

Grade 3 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. | | |
| 3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (Essential) See Stage V following | HI-1: justifying his/her use of common versus proper nouns and definite versus indefinite articles (e.g., I used “a thought” versus “an thought” because thought begins with a consonant sound). (a only) | Nouns |
| | HI-2: justifying his/her use of singular versus plural nouns, common versus proper nouns and definite versus indefinite articles (e.g., I used “the president” versus “a president” because “the president” is referring to a specific president). (a only) | Nouns |
| | HI-3: converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate). (b only) | Nouns |
| | HI-6: distinguishing between plural nouns and singular possessive nouns. (a, b only) | Nouns |
| | 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. | Verbs |
| | E-2: defining past, present, and future. (a only) | Verbs |
| | HI-3: using imperative verbs (e.g., Put the markers in the box.). (d only) | Verbs |

Grade 3 Language

| | |
|---|-------|
| HI-4: identifying the infinitive verb. (*Only a reference to a skill area.) | Verbs |
| 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. (d, e, f only) | Verbs |
| HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement. (d, e, f only) | Verbs |
| HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement. (d, and f only) | Verbs |
| HI-8: differentiating between the use of simple present and present progressive verb tenses. (e only) | Verbs |
| HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. (d, e, f 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). (d, e, f only) | Verbs |
| HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement. (d, e, f only) | Verbs |
| HI-12: producing declarative, | Verbs |

Grade 3 Language

| | |
|---|-------|
| negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement. (d, e, f only) | |
| HI-13: differentiating between past, present and future verb tenses. (a 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. (f only and a only a reference to a skill area) | 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). (f only) | Verbs |
| HI-16: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement. (f only) | Verbs |
| HI-17: distinguishing between the auxiliary (helping) verb and the main verb. (a 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 | Verbs |

Grade 3 Language

| | |
|---|----------|
| agreement. (d, f only) | |
| HI-19: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement. (d and f only) | Verbs |
| HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement. (d and f only) | Verbs |
| HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement. (d and f only) | Verbs |
| HI-22: differentiating between the use of simple past tense and the present perfect tense. (a and e 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.) (a 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-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns. (a only) | Pronouns |
| HI-3: stating when to use possessive pronouns; using possessive pronouns. (a | Pronouns |

Grade 3 Language

| | |
|--|--------------------------------------|
| only) | |
| HI-4: differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences. (a only) | Pronouns |
| HI-8: using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most/less/least, etc.). (g only) | Adjectives |
| HI-9: using irregular comparative and superlative adjectives. (g only and only in reference to a skill area) | Adjectives |
| HI-5: using regular comparative and superlative adverbs (e.g., slowly, less slowly, least slowly, etc.). (g only) | Adverbs |
| HI-6: using irregular comparative and superlative adverbs. (g only and only in reference to a skills area) | Adverbs |
| HI-1: defining, using, and differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses. (h only) | Conjunctions |
| HI-2: defining and differentiating correlative conjunctions both/and and either/or. (a, e only) | Conjunctions |
| HI-3: defining and differentiating correlative conjunctions not only...but also. (a, e only) | Conjunctions |
| HI-1: using interjections in appropriate context. (a only and only a reference to a skill area) | Interjections |
| HI-1: using noun phrases in a complete sentence. (i only and only a reference to a | Phrase and Clause Construction |

Grade 3 Language

| | |
|--|--|
| skill area) | (PH/CL) |
| HI-2: using joined noun phrases in a complete sentence. (i only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-3: using a demonstrative adjective and a noun in a complete sentence. (i only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-4: using a verb phrase in a complete sentence. (d and i only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-5: using a joined verb phrases in a complete sentence. (d and i only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-7: using an infinitive verb phrase to complete a sentence frame. (d and i only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-8: using an adverbial phrase in a complete sentence. (i only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence. (i only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-11: using linking verbs + noun/adjective complement in a complete sentence. (d only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-14: using noun clauses. (b and i only and only a reference to a skill area) | Phrase and Clause Construction (PH/CL) |
| HI-1: selecting a subject (i.e., noun/pronoun: singular, plural, compound or | Sentence Construction (SC) |

Grade 3 Language

| | |
|--|----------------------------|
| collective) to complete a given sentence. (a only and only a reference to a skill area) | |
| HI-2: producing sentences using subjects and verbs, with subject-verb agreement. (S-V) (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-3: producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with subject-verb agreement. (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-4: producing sentences with a pronoun as the subject using S-V-C construction, with subject-verb agreement. (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-5: producing sentences with a noun as the subject using S-V-C construction, with subject-verb agreement. (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-6: producing sentences with a plural noun as the subject using S-V-C construction, with subject-verb agreement. (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-7: producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement. (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-8: producing sentences in the negative construction with a subject + “to be” + adjective as the complement, | Sentence Construction (SC) |

Grade 3 Language

| | |
|---|----------------------------|
| with subject-verb agreement. (S-V-C) (b, d, f, i only and only a reference to a skill area) | |
| HI-9: producing sentences using a subject + “to be” + prepositional phrase, with subject-verb agreement. (S-V-P) (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-9: producing sentences using a subject + “to be” + prepositional phrase, with subject-verb agreement. (S-V-P)) (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-10: producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement.) (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-11: producing sentences using “There” + “to be” + subject + prepositional phrase, with subject-verb agreement.) (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-12: producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement.) (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-13: producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.) (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-14: producing sentences | Sentence |

Grade 3 Language

| | |
|--|----------------------------|
| using adverbs to modify verbs. (g, i only and only a reference to a skill area) | Construction (SC) |
| HI-15: producing imperative sentences. (i only) | Sentence Construction (SC) |
| HI-16: producing compound sentences. (i only) | Sentence Construction (SC) |
| HI-17: producing sentences using subject + verb + object (S-V-O) with subject-verb agreement. (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-18: producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. (b, d, f, i only and only a reference to a skill area) | Sentence Construction (SC) |
| HI-19: producing sentences using the passive voice. (d and i only) | Sentence Construction (SC) |
| HI-20: producing a sentence using present real conditional. (i only) | Sentence Construction (SC) |
| HI-21: constructing a sentence using reflexive pronouns. (i only) | Sentence Construction (SC) |
| HI-22: producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause. (i only) | Sentence Construction (SC) |
| HI-1: producing questions using inflection when produced orally. (i only and only a reference to a skill area) | Questions (Q) |
| HI-2: producing Yes/No questions in the simple present tense using "to do." (d, e, and i only and only a reference to a skill area) | Questions (Q) |
| HI-3: producing Yes/No | Questions (Q) |

Grade 3 Language

| | |
|--|---------------|
| questions beginning with “to be” and containing a complement in a variety of verb tenses. (d and i only and only a reference to a skill area) | |
| HI-4: producing Yes/No questions in the present progressive tense. (d and i only and only a reference to a skill area) | Questions (Q) |
| HI-5: producing Yes/No questions in the simple past tense. (d, e, and i only and only a reference to a skill area) | Questions (Q) |
| HI-6: producing Yes/No questions in the simple future tense with instructional support. (d, e, and i only and only a reference to a skill area) | Questions (Q) |
| HI-7: producing Yes/No questions in the past progressive tense. (d and i only and only a reference to a skill area) | Questions (Q) |
| B-8: producing Yes/No questions in the future progressive tense. (d and i only and only a reference to a skill area) | Questions (Q) |
| HI-9: producing Yes/No questions in the present perfect tense. (d and i only and only a reference to a skill area) | Questions (Q) |
| HI-10: producing Yes/No questions in the present perfect progressive tense. (d and i only and only a reference to a skill area) | Questions (Q) |
| HI-11: producing interrogative sentences beginning with “What.” (i | Questions (Q) |

Grade 3 Language

| | |
|---|---------------|
| only and only a reference to a skill area) | |
| HI-12: producing interrogative sentences beginning with “Where.” (i only and only a reference to a skill area) | Questions (Q) |
| HI-13: producing interrogative sentences beginning with “Who” or “Whom.” (i only and only a reference to a skill area) | Questions (Q) |
| HI-14: producing interrogative sentences beginning with “When.” (i only and only a reference to a skill area) | Questions (Q) |
| HI-15: producing interrogative sentences beginning with “Why.” (i only and only a reference to a skill area) | Questions (Q) |
| HI-16: producing interrogative sentences beginning with “How.” (i only and only a reference to a skill area) | Questions (Q) |
| HI-17: producing interrogative sentences beginning with “Which.” (i only and only a reference to a skill area) | Questions (Q) |
| HI-18: producing interrogative sentences beginning with “Whose.” (i only) | Questions (Q) |
| HI-19: producing questions with “to be” + “there” + subject + preposition + noun. (b, d, e, f, and i only) | Questions (Q) |
| HI-20: producing Yes/No questions using modal auxiliaries. (i only) | Questions (Q) |
| HI-21: producing an interrogative sentence, | Questions (Q) |

Grade 3 Language

| | | |
|---|---|---------------|
| | introduced by an auxiliary verb which offers two or more alternative responses. (i only) | |
| | HI-22: producing questions, including negative construction, with contractions. (i only) | Questions (Q) |
| Language - Stage V (3.L.1 only) | | |
| 3.L.1 Stage V Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (Essential) | HI-1: justifying his/her use of, common versus proper nouns and definite versus indefinite articles. (e.g., I used “a thought” versus “an thought” because thought begins with a consonant sound.) (a only and only in reference to a skill area) | Nouns |
| | HI-2: justifying his/her use of singular versus plural nouns, common versus proper nouns, and definite versus indefinite articles. (e.g., I used “the president” versus “a president” because “the president” is referring to a specific person.) (a only and only in reference to a skill area) | Nouns |
| | HI-3: using singular or plural common and proper nouns, with definite and indefinite articles as appropriate. (b only and only in reference to a skill area) | Nouns |
| | HI-6: distinguishing between plural nouns and singular possessive nouns. (a only and only in reference to a skill area) | Nouns |
| | HI-7: using regular and irregular plural possessive nouns. (a and b only and only in reference to a skill area) | Nouns |

Grade 3 Language

| | |
|---|-------|
| area) | |
| HI-1: defining and classifying physical action, mental action, and state of being (i.e., to be) verbs; explaining the relationship of a verb to the subject. (a only and only in reference to a skill area) | Verbs |
| HI-2: differentiating between past, present, and future by responding. (a only and only in reference to a skill area) | Verbs |
| HI-4: identifying the infinitive verb. (a only and only in reference to a skill area) | Verbs |
| HI-5: using simple present tense irregular verbs (i.e., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences. (d and e only and only in reference to a skill area) | Verbs |
| HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement. (d and e only and only in reference to a skill area) | Verbs |
| HI-8: differentiating between the use of simple present and present progressive verb tenses. (e only and only in reference to a skill area) | Verbs |
| HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. (e only and only in reference to a skill area) | Verbs |
| HI-11: producing declarative, negative, and interrogative | Verbs |

Grade 3 Language

| | |
|--|------------|
| sentences using irregular simple past tense verbs with subject-verb agreement. (d and e only and only in reference to a skill area) | |
| HI-12: producing declarative, negative, and interrogative sentences using the simple future tense (e.g., will) with subject-verb agreement. (e only and only in reference to a skill area) | Verbs |
| HI-17: producing sentences using modal auxiliary verbs, negative modal auxiliary verbs, and present and past progressive modals (e.g., may have been talking) with subject-verb agreement. (c 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. (d 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-31: explaining the difference between the use of simple, progressive, and perfect verb tenses. (e only and only in reference to a skill area) | Verbs |
| HI-8: using comparative and superlative adjectives, including irregular adjectives. (g only and only in reference to a skill area) | Adjectives |

Grade 3 Language

| | |
|---|-----------------------|
| HI-5: using comparative and superlative adverbs, including irregular adverbs. (g only and only in reference to a skill area) | Adverbs |
| HI-1: defining and justifying the use of coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses. (h only and only in reference to a skill area) | Conjunctions |
| HI-3: defining and differentiating subordinating conjunctions. (h 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. (h only and only in reference to a skill area) | Conjunctions |
| HI-15: using subordinating conjunctions in introductory clauses. (h only and only in reference to a skill area) | Phrase Construction |
| HI-1: selecting a subject (singular, plural, compound subject, or collective nouns) to complete a given sentence. (a only and only in reference to a skill area) | Sentence Construction |
| HI-2: identifying the predicate in all sentence construction patterns. (a only and only in reference to a skill area) | Sentence Construction |
| HI-3: producing sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement. (d, f, and i only and only in reference to a skill area) | Sentence Construction |
| HI-4: producing sentences in the negative construction | Sentence Construction |

Grade 3 Language

| | |
|--|-----------------------|
| with a subject, linking verb, and complement (S-V-C) with subject-verb agreement. (d, f, and i only and only in reference to a skill area) | |
| HI-5: producing complete sentences with a subject, verb, and direct object (S-V-O) with subject-verb agreement. (d, f, and i only and only in reference to a skill area) | Sentence Construction |
| HI-6: producing sentences in the negative construction. (d, f, and i only and only in reference to a skill area) | Sentence Construction |
| HI-7: producing complete sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement. (d, f, and i only and only in reference to a skill area) | Sentence Construction |
| HI-8: producing complete sentences with a subject, verb, indirect object, and direct object (S-V-IO-DO) with subject-verb agreement. (d, f, and i only and only in reference to a skill area) | Sentence Construction |
| HI-9: producing sentences with a subject, verb, and prepositional phrase (S-V-P) with subject-verb agreement. (f and i only and only in reference to a skill area) | Sentence Construction |
| HI-10: producing sentences with a subject, verb, object, and prepositional phrase (S-V-O-P) with subject-verb agreement. (f and i only and only in reference to a skill area) | Sentence Construction |
| HI-11: producing sentences with an adverb to modify the verb. (g and i only and only | Sentence Construction |

Grade 3 Language

| | | |
|--|--|-----------------------|
| | in reference to a skill area) | |
| | HI-16: producing sentences using reflexive pronouns. (i only and only in reference to a skill area) | Sentence Construction |
| | HI-17: producing sentences using the passive voice. (d and i only and only in reference to a skill area) | Sentence Construction |
| | HI-2: producing questions in the simple present tense that require a yes or no response. (e only and only in reference to a skill area) | Questions |
| | HI-5: producing questions in the simple past tense that require a yes or no response. (e only and only in reference to a skill area) | Questions |
| | HI-6: producing questions in the simple future tense that require a yes or no response. (e only and only in reference to a skill area) | Questions |
| 3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Essential) | HI-6: distinguishing between plural nouns and singular possessive nouns. (d only) | Nouns |
| Language - Stage V (3.L.2 only) | | |
| 3.L.2 Stage V Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Essential) | HI-6: distinguishing between plural nouns and singular possessive nouns. (d only and only in reference to a skill area) | Nouns |
| | HI-7: using regular and irregular plural possessive nouns. (d only and only in reference to a skill area) | Nouns |
| 3.L.3 Use knowledge of language and its conventions when writing, | | |

Grade 3 Language

| | | |
|--|--|--|
| speaking, reading, or listening. (Essential) | | |
| 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (Essential) | | |
| 3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. (Essential) | | |
| 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Essential) | | |

| 2010 AZ English Language Arts Standards (ELA) | English Language Proficiency Standards (ELPS) | |
|--|--|--|
| Language - Stage III | | |
| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | |
| 3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (Essential) | | |
| 3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (Essential) | | |

Grade 3 Language

| | | |
|---|--|-------------------|
| <p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Essential)</p> | | |
| <p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (Essential)</p> | <p>HI-2: identifying the meaning/usage of sight words and utilizing them in context. (only a reference to a skill area)</p> | <p>Vocabulary</p> |
| | <p>HI-3: identifying the meaning/usage of high frequency words and utilizing them in context. (only a reference to a skill area)</p> | <p>Vocabulary</p> |
| | <p>HI-4 explaining the meaning and usage of grade-specific academic vocabulary and symbols. (only a reference to a skill area)</p> | <p>Vocabulary</p> |
| | <p>HI-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words. (b and c only)</p> | <p>Vocabulary</p> |
| | <p>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)</p> | <p>Vocabulary</p> |
| | <p>HI-12: using context clues in a variety of content texts to confirm the intended meaning of grade-level content words. (a only)</p> | <p>Vocabulary</p> |

Grade 3 Language

| | | |
|---|---|------------|
| | HI-14: using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words. (d only) | Vocabulary |
| 3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. (Essential) | HI-9: completing and explaining analogous relationships (e.g., bravery: courage :: smooth: ____). (c only) | Vocabulary |
| | HI-13: interpreting the meaning of figurative language including in a variety of grade-level texts. | Vocabulary |
| 3.L.6 Acquire and use accurately grade- appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Essential) | | |