Grade 5 Language

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Language - Stage III		
Standard 1: The student will identify and apply conventions of standard English in his or her communications.		
5.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **(Essential a, b, c, d, e)** **See Stage V following.**	HI-5: using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences. **(c only)**	Verbs
	HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement. **(c only)**	Verbs
	HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement. **(c only)**	Verbs
	HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. **(c only)**	Verbs
	HI-10: using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement). **(c only)**	Verbs
	HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement. **(c**	Verbs

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only)	
HI-12: producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement. (**c only)**	Verbs
HI-14: 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. **(c only)**	Verbs
HI-15: using linking verbs of sensation (taste, smell, sound and feel); linking verbs of being (act, seem, appear, look); and linking verbs of change (became, turned, has gone) to complete a declarative, negative, and interrogative sentence (e.g., The milk has gone bad.) (subject-verb agreement). **(c only)**	Verbs
HI-16: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement. **(c only)**	Verbs
HI-18: producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (i.e., cannot, should not) with subject-verb agreement. **(c only)**	Verbs
HI-19: producing declarative, negative, and interrogative sentences using the future progressive tense with	Verbs

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subject-verb agreement. **(c only)**	
HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement. **(b and c only)**	Verbs
HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement. **(b and c only)**	Verbs
HI-22: differentiating between the use of simple past tense and the present perfect tense. **(b only)**	Verbs
HI-23: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.) **(c only)**	Verbs
HI-24: differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context. **(a only)**	Verbs
HI-4: differentiating among prepositions of location, direction and time. **(a only)**	Prepositions
HI-1: defining, using, and differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses. **(a only)**	Conjunctions
HI-2: defining and differentiating correlative conjunctions both/and and either/or. **(a and e only)**	Conjunctions
HI-3: defining and	Conjunctions

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	differentiating correlative conjunctions not only…but also. **(a and e only)**	
	HI-9: producing Yes/No questions in the present perfect tense. **(b only and only a reference to a skill area)**	Questions (Q)
	HI-10: producing Yes/No questions in the present perfect progressive tense. **(b only and only a reference to a skill area)**	Questions (Q)
Language - Stage V (5.L.1 only)		
5.L.1 Stage V Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **(Essential a, b, c, d, e)**	HI-20: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement. **(b only and only in reference to a skill area)**	Verbs
	HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement. **(b only and only in reference to a skill area)**	Verbs
	HI-22: differentiating between the use of simple past tense and the present perfect tense. **(b only and only in reference to a skill area)**	Verbs
	HI-23: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (e.g., want, need, like). (e.g., "I am longing for a vacation." versus "I want a vacation.") **(c only and only in reference to a skill area)**	Verbs

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	HI-24: differentiating between the use of action verbs and non-action/stative verbs in context. (e.g., see/watch, hear/listen) in context. **(c only and only in reference to a skill area)**	Verbs
	HI-26: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement. **(b only and only in reference to a skill area)**	Verbs
	HI-27: producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement. **(b only and only in reference to a skill area)**	Verbs
	HI-28: producing declarative, negative, and interrogative sentences using present perfect progressive tense verbs with subject-verb agreement. **(b only and only in reference to a skill area)**	Verbs
	HI-29: producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement **(b only and only in reference to a skill area)**	Verbs
	HI-30: producing declarative, negative, and interrogative sentences using future perfect progressive tense verbs with subject-verb agreement. **(b only and only in reference to a skill area)**	Verbs
	HI-31: explaining the difference between the use of simple, progressive, and perfect verb tenses. **(b only and only in reference to a**	Verbs

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skill area)	
HI-6: differentiating among prepositions of location, direction, time, action and movement, and opposition. **(a only and only in reference to a skill area)**	Prepositions
HI-1: defining and justifying the use of coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses. **(a only and only in reference to a skill area)**	Conjunctions
HI-2: defining and differentiating between correlative conjunctions. **(a and e only and only in reference to a skill area)**	Conjunctions
HI-3: defining and differentiating subordinating conjunctions. **(a only and only in reference to a skill area)**	Conjunctions
HI-4: identifying and using subordinating conjunctions to begin a clause introducing a complete sentence. **(a only and only in reference to a skill area)**	Conjunctions
HI-1: using interjections in appropriate context. **(a only and only in reference to a skill area)**	Interjections
HI-21: producing sentences with interjections. (e.g., "Ouch, that hurt!" **(a only and only in reference to a skill area)**	Sentence Construction
HI-9: producing questions in the present perfect tense that require a yes or no response. **(b only and only in reference to a skill area)**	Questions
HI-10: producing questions in	Questions

	the past perfect tense that require a yes or no response. **(b only and only in reference to a skill area)**	
	HI-11: producing questions in the future perfect tense that require a yes or no response. **(b only and only in reference to a skill area)**	Questions
	HI-12: producing questions in the present perfect progressive tense that require a yes or no response. **(b only and only in reference to a skill area)**	Questions
	HI-13: producing questions in the past perfect progressive tense that require a yes or no response. **(b only and only in reference to a skill area)**	Questions
	HI-14: producing questions in the future perfect progressive tense that require a yes or no response. **(b only and only in reference to a skill area)**	Questions
5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **(Essential)**		
5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. **(Essential)**		
5.L.4 Determine or clarify the meaning of unknown and multiple- meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. **(Essential a, c)**		

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5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **(Essential a, b, c)**		
5.L.6 Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		

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Language - Stage III		
Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.		
5.L.1 Demonstrate command of the conventions of Standard		

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English grammar and usage when writing or speaking. **(Essential a, b, c, d, e)**		
5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **(Essential)**		
5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. **(Essential)**		
5.L.4 Determine or clarify the meaning of unknown and multiple- meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. **(Essential a, c)**	HI-2: identifying the meaning/usage of sight words and utilizing them in context. **(only a reference to a skill area)**	Vocabulary
	HI-3: identifying the meaning/usage of high frequency words and utilizing them in context. **(only a reference to a skill area)**	Vocabulary
	HI-4 explaining the meaning and usage of grade-specific academic vocabulary and symbols. **(only a reference to a skill area)**	Vocabulary
	HI-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words. **(b only)**	Vocabulary
	HI-10: using context clues in a variety of content texts to confirm the intended meaning of grade-level homonyms and multiple-meaning words. **(a only)**	Vocabulary

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	HI-12: using context clues in a variety of content texts to confirm the intended meaning of grade-level content words. **(a only)**	Vocabulary
	HI-14: using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words. **(c only)**	Vocabulary
5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **(Essential a, b, c)**	HI-9: completing and explaining analogous relationships (e.g., bravery: courage :: smooth: _____). . **(c only)**	Vocabulary
	HI-11: pronouncing a homograph in context based on meaning. **(c only and only in reference to a skill area)**	Vocabulary
	HI-13: interpreting the meaning of figurative language including in a variety of grade-level texts.	Vocabulary
Language - Stage V (5.L.5 only)		
5.L.5 Stage V Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **(Essential a, b, c)**	HI-12: applying knowledge of homographs in context. **(c only and only in reference to a skill area)**	Vocabulary
5.L.6 Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		