllable words. | |
| | E-2: segmenting syllables of multi-syllabic words. (<i>e.g., /but/ter/fly/</i>) | |
| | E-3: blending spoken syllables to produce words including diphthongs, r-controlled vowels, consonant blends, and digraphs. (<i>e.g., /f/.../i/.../n/.../d/ - find</i>) | |
| | B-4: generating a series of rhyming words. | (1.RF.2.a,e) |
| Decoding | PE-1: identifying and naming the upper and lower case letters of the alphabet. | (K.RF.1.d) |
| | B-2: applying knowledge of spelling pattern exceptions. | (5.RF.3) |
| | E-3: reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position. (<i>e.g., face to place</i>). | (K.RF.3.d) |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage V 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-4: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. | (3.RF.3.c) (5.RF.3.a) |
| | HI-5: applying knowledge of inflectional endings, to include regular and irregular forms, in context. | (1.RF.3.f) (5.RF.3.a) |
| | HI-6: applying knowledge of affixes to base words in context. | (5.RF.3.a) |
| | HI-7: reading high-frequency words. | (K.RF.3.c) |
| | HI-8: reading contractions. | |
| | HI-9: applying knowledge of word order (i.e., syntax) to confirm decoding of content area text. | |
| Standard 3: The student will read with fluency and accuracy. | | |
| Fluency | HI-1: reading grade-level text aloud fluently with 90% comprehension. | 9-10.RL.10 9-10.RI.10 11-12.RL.10 11-12.RI.10 |
| | HI-2: reading grade-level text silently with 90% comprehension. | 9-10.RL.10 9-10.RI.10 11-12.RL.10 11-12.RI.10 |
| Standard 4: The student will analyze text for expression, enjoyment, information, and understanding. | | |
| Fiction/Non-Fiction | HI-1: comparing and contrasting fiction and nonfiction. | (1.RL.5) |
| | HI-2: identify various genres of fiction (e.g., <i>mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths</i>) based upon their characteristics. | (5.RL.9) |
| | HI-3: formulating and confirming predictions about text for accuracy. | (4.RL.1) |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|--|--|
| Stage V Reading | | |
| Standard 4: The student will analyze text for expression, enjoyment, information, and understanding. | | |
| Fiction/Non-Fiction | HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text. | (9-10.RL.1) (9-10.RI.1) (11-12.RL.1) (11-12.RI.1) |
| | HI-5: generating clarifying questions. | (3.RL.1) (3.RI.1) |
| | HI-6: retelling a literary selection by sequencing events using transition words. | (3.RL.2) |
| | HI-7: explaining connections made to text while reading. (<i>text-to-text, text-to-self, and text-to-world</i>) | (3.RI.6) (4.RL.9) (5.RL.9) (5.RI.5) |
| | HI-8: summarizing the main idea (<i>explicit or implicit</i>) and supporting details in text. | (4.RL.2) (4.RI.2) |
| | HI-9: locating sequential/chronological order signal words in text. (<i>e.g., first, next, finally, today, now, meanwhile, not long ago</i>) | (9-10.RL.4) (9-10.RI.4) (11-12.RL.4) (11-12.RI.4) |
| | HI-10: locating signal words that indicate comparison/contrast. (<i>e.g., similarly, on the other hand, however, yet, in spite of</i>) | (9-10.RL.4) (9-10.RI.4) (11-12.RL.4) (11-12.RI.4) |
| | HI-11: identifying signal words that indicate cause and effect. (<i>as a result of, consequently, so that, because of, since</i>) | (9-10.RL.4) (9-10.RI.4) (11-12.RL.4) (11-12.RI.4) |
| | HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain). | 9-10.RI.6 11-12.RI.6 |
| | HI-13: determining the cause and effect relationship of two related events in a literary selection. | 9-10.RL.2 9-10.RI.2 11-12.RL.2 11-12.RI.2 |
| | HI-14: drawing conclusions from information implied or inferred in a literary selection. | 9-10.RL.1 9-10.RI.1 11-12.RL.1 11-12.RI.1 |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage V Reading | | |
| Standard 4: The student will analyze text for expression, enjoyment, information, and understanding. | | |
| Fiction | HI-15: analyzing the motivations of the major and minor characters in a fictional text. | 9-10.RL.3 |
| | HI-16: describing the setting from a fictional text. | (9-10.RL.1) |
| | HI-17: describing the plot and its components. (<i>e.g., main events, conflict, rising action, climax, falling action and resolution.</i>) | (9-10.RL.1) |
| | HI-18: relating illustrations to fictional text. | (3.RL.7) |
| | HI-19: comparing, contrasting, and describing the connection between two characters within a fictional text. | 9-10.RL.3 |
| | HI-20: comparing, contrasting, and describing the connection between two settings within a fictional text. | (11-12.RL.3) |
| Non-Fiction | HI-21: applying understanding of content area vocabulary within math, science, and social studies texts. | (9-10.RI.4) (11-12.RI.4) |
| | HI-22: carrying out to completion a set of written multiple-step directions/ instructions. | (2.RI.3) |
| | HI-23: locating information in print and electronic reference sources for a specific purpose. (<i>e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.</i>) | (5.RI.7) |
| | HI-24: interpreting signs, symbols, and labels in the environment. | |
| | HI-25: interpreting external text within nonfiction text for a specific purpose. | (9-10.RI.1) (11-12.RI.1) |
| | HI-26: explaining the purpose of print (font) features on a page in nonfiction text. | (3.RI.5) |
| | HI-27: explaining the purpose of organizational features on a page of nonfiction text. | (9-10.RI.5) (11-12.RI.5) |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage V Reading | | |
| Standard 4: The student will analyze text for expression, enjoyment, information, and understanding. | | |
| Non-Fiction | HI-28: locating information from an organizational feature of a book for a specific purpose. | (7.RI.5) |
| | HI-29: interpreting information within functional documents. | 11-12.RI.1 |
| | HI-30: determining information that is relevant, irrelevant, or missing in functional text. (<i>e.g., legend, illustrations, diagram, sequence</i>) | 11-12.RI.1 |
| | HI-31: comparing and contrasting two items within an expository text. | (5.RI.3) |
| | HI-32: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. | (11-12.RI.1) |
| | HI-33: identifying words used in persuasive text to affect the reader. (<i>e.g., stereotypes, testimonial, exaggeration, loaded words, etc.</i>) | 11-12.RI.5 |
| Fiction/ Non-Fiction | HI-34: identifying the types of poetry by characteristics and structural elements. | (8.RL.5) |
| | HI-35: interpreting figurative language, including simile, metaphor, personification, hyperbole, symbolism, and imagery in a literary selection. | 11-12.RL.4 11-12.RI.4 |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage V 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 real and imagined events that include characters, plot, setting, and dialogue as appropriate. | 9-10.W.3 11-12.W.3 |
| | HI-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), theme, imagery, and rhythm. | (AZ.9-10.W.4) (AZ.11-12.W.4) |
| Expository | HI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion. | 9-10.W.2 11-12.W.2 |
| Functional | HI-4: writing a process document that includes multiple step instructions with heading and sub headings. | 9-10.W.2 AZ.9-10.W.4 11-12.W.2 AZ.11-12.W.4 |
| | HI-5: writing a business document (e.g., letter, email, memo, and envelope) in a conventional format. | AZ.9-10.W.4 AZ.11-12.W.4 |
| | HI-6: completing a business/service form. (e.g., job application, college application, etc.) | 9-10.W.4 11-12.W.4 |
| Persuasive | HI-7: writing a persuasive text that states a position/claim, supports arguments with evidence, and acknowledges and refutes opposing arguments. | 9-10.W.1 11-12.W.1 |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|--|---|--|
| Stage V Writing | | |
| Standard 2: The student will identify and apply conventions of standard English in his or her communications. | | |
| Penmanship | HI-1: writing legibly in standard writing format. | |
| Spelling | HI-2: spelling words correctly. | |
| Capitalization | HI-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations. | |
| Punctuation | HI-4: using end punctuation. | |
| | HI-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives. | |
| | HI-6: using quotation marks to punctuate dialogue, titles, and exact words from sources. | (9-10.W.2.b) (11-12.W.2.b) |
| | HI-7: using colons to punctuate time, salutations, and sentences introducing lists. | |
| | HI-8: using semicolons to punctuate compound and compound-complex sentences. | |
| | HI-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives. | |
| | HI-10: using underlining/italics or quotation marks to indicate titles. | |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|--|---|--|
| Stage V Writing | | |
| Standard 2: The student will identify and apply conventions of standard English in his or her communications. | | |
| Format | HI-11: using transitions and paragraph breaks to indicate an organizational structure. | 9-10.W.2.c 11-12.W.2.c |
| Grammar/Parts of Speech | HI-12: using various subjects in sentences in a variety of writing applications. | |
| | HI-13: using verb tenses (simple, progressive, and perfect) in a variety of writing applications. | |
| Syntax/Sentence Construction | HI-14: using subject-verb agreement in sentences in a variety of writing applications. | |
| | HI-15: using noun, adverbial and/or prepositional phrases in sentences. | |
| | HI-16: using various declarative sentence structures in a variety of writing applications. | |
| | HI-17: using sentences in the positive (e.g., <i>I am tall.</i>) and negative (e.g., <i>I am not tall.</i>) construction forms, in a variety of writing applications. | |
| | HI-18: using interrogative sentences in a variety of writing applications. | |
| | HI-19: using exclamatory sentences in a variety of writing applications. | |
| | HI-20: 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 V 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 before writing and maintain a record of ideas (<i>e.g. brainstorming, listing, journaling, webbing, etc.</i>). | (9-10.W.5) (11-12.W.5) |
| | HI-2: using a variety of organizational strategies (<i>e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.</i>) to plan writing. | (9-10.W.5) (11-12.W.5) |
| | HI-3: determining the purpose (<i>e.g., to entertain, to inform, to persuade, to explain</i>) of a writing piece. | (9-10.W.5) (11-12.W.5) |
| | HI-4: determining the intended audience of a writing piece. | (9-10.W.5) (11-12.W.5) |
| Drafting | HI-5: using a prewriting plan to develop the main idea(s) with supporting details. | (9-10.W.5) (11-12.W.5) |
| | HI-6: sequencing ideas into a cohesive, meaningful order. | (9-10.W.5) (11-12.W.5) |
| Revising | HI-7: reorganizing the draft to clarify meaning. | (9-10.W.5) (11-12.W.5) |
| | HI-8: adding relevant and/or deleting irrelevant information from the draft. | (9-10.W.5) (11-12.W.5) |
| | HI-9: adding transitional words and phrases to the draft in order to clarify meaning. | (9-10.W.5) (11-12.W.5) |
| | HI-10: using a variety of sentence structures (<i>e.g., simple, compound, complex</i>) to improve sentence fluency in the draft. | (9-10.W.5) (11-12.W.5) |
| | HI-11: applying appropriate tools and strategies (<i>e.g., peer review, checklists, rubrics</i>) to refine the draft. | (9-10.W.5) (11-12.W.5) |
| | HI-12: using resources and reference materials (<i>e.g., thesaurus, dictionary</i>) to select more effective and precise language. | (9-10.W.5) (11-12.W.5) |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage V Writing | | |
| Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. | | |
| Editing | HI-13: identifying punctuation, spelling, and grammar errors in the draft. | (9-10.W.5) (11-12.W.5) |
| | HI-14: using resources (<i>e.g., word lists, dictionary, spelling/grammar checkers</i>) to correct conventions. | (9-10.W.5) (11-12.W.5) |
| | HI-15: applying proofreading marks to indicate errors in conventions. | (9-10.W.5) (11-12.W.5) |
| | HI-16: applying appropriate tools and strategies (<i>e.g., peer review, checklists, rubrics</i>) to edit the draft. | (9-10.W.5) (11-12.W.5) |
| Publishing | HI-17 presenting writing in a format (<i>e.g., oral presentation, manuscript, multimedia*</i>) appropriate to audience and purpose. *Technology (PowerPoint, Word, etc.) | 9-10.W.6 11-12.W.6 |
| Planning | HI-18: using time-management strategies, when appropriate, to produce a final draft within a specified period of time. | 9-10.W.10 11-12.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: including an identifiable main idea, topic sentence, and/or thesis statement. | 9-10.W.2.a 11-12.W.2.a |
| | HI-2: providing reasons (primary supports) and examples (secondary supports) to support main idea/topic sentence and/or thesis statement. | 9-10.W.2.b 11-12.W.2.b |
| | HI-3: writing with an identifiable purpose for a specific audience. | 9-10.W.5 11-12.W.5 |
| | HI-4: using appropriate format for the type of writing. (<i>e.g., letter, poem, narrative, essay</i>). | 9-10.W.4 11-12.W.4 |
| | HI-5: using an introduction to draw in the reader. | (9-10.W.2.a) (11-12.W.2.a) |

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| English Language Proficiency Standards (ELPS) | 2010 Arizona English Language Arts (ELA) Standards | |
|---|--|---|
| Stage V Writing | | |
| 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-6: using details to support the main idea, topic sentence, and/or thesis statement. | 9-10.W.2.b 11-12.W.2.b |
| | HI-7: using transitions among sentences, paragraphs, and ideas. | 9-10.W.2.c 11-12.W.2.c |
| | HI-8: using a variety of paragraph strategies. (<i>e.g., topical, chronological, cause and effect</i>). | (9-10.W.4) (11-12.W.4) |
| | HI-9: creating an ending that provides a sense of resolution or closure. | 9-10.W.1.e 11-12.W.1.e |
| | HI-10: using language appropriate to purpose, topic, and audience. | 9-10.W.4 11-12.W.4 |
| | HI-11: using language that expresses sincerity and commitment to the topic. | |
| | HI-12: using precise vocabulary and descriptive phrases that convey the intended message. | 9-10.W.1.c 9-10.W.2.d 9-10.W.3.d 11-12.W.1.c 11-12.W.2.d 11-12.W.3.d |
| | HI-13: using figurative language to evoke clear images. | 9-10.W.3.d 11-12.W.3.d |
| | HI-14: using a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses). | |
| | HI-15: using a variety of sentence structures (<i>e.g., simple, compound, complex</i>) for sentence fluency. | |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|---|
| Stage V Writing | | |
| 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: summarizing information from 2-3 resources in a report (<i>e.g., internet, reference materials, newspapers</i>). | 9-10.W.7 11-12.W.7 |
| | HI-2: locating and evaluating informational sources about a topic. | 9-10.W.8 9-10.W.9 11-12.W.8 11-12.W.9 |
| | HI-3: organizing notes on a topic from a variety of sources. | (9-10.W.7) (9-10.W.8) (11-12.W.7) (11-12.W.8) |
| | HI-4: summarizing information, from more than one source, in a written report which includes an introduction, supporting information, examples, and a conclusion. | 9-10.W.7 11-12.W.7 |
| | HI-5: paraphrasing information and citing the source. | (9-10.W.7) (9-10.W.8) (9-10.W.9) (11-12.W.7) (11-12.W.8) (11-12.W.9) |
| | HI-6: including a works cited, bibliography, or reference page. | (9-10.W.7) (9-10.W.8) (11-12.W.7) (11-12.W.8) |
| | HI-7: producing and presenting a report using technology. (<i>e.g., Power Point, interactive whiteboard, etc.</i>) | 9-10.W.6 11-12.W.6 |

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