

**Correlation Guide
For**

STAGE I
(Kindergarten)

**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 I Language Strand | | |
| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | |
| Nouns (N) | HI-1: selecting articles (<i>e.g., a, an, the</i>) for singular and plural nouns. | (1.L.1.b,h) |
| | HI-2: explaining differences between common and proper nouns in context (singular and plural). | K.L.1.b,c |
| Verbs (V) | HI-1: using the simple present tense verbs with subject-verb agreement. | K.L.1.b |
| | HI-2: using the present tense of the verb "to be" (<i>e.g., am, is, are</i>). | K.L.1.b |
| | HI-3: using the present progressive verb tense. | K.L.1.b |
| | HI-4: using the simple past tense verbs with subject-verb agreement, including common irregular verbs (<i>e.g., go, see, come</i>). | K.L.1.b |
| | HI-5: using the simple future tense verbs (<i>e.g., will</i>) with subject-verb agreement. | K.L.1.b |
| | HI-6: differentiating between past, present, and future tense verb tenses. | (1.L.1.e) |
| Pronouns (PRO) | HI-1: using personal singular subject and plural subject pronouns (<i>e.g., I, you, he, she, it, we, they</i>). | (K.L.2.a) (1.L.1.d) |
| Adjectives (ADJ) | HI-1: using a series of adjectives in the correct order (<i>e.g., quantity/size/shape/color</i>) with instructional support. | (K.L.5.b) (1.L.1.f) (4.L.1.d) |
| | HI-2: using possessive adjectives (<i>e.g., my, your, his, her, its, our, their</i>) with nouns. | (1.L.1.f) (2.L.1.e) |
| Adverbs (ADV) | HI-1: using the "when" adverbs (<i>e.g., first, then, next, after, before, finally</i>) and "frequency" adverbs (always, never, and sometimes) in context with instructional support. | (2.L.1.e) |

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

| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|--|---|--|
| Stage I Language Strand | | |
| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | |
| Prepositions (PREP) | HI-1: using prepositions of location (<i>e.g., up, down, over</i>). | K.L.1.e |
| | HI-2: using prepositions of direction (<i>e.g., on, in, near, behind</i>). | K.L.1.e |
| | HI-3: using prepositions of time (<i>e.g., on, at, in, by</i>). | K.L.1.e |
| Interjections (I) | HI-1: using interjections in appropriate context. | (1.L.1.j) |
| Conjunctions (C) | HI-1: using conjunctions (<i>e.g., and, or</i>) in sentences. | (1.L.1.g,j) |
| Phrase and Clause (PH/CL) | HI-1: using a noun phrase in a complete sentence. | (K.L.1.b,c) |
| | HI-2: using a joined noun phrase in a complete sentence. | (K.L.1.b,c) |
| | HI-3: using a verb phrase in a complete sentence. | (K.L.1.b) |
| | HI-4: using a joined verb phrase in a complete sentence. | (K.L.1.b) |
| | HI-5: using a prepositional phrase in a complete sentence. | (K.L.1.e) |
| Sentence Construction (SC) | HI-1: selecting a subject (singular or plural) to complete given sentences. | K.L.1.b |
| | HI-2: producing sentences using S-V construction with subject-verb agreement. | K.L.1.b,c,f |
| | HI-3: producing sentences with a pronoun as the subject using S-V-C construction with subject-verb agreement. | K.L.1.b,f |
| | HI-4: producing sentences with a noun as the subject using S-V-C construction with subject-verb agreement. | K.L.1.b,c,f |

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|--|---|--|
| Stage I Language Strand | | |
| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | |
| Sentence Construction (SC) | HI-5: producing sentences with a plural noun as the subject using S-V-C construction with subject-verb agreement. | K.L.1.b,c,f |
| | HI-6: producing S-V-C constructed sentences with adjectives as the complements with subject-verb agreement. | K.L.1.b,f |
| | HI-7: producing S-V-C constructed sentences with nouns, "to be" verbs, and prepositional phrases with subject-verb agreement. | (K.L.1.b,e,f) |
| | HI-8: producing sentences using a subject, verb, and prepositional phrase. | (K.L.1.b,e,f) |
| | HI-9: producing sentences using "to be" and "not" to form sentences in the negative construction. | (K.L.1.b,f) |
| | HI-10: producing imperative sentences using imperative verbs. | K.L.1.f |
| Questions (Q) | HI-1: forming simple questions, using inflection when produced orally. | K.L.1.d,f |
| | HI-2: producing yes/no questions beginning with "to be" with inflection. | K.L.1.b,f |
| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | |
| Vocabulary | HI-1: naming and sorting common objects and pictures into self-selected categories and providing rationale. | K.L.5 |
| | HI-2: identifying the meaning of and using sight words. | (K.L.4) |
| | HI-3: identifying the meaning of and using high frequency words. | (K.L.4) |
| | HI-4: completing synonym and antonym word pairs. | K.L.5 |
| | HI-5: using key words, symbols or operations that represent grade specific academic vocabulary within a given context. | |
| | HI-6: determining word meaning within context. | K.L.4.a,b |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage I 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 similar sounding sentences dictated by the teacher. | |
| | HI-2: counting the number of words said in complete sentences dictated by the teacher. | |
| | HI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences. | K.SL.2 K.SL.6 |
| | HI-4: sequencing events from read-alouds, presentations, and conversations. | K.SL.2 K.SL.4 K.SL.6 |
| | HI-5: following multiple-step directions which include prepositions. | (K.SL.3) |
| | HI-6: responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts. | K.SL.1 K.SL.6 (K.SL.4) |
| Standard 2: The student will express orally his or her own thinking and ideas. | | |
| Delivery of Oral Communications | HI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation. | |
| | HI-2: producing all individual phonemes in words from print using accurate articulation. | |
| | HI-3: producing initial and final sounds of words using accurate articulation. | |
| | HI-4: producing and blending the initial, medial and final sounds of CVC words using accurate articulation and pronunciation. | |
| | HI-5: producing and blending the initial, medial and final sounds of grade-appropriate words using accurate articulation and pronunciation. | |
| | HI-6: naming and distinguishing between cardinal and ordinal numbers with accurate pronunciation. | |
| | HI-7: initiating conversations and responding to social interactions using complete sentences. | K.SL.1 K.SL.6 |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|---|--|
| Stage I Listening and Speaking | | |
| Standard 2: The student will express orally his or her own thinking and ideas. | | |
| Delivery of Oral Communications | HI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs. | K.SL.1 K.SL.3 |
| | HI-9: naming and describing objects, people, and events. | K.SL.4 |
| | HI-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation. | (K.SL.6) |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|---|--|--|
| Stage I Reading | | |
| Standard 1: The student will demonstrate understanding of print concepts of the English language. | | |
| Print Concepts | HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books. | K.RF.1.a (K.RI.5) |
| | HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word. | K.RF.1.b,c |
| | HI-3: naming common print conventions. | |
| Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. | | |
| Phonemic Awareness | HI-1: segmenting one-syllable words into its phonemes. | K.RF.2.b,c,d |
| | HI-2: orally producing groups of words that begin with the same initial sounds (alliteration). | (K.RF.2) |
| | HI-3: blending two or three spoken syllables to produce words. | K.RF.2.b |
| | HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). | K.RF.2.a,e |
| Decoding | HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence. | K.RF.1.d |
| | HI-6: producing letter sounds represented by the single lettered consonants and vowels | K.RF.3.a,b |
| | HI-7: reading high frequency words with automaticity in context. | K.RF.3.c |
| | HI-8: producing new words when initial sound(s), including digraphs, are changed (i.e., word families). | K.RF.3.d |
| | HI-9: decoding a new word when a specific letter is changed, added, or removed. | K.RF.3.d |
| | HI-10: decoding common CVC words. | (K.RF.2.c) |

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|---|---|---|
| Stage I Reading | | Kindergarten Reading, Literature, Reading Informational Text, Reading Standards Foundational Skills |
| Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. | | |
| Fiction/Non-Fiction | HI-1: determining whether a literary selection, heard or read, is real or fantasy. | (K.RL.5) |
| | HI-2: making and confirming predictions based on the title, cover illustrations and text. | K.RL.1 K.RL.7 K.RL.10 |
| | HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. | K.RL.1 K.RL.10 K.RI.1 |
| | HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (<i>e.g., first, next, last</i>) | K.RL.2 K.RI.2 |
| | HI-5: identifying facts from text read aloud. | K.RL.2 K.RL.10 K.RI.1 K.RI.10 |
| Fiction | HI-6: retelling a story with a beginning, middle and end, using transition words (<i>e.g., first, next, last</i>), in complete sentences. | (K.RL.2) |
| | HI-7: describing the main characters of a story. | K.RL.1 K.RL.3 K.RL.10 |
| | HI-8: describing the setting of a story. | K.RL.3 K.RL.10 |
| | HI-9: describing the key events of a story. | K.RL.1 K.RL.3 |
| Non-Fiction | HI-10: locating information from a completed graphic organizer. | K.RI.1 K.RI.2 K.RI.10 (K.RL.5) |
| | HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. | K.RI.10 |
| | HI-12: interpreting signs, labels, symbols, and captions within the environment. | (K.RF.2) |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|--|---|---|
| Stage I Writing | | |
| Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. | | |
| Narrative | HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas. | K.W.1 K.W.2 K.W.7 K.W.8 |
| Expository | HI-2: writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform. | K.W.1 K.W.2 K.W.3 AZ.K.W.4 K.W.7 K.W.8 |
| Functional | HI-3: writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling. | K.W.1 K.W.3 AZ.K.W.4 K.W.7 |
| | HI-4: writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling. | AZ.K.W.4 K.W.7 |
| Literary Response | HI-5: responding to literary selections by writing simple sentences. | K.W.1 K.W.7 K.W.8 |
| Standard 2: The student will identify and apply conventions of standard English in his or her communications. | | |
| Penmanship | HI-1: writing legibly and with correct formation all of the lower case and upper case letters of the alphabet. | |
| Spelling | HI-2: applying letter-sound relationships to write simple CVC words and attempt more complex words. | |
| | HI-3: using resources throughout the classroom to spell words. | |
| Capitalization | HI-4: using capital letters to write student's own first and last names. | |
| | HI-5: using a capital letter at the beginning of sentences and proper nouns. | |

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| English Language Proficiency Standards (ELPS) | | 2010 Arizona English Language Arts (ELA) Standards |
|--|--|--|
| Stage I Writing | | |
| Standard 2: The student will identify and apply conventions of standard English in his or her communications. | | |
| Punctuation | HI-6: using ending punctuation. | |
| | HI-7: using left to right directionality in writing. | |
| | HI-8: using the placing of spaces between words. | |
| Grammar/Parts of Speech | HI-9: using prompt, write simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement. | |
| | HI-10: writing yes/no questions beginning with "to be". | |
| | HI-11: using interrogative sentences in a variety of writing applications. | |
| Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. | | |
| Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency | HI-1: generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard) | K.W.1 K.W.2 AZ.K.W.4 K.W.7 K.W.8 |
| | HI-2: experimenting with writing a draft for a specific purpose. | K.W.1 K.W.2 AZ.K.W.4 K.W.7 K.W.8 |
| | HI-3: revising original draft for clarity by adding additional details to improve audience understanding. | K.W.5 |
| | HI-4: experimenting with reviewing the draft for errors in conventions including left to right, return sweep, capital letters at the beginning of sentences and names, spaces between words, and ending punctuation. | AZ.K.W.4 |
| | HI-5: finalizing an original piece of writing for an intended audience. | AZ.K.W.4 K.W.6 K.W.7 |

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