

**Correlation Guide  
For**

**STAGE II  
(Grades 1-2)**

**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
<b>Stage II Language Strand</b>		
<b>Standard 1: The student will identify and apply conventions of standard English in his or her communications.</b>		
Nouns (N)	HI-1: selecting articles (a, an, the) for singular and plural nouns.	1.L.1.b,h
	HI-2: explaining differences between common and proper nouns in context (singular and plural).	(1.L.1.b,c) (2.L.1.b )
	HI-3: converting a given singular noun into plural noun, including irregular.	2.L.1.b (1.L.1.c)
	HI-4: using singular possessive nouns.	1.L.1.b
	HI-5: using plural possessive nouns.	1.L.1.b
Verbs (V)	LI-1: identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.	(1.L.1.e)
	HI-2: differentiating between past, present, present progressive, and future verb tenses.	(1.L.1.e)
	HI-3: using imperative verbs.	1.L.1.j 2.L.1.f
	HI-4: using simple present tense irregular verbs: <i>to be</i> , <i>to have</i> , <i>to do</i> , and <i>to go</i> to produce declarative, negative, and interrogative simple sentences.	1.L.1.e (1.L.1.j) (2.L.1.f)
	HI-5: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.	1.L.1.c,e,j (2.L.1.f)
	HI-6: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.	1.L.1.c,e,j (2.L.1.f)
	HI-7: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.	1.L.1.c,e,j (2.L.1.f)
	HI-8: using simple past tense irregular verbs: <i>to be</i> , <i>to have</i> , <i>to do</i> , and <i>to go</i> to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).	1.L.1.c,e,j (2.L.1.f)

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Verbs (V)	HI-9: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.	1.L.1.c,e,j 2.L.1.d (2.L.1.f)
	HI-10: producing declarative, negative, and interrogative sentences using the simple future tense (will, going to) with subject-verb agreement.	1.L.1.c,e,j (2.L.1.f)
	HI-11: producing declarative, negative, and interrogative sentences using linking verbs of sensation with subject-verb agreement.	(1.L.1.c,e,j) (2.L.1.f)
	HI-12: producing declarative, negative, and interrogative sentences using linking verbs of being with subject-verb agreement.	(1.L.1.c,e,j) (2.L.1.f)
	HI-13: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.	1.L.1.c,e,j (2.L.1.f)
	HI-14: distinguishing between the auxiliary (helping) verb and the main verb.	(3.L.1.a)
	HI-15: producing declarative, negative, and interrogative sentences using modal auxiliaries (will, can, could, may, might, must, should, would) with subject-verb agreement.	1.L.1.c,e,j (2.L.1.f)
Pronouns (PRO)	HI-1: using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronouns (we, they).	1.L.1.d
	HI-2: using singular and plural personal objective pronouns (me, you, him, her, it, us, them).	1.L.1.d
	HI-3: using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours, theirs).	1.L.1.d
	HI-4: differentiating between subjective, objective, possessive pronouns, and their placement in sentences.	(1.L.1.d)
	HI-5: using interrogative pronouns (i.e., who, what, which).	(4.L.1.a)
	HI-6: using demonstrative pronouns (i.e., this, that).	

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Adjectives (ADJ)	HI-1: producing a series of adjectives in the correct order.	(1.L.1.f) (2.L.1.e)
	HI-2: using nouns as modifiers.	2.L.1.e (1.L.1.f) (2.L.1.f)
	HI-3: using sensory/personality adjectives.	(1.L.1.f) (2.L.1.e)
	HI-4: using singular and plural possessive adjectives (my, your, his, her, its, our, their).	1.L.1.f (2.L.1.e)
	HI-5: using demonstrative adjectives.	(2.L.1.e)
Adverbs (ADV)	HI-1: using "when".	(2.L.1.e)
	HI-2: using "frequency" adverbs.	(2.L.1.e)
	HI-3: using "where" adverbs (i.e., here, there).	(2.L.1.e)
	HI-4: using "how/degree" adverbs.	(2.L.1.e)
	HI-5: using adjectival adverbs.	(2.L.1.e)
Prepositions (PREP)	HI-1: using prepositions of location.	(1.L.1.i) (2.L.1.f)
	HI-2: using prepositions of direction.	(1.L.1.i) (2.L.1.f)
	HI-3: using prepositions of time.	(1.L.1.i) (2.L.1.f)
	HI-4: using prepositions of action and movement.	(1.L.1.i) (2.L.1.f)
	HI-5: using prepositions of opposition.	(1.L.1.i) (2.L.1.f)
	HI-6: differentiating among prepositions of location, direction and time.	(1.L.1.i)
Conjunctions (C)	HI-1: using coordinating conjunctions.	1.L.1.g (2.L.1.f)

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Interjections (I)	HI-1: using interjections in appropriate context.	(1.L.1.j)
Phrase and Clause Construction (PH/CL)	HI-1: using noun phrases in a complete sentence.	(1.L.1.b,f) (2.L.1.e,f)
	HI-2: using a joined noun phrase in a complete sentence.	(1.L.1.b,g,h) (2.L.1.f)
	HI-3: using a demonstrative adjective and a noun in a complete sentence.	1.L.1.h (1.L.1.b) (2.L.1.e,f)
	HI-4: using a verb phrase in a complete sentence.	(1.L.1.c,e,j) (2.L.1.e,f)
	HI-5: using a joined verb phrase in a complete sentence.	(1.L.1.c,e,g,j) (2.L.1.f)
	HI-6: using a prepositional phrase in a complete sentence.	(1.L.1.i, j) (2.L.1.f)
	HI-7: using an infinitive verb phrase to complete sentence frames.	(8.L.1.c)
	HI-8: using adverbial phrases in a complete sentence.	(1.L.1.j) (2.L.1.e,f)
	HI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence.	(1.L.1.j) (2.L.1.f)
Sentence Construction (SC)	HI-1: selecting a subject (singular or plural) to complete a given sentence.	(1.L.1.b,c,d,h,j) (2.L.1.f)
	HI-2: producing sentences using a subject and a verb, with subject-verb agreement. (S-V)	1.L.1.c (1.L.1.b,d,e,h,j) (2.L.1.f)
	HI-3: producing sentences with negative S-V construction, with subject-verb agreement.	(1.L.1.b,c,d,e,h,j) (2.L.1.f)
	HI-4: producing sentences with S-V-C construction, using a pronoun as the subject, with subject-verb agreement.	(1.L.1.d,e,j) (2.L.1.d,f)

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Sentence Construction (SC)	HI-5: producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement.	(1.L.1.b,c,e,h,j) (2.L.1.d,f)
	HI-6: producing sentences with S-V-C construction, with plural nouns as the subject, using with subject-verb agreement.	1.L.1.c (1.L.1.b,e,h,j) (2.L.1.d,f)
	HI-7: producing sentences with S-V-C construction with an adjective as the complement, with subject-verb agreement.	(1.L.1.b,c,d,e,f,h,j) (2.L.1.d,f)
	HI-8: producing sentences in the negative (S-V-C) construction, with a subject, "to be" and adjective as a complement, with subject-verb agreement.	(1.L.1.b,c,d,e,f,h,j) (2.L.1.d,f)
	HI-9: producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement.	(1.L.1.b,c,d,e,f,h,i,j) (2.L.1.d,f)
	HI-10: producing sentences using a subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)	(1.L.1.b,c,d,e,h,i,j) (2.L.1.f)
	HI-11: producing sentences using "There", "to be," subject, and prepositional phrase, with subject-verb agreement.	(1.L.1.b,c,e,h,i,j) (2.L.1.d,f)
	HI-12: producing sentences using subject, verb, and direct object (noun), with subject-verb agreement. (S-V-O)	(1.L.1.b,c,d,e,h,j) (2.L.1.f)
	HI-13: producing sentences using subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)	(1.L.1.b,c,d,e,h,j) (2.L.1.f)
	HI-14: producing sentences using adverbs to modify verbs.	2.L.1.e (1.L.1.b,c,d,e,h,j) (2.L.1.f)
	HI-15: producing imperative sentences.	1.L.1.j (2.L.1.f)
Questions (Q)	HI-1: producing questions, using inflection when produced orally.	(1.L.1.j) (2.L.1.f)
	HI-2: producing Yes/No questions in the simple present tense using "to do."	(1.L.1.b,c,d,e,h,j) (2.L.1.d,f)
	HI-3: producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.	(1.L.1.b,c,d,e,f,h,j) (2.L.1.d,f)

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Questions (Q)	HI-4: producing Yes/No questions in the present progressive tense.	(1.L.1.b,c,d,e,h,j) (2.L.1.d,f)
	HI-5: producing Yes/No questions in the simple past tense.	(1.L.1.b,c,d,e,h,j) (2.L.1.d,f)
	HI-6: producing Yes/No questions in the simple future tense.	(1.L.1.b,c,d,e,h,j) (2.L.1.f)
	HI-7: producing interrogative sentences beginning with "What."	(K.L.1.d) (1.L.1.j) (2.L.1.f)
	HI-8: producing interrogative sentences beginning with "Where."	(K.L.1.d) (1.L.1.j) (2.L.1.f)
	HI-9: producing interrogative sentences beginning with "Who."	(K.L.1.d) (1.L.1.j) (2.L.1.f)
	HI-10: producing interrogative sentences beginning with "When."	(K.L.1.d) (1.L.1.j) (2.L.1.f)
	HI-11: producing interrogative sentences beginning with "Why."	(K.L.1.d) (1.L.1.j) (2.L.1.f)
	HI-12: producing interrogative sentences beginning with "How."	(K.L.1.d) (1.L.1.j) (2.L.1.f)
	HI-13: producing interrogative sentences beginning with "Which."	(K.L.1.d) (1.L.1.j) (2.L.1.f)
<b>Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.</b>		
Vocabulary	HI-1: classifying words into conceptual categories and providing rationale.	1.L.5.a,b
	HI-2: identifying the meaning of and using sight words.	(1.L.4) (2.L.4)
	HI-3: identifying the meaning of and using high frequency words.	(1.L.4) (2.L.4)
	HI-4: using grade specific academic vocabulary and symbols within context.	(1.L.4.a) (2.L.4.a)

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<b>Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.</b>		
Vocabulary	HI-5: applying knowledge of grade-level vocabulary (including content area words) in text.	(1.L.4.a) (2.L.4.a)
	HI-6: determining the meaning of compound words using knowledge of individual words.	2.L.4.d
	HI-7: reading contractions.	
	HI-8: constructing meaning by applying knowledge of prefixes.	1.L.4.b,c 2.L.4.b
	HI-9: constructing meaning by applying knowledge of suffixes.	1.L.4.b,c
	HI-10: associating common abbreviations with words.	
	HI-11: clarifying word meaning by applying knowledge of synonyms and antonyms to enhance vocabulary.	(1.L.5.d) (2.L.5.b)
	HI-12: applying knowledge of homophones within text.	(2.L.3) (2.L.4)
	HI-13: determining the meaning of a word by using resources.	2.L.4.e

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
<b>Stage II Listening and Speaking</b>		
<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>		
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 and supporting details from read-alouds (fiction and nonfiction) in complete sentences.	1.SL.2 2.SL.2 (1.SL.1) (1.SL.5) (1.SL.6) (2.SL.1) (2.SL.6)
	HI-3: sequencing a series of events from read-alouds, presentations, and conversations using transition words/ phrases in complete sentences.	(1.SL.6) (2.SL.4) (2.SL.6)
	HI-4: summarizing the main idea and key points/details of a presentation using complete sentences.	(1.SL.2) (1.SL.4) (1.SL.6) (2.SL.2) (2.SL.6)
	HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.	(1.SL.1) (2.SL.1)
	HI-6: following multiple-step directions which include prepositions.	
	HI-7: responding to academic discussions by sharing one's view on facts, ideas, and/or events using academic vocabulary.	(1.SL.1) (1.SL.2) (1.SL.3) (1.SL.4) (2.SL.1) (2.SL.2) (2.SL.3)

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
<b>Stage II Listening and Speaking</b>		
<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>		
Delivery of Oral Communications	HI-1: articulating the 44 phonemes accurately.	
	HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression.	
	HI-3: expressing personal/survival needs and emotions in complete sentences.	
	HI-4: initiating conversations using formal and informal socio-functional communication in complete sentences. ( <i>e.g., greetings, courtesies, farewells, apologies, and invitations, etc.</i> ).	(1.SL.6) (2.SL.6)
	HI-5: asking and responding to academic questions using complete sentences. ( <i>e.g., expressing probabilities, and hypothetical questions, etc.</i> ).	1.SL.2 (1.SL.1) (1.SL.3) (1.SL.4) (2.SL.1) (2.SL.2) (2.SL.3) (2.SL.6)
	HI-6: asking and responding to social questions using complete sentences.	(1.SL.1) (1.SL.2) (1.SL.3) (1.SL.4) (2.SL.1) (2.SL.3) (2.SL.4) (2.SL.6)
	HI-7: stating multi-step directions or commands that the listener can follow.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
<b>Stage II Reading</b>		
<b>Standard 1: The student will demonstrate understanding of print concepts of the English language.</b>		
Print Concepts	B-1: tracking written words read aloud with one-to-one correlation.	(K.RF.1.b,c)
	B-2: distinguishing between printed letters, words, sentences, and paragraphs.	1.RF.1
	HI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).	1.RF.1
	B-4: locating and identifying the title, author, illustrator, title page, and table of contents of a book.	(1.RI.5)
	HI-5: alphabetizing a series of words to the second letter with instructional support.	
<b>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.</b>		
Phonemic Awareness	HI-1: distinguishing between initial, medial, and final spoken sounds to produce words.	1.RF.2.c
	HI-2: orally producing groups of words that begin with the same initial sounds (alliteration).	1.RF.2.c
	B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words.	1.RF.2.a 2.RF.3.a
	HI-4: segmenting multi-syllable words into syllables.	
	HI-5: blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.	
	HI-6: forming words by blending spoken simple onsets (/c/) and rimes (/at/).	1.RF.2.b
Decoding	PE-7: distinguishing letters from numbers and symbols.	
	LI-8: naming all upper and lower case letters of the alphabet with different fonts out of sequence.	(K.RF.1.d)

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<b>Stage II Reading</b>		
<b>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.</b>		
Decoding	HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.	(1.RF.3.a,b,d,e) (2.RF.3.b)
	HI-10: producing a new word when a specific grapheme is changed, added, or removed.	(K.RF.3.d)
	HI-11: reading multi-syllabic words, using syllabication rules.	1.RF.3.e
	HI-12: identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech).	1.RF.3.f
	HI-13: reading high frequency words and irregular sight words fluently.	(K.RF.3.c)
	HI-14: reading contractions fluently.	
	HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.	
<b>Standard 3: The student will read with fluency and accuracy.</b>		
Fluency	HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.	1.RF.4.b 2.RF.4.b
	HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
<b>Stage II Reading</b>		
<b>Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.</b>		
Fiction/Non-Fiction	HI-1: identifying the differences between fiction and nonfiction.	1.RL.5
	HI-2: comparing a prediction about an action or event to what actually occurred within a text.	(1.RL.1) (1.RI.1) (1.RI.4)
	HI-3: locating facts and answering questions about text.	1.RL.1 1.RI.1 1.RI.2 1.RI.5 2.RL.1 2.RI.1
	HI-4: asking questions to clarify text.	1.RL.1 1.RI.1 1.RI.4 2.RL.1 2.RI.1
	HI-5: sequencing a story or event with a beginning, middle and end with transition words/ phrases in complete sentences.	(1.RL.2)
	HI-6: making connections to text while reading (text-to-text and text-to-self).	2.RL.9
	HI-7: summarizing the main idea and details from text, using complete sentences.	1.RL.2 1.RL.3 1.RI.2 1.RI.7 (1.RL.1) (1.RI.1) (2.RL.1) (2.RI.1) (2.RI.2)
	HI-8: extracting and interpreting specific information from external text features of text.	1.RI.5 1.RI.6 1.RI.7 2.RI.5 2.RI.7 (1.RI.3) (2.RL.7)

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<b>Stage II Reading</b>		
<b>Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.</b>		
Fiction/Non-Fiction	HI-9: identifying the author's purpose for writing a book.	1.RL.5 2.RI.6
	HI-10: identifying cause and effect of specific events in a literary selection.	1.RI.3 (1.RL.1) (1.RI.1) (2.RL.1) (2.RI.1) (2.RI.3)
Fiction	HI-11: describing characters from a literary selection.	1.RL.3 1.RL.7 1.RL.9 2.RL.3 2.RL.7 (1.RL.1) (2.RL.1)
	HI-12: describing the setting from a literary selection.	1.RL.3 1.RL.7 2.RL.7 (1.RL.1) (2.RL.1) (2.RL.5)
	HI-13: summarizing the key events from a literary selection.	1.RL.2 1.RL.3 2.RL.7 (1.RL.1) (2.RL.1)
	HI-14: identifying and describing the plot in a literary selection.	1.RL.2 1.RL.3 2.RL.5 2.RL.7 (1.RL.1) (1.RL.9) (2.RL.1)

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<b>Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.</b>		
Non-Fiction	HI-15: locating information from a completed graphic organizer.	(1.RL.1)
	HI-16: following multiple-step positive and negative written directions which include prepositions.	(2.RI.3)
	HI-17: identifying a variety of sources ( <i>e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks</i> ) that may be used to answer specific questions and/or gather information.	(2.RI.5)
	HI-18: interpreting signs, labels, symbols and captions within the environment.	
	HI-19: locating specific information by using organizational features ( <i>e.g., titles, table of contents, heading captions, bold print, glossary, indices</i> ) in expository text.	1.RI.5 2.RI.5 (1.RI.1)
Fiction/Non-Fiction	HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.	1.RL.4
	HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.	2.RL.4

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
<b>Stage II Writing</b>		
<b>Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.</b>		
Narrative	HI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events.	1.W.3 2.W.3
	HI-2: writing simple rhymes, chants and poetry.	(AZ.1.W.4) (AZ.2.W.4)
Expository	HI-3: completing a written summary of the key events or ideas of informational text using simple sentences.	1.W.2 2.W.2
	HI-4: creating expository text ( <i>e.g., labels, lists observations, and journals</i> ) using simple sentences based on research, observation, and/or experience.	1.W.2 2.W.2 2.W.8
Functional	HI-5: creating a variety of functional texts ( <i>e.g., classroom rules, letters, notes, messages, directions, etc.</i> ) using complete sentences.	AZ.1.W.4 AZ.2.W.4
	HI-6: writing a friendly letter or thank-you note that is organized and uses a proper format ( <i>e.g., heading, greeting, body, closing, etc.</i> )	AZ.1.W.4 AZ.2.W.4
Literary Response	HI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.	1.W.3 2.W.3
	HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.	1.W.1 2.W.1
<b>Standard 2: The student will identify and apply conventions of standard English in his or her communications.</b>		
Penmanship	HI-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.	
	HI-2: using mechanics of writing to organize writing.	
Spelling	HI-3: using common spelling patterns, simple prefixes ( <i>re-, un-</i> ), suffixes and regular inflectional endings ( <i>-ed</i> ) to spell words.	
	HI-4: using resources to spell words.	
	HI-5: spelling high frequency words.	

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English Language Proficiency Standards (ELPS)	2010 Arizona English Language Arts (ELA) Standards
<b>Stage II Writing</b>	
<b>Standard 2: The student will identify and apply conventions of standard English in his or her communications.</b>	
Capitalization	HI-6: capitalizing the pronoun “I,” the first word of a sentence, proper nouns (names, days, months, and titles).
Punctuation	HI-7: using periods, question marks, exclamation points, commas for items in a series ( <i>e.g., eggs, milk, bread, bananas etc.</i> ), and apostrophes (possessives, contractions).
Grammar/Parts of Speech	HI-8: using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.
	HI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.
	HI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.
	HI-11: using noun, adverbial and/or prepositional phrases in sentences.
Syntax/Sentence Construction	HI-12: using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.
	HI-13: using interrogative sentences in a variety of writing applications.
	HI-14: using exclamatory sentences in a variety of writing applications.
	HI-15: 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
<b>Stage II Writing</b>		
<b>Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.</b>		
Pre-Writing	HI-1: generating ideas through student-led prewriting activities (e.g., <i>advanced graphic organizers, etc.</i> ) and student recording of the ideas.	(1.W.5) (2.W.5)
	HI-2: determining the purpose and intended audience of a writing piece.	(AZ.1.W.4) (AZ.1.W.4)
Drafting	HI-3: writing a student generated draft with a main idea and supporting details in a logical sequence.	(1.W.5) (2.W.5)
Revising	HI-4: re-reading a student generated draft orally for clarity and changing or adding relevant details as needed.	(1.W.5) (2.W.5)
	HI-5: evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric.	(1.W.5) (2.W.5)
Editing	HI-6: using simple resources (e.g., <i>word walls, primary dictionaries, conventions checklists, etc.</i> ) for reviewing and correcting conventions in a student generated draft.	(1.W.5) (2.W.5)
Publishing	HI-7: finalizing a student generated piece legibly and accurately for sharing with an intended audience.	1.W.6 2.W.6
<b>Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.</b>		
Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency	HI-1: writing student generated text that expresses a main idea.	1.W.1 1.W.2 1.W.3 2.W.1 2.W.2 2.W.3
	HI-2: writing relevant details that support the main idea in a student generated text.	1.W.1 1.W.2 1.W.3 2.W.1 2.W.2 2.W.3

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
<b>Stage II Writing</b>		
<b>Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.</b>		
Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency	HI-3: organizing student generated text to include a clear beginning, middle, and end.	1.W.1 1.W.2 1.W.3 1.W.4 2.W.1 2.W.2 2.W.3 2.W.4
	HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.	1.W.1 1.W.2 1.W.3 1.W.4 2.W.1 2.W.2 2.W.3 2.W.4
	HI-5: organizing a student generated text in a selected format (e.g., <i>friendly letter, narrative, expository text, etc.</i> ).	AZ.1.W.4 AZ.2.W.4
	HI-6: using a variety of words in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., <i>shades of meaning/big, large, enormous, etc.</i> ).	
	HI-7: using expressive or descriptive phrases/sentences in student generated text.	
	HI-8: using the appropriate interjections in student generated text.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
<b>Stage II Writing</b>		
<b>Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</b>		
Research	HI-1: formulating and writing questions about a topic or event in order to gather research for a report.	1.W.7 1.W.8 2.W.7 2.W.8
	HI-2: gathering information to answer questions about a topic or event for a report.	1.W.7 1.W.8 2.W.7 2.W.8
	HI-3: writing a three paragraph report including a title and three facts based on collected data about objects, people or events.	1.W.7 1.W.8 2.W.7 2.W.8

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