

**Correlation Guide
For**

**STAGE IV
(Grades 6-8)**

**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 IV Language Strand		
Standard 1: The student will identify and apply conventions of standard English in his or her communications.		
Nouns (N)	HI-1: justifying 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 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 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.g., 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)
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 verb tenses.	(3.L.1.a)
	HI-3: using imperative verbs. (<i>e.g., Put the markers in the box.</i>)	8.L.1.c
	HI-4: identifying the infinitive form of the verb.	(3.L.1.a)
	HI-5: using simple present tense irregular verbs: <i>to be, to have, to do</i> , and <i>to go</i> to produce declarative, negative, and interrogative simple sentence with subject-verb agreements.	8.L.1.c (3.L.1.d,e)

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

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Standard 1: The student will identify and apply conventions of standard English in his or her communications.		
Verbs (V)	HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.	8.L.1.c (3.L.1.d,e)
	HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.	8.L.1.c (4.L.1.b)
	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.	8.L.1.c (3.L.1.e)
	HI-10: using the 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 with subject-verb agreement.	8.L.1.c (3.L.1.d,e)
	HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.	8.L.1.c (3.L.1.d,e)
	HI-12: producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.	8.L.1.c (3.L.1.e)
	HI-13: differentiating between past, present, and future verb tenses by responding to a prompt.	(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.	8.L.1.c (8.L.1.a)

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Verbs (V)	HI-15: using linking verbs of sensation (<i>e.g., taste, smell, sound, feel</i>), linking verbs of being (<i>e.g., act, seem, appear, look</i>), and linking verbs of change (<i>e.g., became, turned, has gone</i>) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.	(8.L.1.c)
	HI-16: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.	8.L.1.c (4.L.1.b)
	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, negative modal auxiliary verbs, and present progressive modals (<i>e.g., may be talking</i>) with subject-verb agreement and with instructional support.	8.L.1.c (3.L.1.d) (4.L.1.b,c)
	HI-19: producing sentences with phrasal verbs.	(7.L.1.a)
	HI-20: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.	8.L.1.c (4.L.1.b)
	HI-21: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.	8.L.1.c (5.L.1.b)
	HI-22: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.	8.L.1.c (3.L.1.d) (5.L.1.b)
	HI-23: differentiating between the use of simple past tense and the present perfect tense.	(3.L.1.b) (5.L.1.b)
	HI-24: differentiating between the use of action verbs and non-action/stative verbs without a present progressive.	(5.L.1.c)
	HI-25: differentiating between the use of action verbs and non-action/stative verbs (<i>e.g., see/watch, hear/listen</i>) in context.	(5.L.1.c)

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Verbs (V)	HI-26: producing sentences using the passive voice in the simple and progressive tenses with instructional support.	8.L.1.b
	HI-27: comparing transitive (<i>e.g., lay, raise</i>) and intransitive (<i>e.g., lie, rise</i>) verbs in context, with instructional support.	
	HI-28: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.	8.L.1.c (5.L.1.b)
	HI-29: producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement.	8.L.1.c (5.L.1.b)
	HI-30: producing declarative, negative, and interrogative sentences using present perfect progressive tense verbs with subject-verb agreement.	8.L.1.c (5.L.1.b)
	HI-31: producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement.	8.L.1.c (5.L.1.b)
	HI-32: 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-33: 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)
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 (<i>e.g., I used "them" instead of "they" because...</i>) the appropriate personal subjective and personal objective pronouns.	6.L.1.a
	HI-3: using and justifying (<i>e.g., I used "your" instead of "yours" because...</i>) the appropriate adjective form of the personal possessive pronoun versus the objective form.	6.L.1.a

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Pronouns (PRO)	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 interrogative pronouns.	
	HI-7: stating when to use reflexive and intensive pronouns and using reflexive and intensive pronouns.	6.L.1.b (2.L.1.c)
	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., 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 demonstrative adjectives.	(2.L.1.e)
	HI-5: defining and using proper adjectives with nouns.	(2.L.1.e)
	HI-6: using indefinite adjectives.	
	HI-7: using regular and irregular comparative and superlative adjectives.	(3.L.1.g)
	HI-8: 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" adverbs.	(2.L.1.e)
	HI-4: using "where" adverbs.	(2.L.1.e)
	HI-5: using regular and irregular comparative and superlative 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 hardly, barely, enough</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)
	HI-10: using conditional adverbs.	
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 propositions of cause and effect, exception and contrast.	(1.L.1.i)

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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 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 and Clause Construction (PH/CL)	HI-1: using a noun phrase in a complete sentence.	(7.L.1.c)
	HI-2: using a joined noun phrase in a complete sentence.	(7.L.1.c)
	HI-3: using a verb phrase in a complete sentence.	(7.L.1.c)
	HI-4: using a joined verb phrase in a complete sentence.	(7.L.1.c)
	HI-5: using a prepositional phrase in a complete sentence.	(7.L.1.c)
	HI-6: using an infinitive verb phrase in a complete sentence.	(7.L.1.c)
	HI-7: using an adverbial phrase in a complete sentence.	(7.L.1.c)
	HI-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.	(7.L.1.c)
	LI-9: using an adverb + an adjective (e.g., <i>too hot, very cold</i>) in a sentence.	
	HI-10: using a linking verb + adjective complement to complete a sentence.	
	HI-11: using a linking verb + noun complement to complete a sentence.	

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Phrase and Clause Construction (PH/CL)	HI-12: using a participial phrase in a complete sentence.	(7.L.1.c)
	HI-13: using noun clauses in a complete sentence.	(7.L.1.c)
	HI-14: using a gerund phrase in a complete sentence.	(7.L.1.c) (8.L.1.a)
	HI-15: using subordinating conjunctions in introductory clauses.	(3.L.1.h) (7.L.1.c)
	HI-16: using restrictive clauses using that (e.g., “ <i>The dog that has spots is...</i> ”) in complete a sentence.	(7.L.1.c)
	HI-17: using non-restrictive clauses beginning with who/which (e.g., “ <i>Jack, who is tall is...</i> ”) in a complete a complete sentence.	(7.L.1.c)
	HI-18: using an adjective clause (e.g., “... <i>who is a writer</i> ”) in a complete a sentence.	(7.L.1.c)
	H-19: using an adverb clause (i.e., subordinating conjunction + clause) (e.g., “... <i>because he is tired</i> ”) to complete a sentence.	(7.L.1.c)
Sentence Construction (SC)	HI-1: identifying the subject (e.g., <i>singular, plural, compound, collective nouns</i>) in a 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, 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 predicate adjective/nominative complement (S-V-C) with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.d,f,i)
	HI-5: producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.	(1.L.1.b,d,f) (3.L.1.d,f,i)
	HI-6: producing sentences in the negative construction with subject-verb agreement.	(3.L.1.d,f,i)
	HI-7: producing sentences with a subject + verb + direct object + 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)

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Sentence Construction (SC)	HI-8: producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.	(3.L.1.d,f,i) (7.L.1.c)
	HI-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.	(3.L.1.f,i) (7.L.1.c)
	HI-10: producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.	(3.L.1.f,i) (7.L.1.c)
	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.e., independent clause + conjunction + independent clause).	(2.L.1.f) (3.L.1.i) (7.L.1.c)
	HI-15: producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).	(2.L.1.f) (3.L.1.i) (7.L.1.c)
	HI-16: constructing sentences using present habitual tense (e.g., "If it rains, I have my umbrella.").	(4.L.1.f) (8.L.1.c)
	HI-17: producing sentences using reflexive pronouns.	(2.L.1.c) (3.L.1.i) (4.L.1.f)
	HI-18: producing sentences using the passive voice.	8.L.1.b (3.L.1.d,i) (4.L.1.f)
	HI-19: producing sentences in the present real conditional.	8.L.1.c
	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. (e.g., "Jack recommended that Jill stop.")	8.L.1.c	

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Sentence Construction (SC)	HI-23: completing a sentence frame consisting of an independent clause + relative pronoun + dependent clause to form a complex sentence.	(7.L.1.c)
	HI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence.	7.L.1.c
	Additional: <ul style="list-style-type: none"> • Producing sentences with the habitual past "state of being" sentence frame (subject + used to + simple present). • Producing sentences with the habitual past "repeated action" sentence frame. (when + subject + simple past + comma +subject + "would" + simple present). • Producing sentences in the present unreal conditional. • Constructing sentences with the present future conditional tense. (e.g., "If it snows, I will go skiing."). 	
Questions (Q)	HI-1: producing single word sentences to ask a question, using inflection when produced orally.	(1.L.1.j)
	HI-2: producing Yes/No questions in the simple present tense.	8.L.1.c (3.L.1.e)
	LI-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, which require a yes or no response.	8.L.1.c (4.L.1.b)
	HI-5: producing questions in the simple past tense, which require a yes or no response.	8.L.1.c (3.L.1.e)
	HI-6: producing questions in the simple future tense, which require a yes or no response.	8.L.1.c (3.L.1.e)
	HI-7: producing questions in the past progressive tense, which require a yes or no response.	8.L.1.c (4.L.1.b)

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Questions (Q)	HI-8: producing questions in the future progressive tense, which require a yes or no response.	8.L.1.c (4.L.1.b)
	HI-9: producing questions in the present perfect tense, which require a yes or no response.	8.L.1.c (5.L.1.b)
	HI-10: producing questions in the past perfect tense, which require a yes or no response.	8.L.1.c (5.L.1.b)
	HI-11: producing questions in the future perfect tense, which require a yes or no response.	8.L.1.c (5.L.1.b)
	HI-12: producing questions in the present perfect progressive tense, which require a yes or no response.	8.L.1.c (4.L.1.b) (5.L.1.b)
	HI-13: producing questions in the past perfect progressive tense, which require a yes or no response.	8.L.1.c (4.L.1.b) (5.L.1.b)
	HI-14: producing questions in the future perfect progressive tense, which require a yes or no response.	8.L.1.c (4.L.1.b) (5.L.1.b)
	HI-15: producing interrogative sentences beginning with "what."	8.L.1.c (K.L.1.d) (1.L.1.j)
	HI-16: producing interrogative sentences beginning with "where."	8.L.1.c (K.L.1.d) (1.L.1.j)
	HI-17: producing interrogative sentences beginning with "who" and "whom."	8.L.1.c (K.L.1.d) (1.L.1.j)
	HI-18: producing interrogative sentences beginning with "when."	8.L.1.c (K.L.1.d) (1.L.1.j)
	HI-19: producing interrogative sentences beginning with "why."	8.L.1.c (K.L.1.d) (1.L.1.j)
	HI-20: producing interrogative sentences beginning with "how."	8.L.1.c (K.L.1.d) (1.L.1.j)
	HI-21: producing interrogative sentences beginning with "which."	8.L.1.c (K.L.1.d) (1.L.1.j)

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Questions (Q)	HI-22: producing interrogative sentences beginning with “whose.”	8.L.1.c (K.L.1.d) (1.L.1.j)
	HI-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.	8.L.1.c (1.L.1.j)
	HI-24: producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with “if”. (e.g., <i>Would you drive us to the movie, if we gave you gas money?</i>)	7.L.1.c 8.L.1.c (4.L.1.c)
	HI-25: producing questions, which include the negative construction, using contractions.	(1.L.1.j)
	HI-26: producing tag questions.	
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 in context.	6.L.4 7.L.4 8.L.4
	HI-3: identifying the meaning/usage of high frequency words and applying them in context.	6.L.4 7.L.4 8.L.4
	HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.	6.L.4 7.L.4 8.L.4
	HI-5: analyzing compound words in context.	(2.L.4.d)
	HI-6: applying contractions in context.	
	HI-7: analyzing the effect of affixes on base/root words (e.g., <i>adding -ful to beauty makes it an adjective</i>).	8.L.4.b
	HI-8 stating the words represented by abbreviations and acronyms.	

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Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.		
Vocabulary	HI-9: completing and explaining analogous relationships (<i>e.g., hot : cold :: small : ____</i>).	7.L.5.b
	HI-10: applying knowledge of homonyms in context.	(4.L.1.g)
	HI-11: applying knowledge of homographs in context.	(5.L.5.c)
	HI-12: determining the appropriate definition of a multiple-meaning word in context with visual support.	6.L.4.a 7.L.4.a 8.L.4.a
	HI-13: analyzing grade-level content words in context to determine meaning.	6.L.4.a 7.L.4.a 8.L.4.a
	HI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.	6.L.4.c,d 7.L.4.c,d 8.L.4.c,d
	HI-15: distinguishing the literal and figurative meanings of idioms.	6.L.5 7.L.5 8.L.5
	HI-16: determining the intended meaning of figurative language.	6.L.5 7.L.5 8.L.5
	HI-17: interpreting the words and clauses that signal chronological sequence, description, cause and effect, and problem and solution.	6.L.4.a 7.L.4.a 8.L.4.a

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV 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 individual phonemes in minimal pairs, minimal phrases, and minimal sentences.	
	E-2: segmenting multi-syllabic words into syllables. (/but/ter/fly/)	
	HI-3: making inferences and drawing conclusions using evidence from read-alouds (nonfiction and fiction) in complete sentences.	
	HI-4: making inferences and drawing conclusions from presentations.	
	HI-5: sequencing events from information presented in read-alouds, presentations, and conversations.	
	HI-6: producing the final steps to complete a set of teacher initiated instructions for familiar processes or procedures.	
	HI-7: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts.	(6.SL.1) (7.SL.1) (8.SL.1)
	HI-8: offering and justifying opinions and ideas in response to questions and statements in academic discourse.	(6.SL.1) (7.SL.1) (8.SL.1)
	HI-9: making inferences and drawing conclusions using evidence from content area presentations and discussions.	(6.SL.2)
	HI-10: analyzing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV 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.	(6.SL.6) (7.SL.6) (8.SL.6)
	HI-3: expressing and justifying personal needs and emotions in complete sentences.	
	HI-4: participating in formal and informal conversation tasks using complete sentences.	6.SL.1 7.SL.1 8.SL.1
	HI-5: sharing a personal experience/story with descriptive language and supported by details and examples in complete sentences.	(6.SL.6) (7.SL.6) (8.SL.6)
	HI-6: making predictions and inferences about academic content using complete sentences.	
	HI-7: issuing a sequence of steps to carry out a familiar process using academic vocabulary.	
	H-8: providing and justifying an appropriate response to given formal and informal situations.	6.SL.1 7.SL.1 8.SL.1
	HI-9: preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.	
	HI-10: preparing and delivering a persuasive report on academic content stating a clear position with support evidence using complete sentences.	(6.SL.4) (7.SL.4) (8.SL.4)

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV 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 spoken and printed word.	(K.RF.1.b,c)
	B-2: recognizing the distinguishing features of a paragraph (e.g., <i>indentation of first word, topic sentence, supporting sentences, concluding sentences</i>).	(1.RF.1)
	B-3: locating specific information using the organizational features of a book, a dictionary and a newspaper.	(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	E-1: producing groups of words that begin with the same initial, final and medial sounds in single and two-syllable words.	
	B-2: segmenting syllables of multi-syllabic words (/but/ter/fly/).	
	E-3: blending two or three spoken syllables to produce words including the phonemes represented by consonant blends, diagraphs, diphthongs, and r-controlled vowels.	
	B-4: producing rhyming words and creating new words when a specific sound is changed, added or removed.	(1.RF.2.a,e)
Decoding	PE-5: Identifying and naming the upper and lower case letters of the alphabet.	(K.RF.1.d)
	B-6: applying knowledge of spelling pattern exceptions.	(5.RF.3)
	E-7: reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., <i>face to place</i>).	(K.RF.3.d)
	HI-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text.	(3.RF.3.c) (5.RF.3.a)

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV 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	LI-9: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text to derive meaning.	(3.RF.3.c) (5.RF.3.a)
	LI-10: applying knowledge of inflectional endings to include regular and irregular forms of words in content area text.	(1.RF.3.f) (5.RF.3.a)
	HI-11: applying knowledge of affixes to base words in context.	(5.RF.3.a)
	HI-12: reading high frequency words.	(K.RF.3.c)
	HI-13: reading contractions.	
	HI-14: applying knowledge of word order (syntax) to confirm decoding of text.	
Standard 3: The student will read with fluency and accuracy.		
Fluency	HI-1: reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression.	(6.RL.10) (6.RI.10) (7.RL.10) (7.RI.10) (8.RL.10) (8.RI.10)
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: identifying forms of literature (e.g., <i>poetry, novel, short story, biography, autobiography, drama</i>) based upon their characteristics.	(5.RL.9)
	HI-3: generating 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 IV Reading		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
Fiction/Non-Fiction	HI-4: answering literal, inferential and personal response questions about text.	(6.RL.1) (6.RI.1) (7.RL.1) (7.RI.1) (8.RL.1) (8.RI.1)
	HI-5: generating clarifying questions about text.	(3.RL.1) (3.RI.1)
	HI-6: retelling a literary selection by sequencing events using transition words.	(3.RL.2)
	HI-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).	(3.RI.6) (4.RL.9) (5.RL.5) (5.RI.9)
	HI-8: summarizing the main idea and supporting details from text using academic vocabulary.	(4.RL.2) (4.RI.2)
	HI-9: locating sequential/ chronological order signal words (<i>e.g., first, next, finally, today, now, meanwhile, not long ago</i>) in text.	(6.RL.4) (6.RI.4) (7.RL.4) (7.RI.4) (8.RL.4) (8.RI.4)
	HI-10: locating signal words in text that indicate comparison/ contrast (<i>e.g., similarly, on the other hand, however, yet, in spite of</i>).	(6.RL.4) (6.RI.4) (7.RL.4) (7.RI.4) (8.RL.4) (8.RI.4)
	HI-11: locating signal words in text that indicate cause and effect (<i>e.g., as a result of, consequently, so that, because of, since</i>).	(6.RL.4) (6.RI.4) (7.RL.4) (7.RI.4) (8.RL.4) (8.RI.4)
	HI-12: determining the author's stated or implied purpose (<i>e.g., to inform, to persuade, to entertain</i>).	6.RI.6 7.RI.6 8.RI.6

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV Reading		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
Fiction/Non-Fiction	HI-13: determining the cause and effect relationship between two related events in a literary selection.	(6.RL.3)
	HI-14: drawing conclusions from information implied or inferred in a literary selection.	(6.RL.1) (6.RI.1) (7.RL.1) (7.RI.1) (8.RL.1) (8.RI.1)
Fiction	HI-15: analyzing the motivations of the major and minor characters within a fictional text.	6.RL.3 7.RL.3 8.RL.3
	HI-16: comparing, contrasting, and describing the connections between two characters within a fictional text.	(5.RL.3)
	HI-17: analyzing the settings within a fictional text.	7.RL.3
	HI-18: comparing, contrasting, and describing the connections between two settings within a fictional text.	(7.RL.3)
	HI-19: describing the plot and its components (<i>e.g., main events, conflict, rising action, climax, falling action and resolution</i>) in a fictional text.	6.RL.3 7.RL.2 8.RL.2
	HI-20: relating illustrations to fictional text.	(3.RL.7)
Non-Fiction	HI-21: applying understanding of content area vocabulary within math, science and social studies texts.	6.RI.4 7.RI.4 8.RI.4
	HI-22: following a set of written multi-step instructions to perform unfamiliar procedures, answer questions or solve problems in math, science and social studies.	(2.RI.3)
	HI-23: locating information in print and electronic reference sources (<i>e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks</i>) for a specific purpose.	(5.RI.7)

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV Reading		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
Non-Fiction	HI-24: interpreting information from external text within nonfiction text for a specific purpose.	(6.RI.1) (6.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 of nonfiction text.	(6.RI.5) (7.RI.5) (8.RI.5)
	LI-27: locating information from an organizational feature of a book for a specific purpose.	(6.RI.5) (7.RI.5) (8.RI.5)
	HI-28: interpreting information in functional documents (<i>e.g., memos, directories, search engines, manuals, recipes, graphic organizers</i>).	(6.RI.1) (7.RI.1) (8.RI.1)
	HI-29: comparing and contrasting two items within an expository text.	(5.RI.3)
	HI-30: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.	(6.RI.1) (7.RI.1) (8.RI.1)
	HI-31: identifying words used in persuasive text to affect the reader (<i>e.g., stereotypes, testimonial, exaggeration, loaded words</i>).	(6.RI.5) (8.RI.5)
Fiction/ Non-Fiction	HI-32: identifying the types of poetry by characteristics and structural elements.	(6.RL.5) (7.RL.5) (8.RL.5)

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV 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 that include an engaging plot, developed characters, setting, figurative language, and dialogue as appropriate.	6.W.3 7.W.3 8.W.3
	HI-2: writing simple poetry using various techniques including use of figurative language.	6.W.3 7.W.3 8.W.3
Expository	HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures.	AZ.6.W.4 AZ.7.W.4 AZ.8.W.4
	HI-4: writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements.	6.W.2 7.W.2 8.W.2
	HI-5: organizing and recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigations.	6.W.2 7.W.2 8.W.2
Functional	HI-6: writing a variety of functional text (e.g., <i>directions, procedures, graphs/tables, brochures</i>) that addresses audience, stated purpose and context.	AZ.6.W.4 AZ.7.W.4 AZ.8.W.4
	HI-7: writing a formal letter (e.g., <i>business letter, letter to the principal or teacher</i>) that presents information purposefully and follows a conventional format.	AZ.6.W.4 AZ.7.W.4 AZ.8.W.4
Persuasive	HI-8: writing an essay which states a clear position, convincing arguments and relevant evidence.	6.W.1 7.W.1 8.W.1
Literary Response	HI-9: writing a book report that reflects the main idea, characters, setting, events, and plot of varied texts.	6.W.2 7.W.2 8.W.2

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV Writing		
Standard 2: The student will identify and apply conventions of standard English in his or her communications.		
Penmanship	HI-1: legibly and independently using cursive writing for academic applications (e.g., <i>note taking, drafting</i>).	
Spelling	HI-2: using common spelling patterns and generalizations to spell words (e.g., <i>'i before e', plurals of words ending with 'y', doubling of final consonant</i>).	
Capitalization	HI-3: writing paragraphs using appropriate capitalization (e.g., <i>proper nouns, pronoun "I", titles, abbreviations, words used as names, historical events</i>).	
Punctuation	HI-4: writing paragraphs using appropriate punctuation (e.g., <i>ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources</i>).	
Grammar/Parts of Speech	HI-5: using various subjects in sentences in a variety of writing applications.	
	HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications.	
	HI-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	
	HI-8: using noun, adverbial and/or prepositional phrases in sentences.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV Writing		
Standard 2: The student will identify and apply conventions of standard English in his or her communications.		
Syntax/Sentence Construction	HI-9: using various declarative sentence structures in a variety of writing applications.	
	HI-10: using sentences in the positive (<i>e.g., I am tall.</i>) and negative (<i>e.g., I am not tall.</i>) sentence construction forms, in a variety of writing applications.	
	HI-11: using interrogative sentences in a variety of writing applications.	
	HI-12: using exclamatory sentences in a variety of writing applications.	
	HI-13: using imperative sentences in a variety of writing applications.	
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.		
Pre-Writing	HI-1: generating, organizing, maintaining and evaluating ideas for pre-writing.	(6.W.5) (7.W.5) (8.W.5)
	HI-2: determining the purpose (<i>e.g., to entertain, to inform, to explain, to persuade</i>) of a writing piece.	(6.W.5) (7.W.5) (8.W.5)
Drafting	HI-3: evaluating information on a pre-writing plan (<i>e.g., graphic organizer, KWL chart, log</i>) to develop a draft with main idea.	(6.W.5) (7.W.5) (8.W.5)
Revising	HI-4: applying appropriate tools (<i>e.g. resources, reference materials</i>) or strategies (<i>e.g., peer review, rubrics</i>) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.	(6.W.5) (7.W.5) (8.W.5)
Editing	HI-5: identifying and correcting errors in conventions (<i>e.g., sentence structure, spelling, capitalization, punctuation</i>) in the draft.	(6.W.5) (7.W.5) (8.W.5)
Publishing	HI-6: presenting writing related to a content area in a format appropriate to audience and purpose, within a set time period.	6.W.10 7.W.10 8.W.10

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English Language Proficiency Standards (ELPS)	2010 Arizona English Language Arts (ELA) Standards	
Stage IV Writing		
Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.		
Writing Process: Ideas, Word Choice, Organization, Voice, Sentence Fluency	HI-1: writing clearly focused text suited to an audience and purpose that incorporates relevant supporting details.	6.W.4 7.W.4 8.W.4
	HI-2: writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution.	6.W.4 7.W.4 8.W.4
	HI-3: writing paragraphs showing an awareness of audience and appropriate to the topic and type of writing.	6.W.4 7.W.4 8.W.4
	HI-4: writing paragraphs using original, varied and natural word choices, including literal and figurative language.	6.W.1.c 6.W.2.d 6.W.3.d 7.W.1.c 7.W.2.d 7.W.3.d 8.W.1.c 8.W.2.d 8.W.3.d
	HI-5: writing paragraphs using simple, compound and complex sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.	

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English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
Stage IV 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: writing essays and reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.	6.W.7 7.W.7 8.W.7
	HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.	AZ.6.W.4 AZ.7.W.4 AZ.8.W.4
	HI-3: quoting or paraphrasing information sources, and supplying citations.	(6.W.7) (6.W.8) (6.W.9) (7.W.7) (7.W.8) (7.W.9) (8.W.7) (8.W.8) (8.W.9)
	HI-4: paraphrasing and integrating information from a variety of sources, and distinguishing between relevant and/or extraneous information.	(6.W.7) (6.W.8) (7.W.7) (7.W.8) (8.W.7) (8.W.8)
	HI-5: producing group reports including summarizing the purpose of the project reaching consensus regarding the research, and setting and meeting timelines.	6.W.10 7.W.10 8.W.10

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