

## Grade 7 Language

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Language - Stage IV		
Standard 1: The student will identify and apply conventions of standard English in his or her communications.		
<p>7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. . <b>(Essential a and c)</b></p> <p><b>See Stage V following.</b></p>	HI-1: using a noun phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
	HI-2: using a joined noun phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
	HI-3: using a verb phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
	HI-4: using a joined verb phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
	HI-5: using a prepositional phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
	HI-6: using an infinitive verb phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
	HI-7: using an adverbial phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
	HI-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
	HI-12: using a participial phrase in a	Phrase and Clause

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complete sentence. <b>(c only, in reference to a skill area)</b>	Construction (PH/CL)
HI-13: using noun clauses in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
HI-14: using a gerund phrase in a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
HI-15: using subordinating conjunctions in introductory clauses. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
HI-16: using restrictive clauses using that (e.g., “The dog that has spots is...”) in complete a sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
HI-17: using non-restrictive clauses beginning with who/which (e.g., “Jack, who is tall is...”) in a complete a complete sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
HI-18: using an adjective clause (e.g., “... who is a writer”) in a complete a sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
HI-19: using an adverb clause (i.e., subordinating conjunction + clause) (e.g., “... because he is tired”) to complete a sentence. <b>(c only, in reference to a skill area)</b>	Phrase and Clause Construction (PH/CL)
HI-7: producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. <b>(c only, in reference to a skill area)</b>	Sentence Construction (SC)
HI-8: producing sentences with a subject + verb + indirect object + direct object	Sentence Construction (SC)

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(S-V-IO-DO) with subject-verb agreement. <b>(c only, in reference to a skill area)</b>	
HI-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement. <b>(c only, in reference to a skill area)</b>	Sentence Construction (SC)
HI-10: producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement. <b>(c only, in reference to a skill area)</b>	Sentence Construction (SC)
HI-14: producing compound sentences. (i.e., independent clause + conjunction + independent clause). <b>(c only, in reference to a skill area)</b>	Sentence Construction (SC)
HI-15: producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause). <b>(c only, in reference to a skill area)</b>	Sentence Construction (SC)
HI-23: completing a sentence frame consisting of an independent clause + relative pronoun + dependent clause to form a complex sentence. <b>(c only, in reference to a skill area)</b>	Sentence Construction (SC)
HI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence. <b>(c only)</b>	Sentence Construction (SC)
HI-24: producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with "if". (e.g., Would you drive us to the movie, if we gave you gas	Questions (Q)

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	money?") (c only)	
<b>Language - Stage V (7.L.1 only)</b>		
7.L.1 Stage V Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. . <b>(Essential a and c)</b>	HI-18: producing sentences with phrasal verbs. <b>(a only and only in reference to a skill area)</b>	Verbs
	HI-7: producing complete sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement. <b>(c only and only in reference to a skill area)</b>	Sentence Construction
	HI-8: producing complete sentences with a subject, verb, indirect object, and direct object (S-V-IO-DO) with subject-verb agreement. <b>(c only and only in reference to a skill area)</b>	Sentence Construction
7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. . <b>(Essential a and b)</b>		
7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. . <b>(Essential)</b>		
7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in		

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word meanings. . <b>(Essential)</b>		
7.L.6 Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. . <b>(Essential)</b>		

<b>2010 AZ English Language Arts Standards (ELA)</b>	<b>English Language Proficiency Standards (ELPS)</b>	
<b>Language - Stage IV</b>		
<b>Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.</b>		
7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. . <b>(Essential a and c)</b>	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. <b>(c only)</b>	Verbs
	HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement. <b>(c only)</b>	Verbs
	HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement. <b>(c only)</b>	Verbs
	HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. <b>(c only)</b>	Verbs
	HI-10: using simple past tense irregular verbs: to be, to have, to do, and to go to produce	Verbs

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declarative, negative, and interrogative simple sentences (subject-verb agreement). <b>(c only)</b>	
HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement. <b>(c only)</b>	
HI-12: producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement. <b>(c only)</b>	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. <b>(c only)</b>	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). <b>(c only)</b>	Verbs
HI-16: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement. <b>(c only)</b>	Verbs
HI-18: producing sentences using modal auxiliary verbs (i.e., will, can, could, may,	Verbs

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might, must, should, would) and negative modal auxiliary verbs (i.e., cannot, should not) with subject-verb agreement. <b>(c only)</b>	
HI-19: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement. <b>(c only)</b>	Verbs
HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement. <b>(b and c only)</b>	Verbs
HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement. <b>(b and c only)</b>	Verbs
HI-22: differentiating between the use of simple past tense and the present perfect tense. <b>(b only)</b>	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.) <b>(c only)</b>	Verbs
HI-24: differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context. <b>(a only)</b>	Verbs
HI-4: differentiating among prepositions of location, direction and time. <b>(a only)</b>	Prepositions
HI-1: defining, using, and	Conjunctions

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	differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses. <b>(a only)</b>	
	HI-2: defining and differentiating correlative conjunctions both/and and either/or. <b>(a and e only)</b>	Conjunctions
	HI-3: defining and differentiating correlative conjunctions not only...but also. <b>(a and e only)</b>	Conjunctions
7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. . <b>(Essential a and b)</b>		
7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. . <b>(Essential)</b>	HI-2: identifying the meaning/usage of sight words and applying in context.	Vocabulary
	HI-3: identifying the meaning/usage of high frequency words and applying them in context.	Vocabulary
	HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.	Vocabulary



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	HI-12: determining the appropriate definition of a multiple-meaning word in context with visual support. <b>(a only)</b>	Vocabulary
	HI-13: analyzing grade-level content words in context to determine meaning. <b>(a only)</b>	Vocabulary
	HI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words. <b>(c, d only)</b>	Vocabulary
	HI-17: interpreting the words and clauses that signal chronological sequence, description, cause and effect, and problem and solution. <b>(a only)</b>	Vocabulary
7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. . <b>(Essential)</b>  <b>See Stage V below.</b>	HI-9: completing and analogous relationships (e.g., hot : cold :: small : ____). <b>(b only)</b>	Vocabulary
	HI-15: distinguishing the literal and figurative meanings of idioms.	Vocabulary
	HI-16: determining the intended meaning of figurative language.	Vocabulary
<b>Language - Stage V (7.L.5 only)</b>		
7.L.5 Stage V Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. . <b>(Essential)</b>	HI-10: completing and justifying analogies. <b>(b only and only in reference to a skill area)</b>	Vocabulary
7.L.6 Acquire and use accurately grade- appropriate general academic and domain- specific		

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words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. . <b>(Essential)</b>		
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