

ELP Listening/Speaking, Vocabulary, and Grammar Pacing Guide

Stage III (3rd – 5th grades)

The ELP Pacing Guide is constructed from the 2010 Arizona English Language Proficiency Standards. The first section of the pacing guide contains the year-long standards. These standards should be embedded into your daily instruction and common formative assessments as an ongoing process.

The next section lists standards per quarter to be integrated into the ELD blocks. Listening/Speaking standards and Vocabulary standards should be integrated with reading instruction. Grammar standards should be integrated with writing instruction.

The Listening & Speaking and Vocabulary standard included in this document do not have an AZCCRS correlation and therefore were not included in the ELA pacing guide. Both of these documents must be used in tandem when planning lessons in an ELD classroom.

Year Long Standards:

Listening & Speaking

III-LS1-HI-3: sequencing events from read-alouds, presentations and conversations in complete sentences. (5th grade)

III-LS2-HI-1: producing sentences with accurate pronunciation, intonation, and stress. (4th grade)

III-LS2-HI-3: expressing one's own and responding to others' needs and emotions in complete sentences. (4th & 5th grades)

III-LS2-HI-4: participating in socio- functional communication tasks using complete sentences. (3rd – 5th grades)

III-LS2-HI-7: sharing personal experiences/ stories with descriptive language supported by details and examples in complete sentences. (5th grade)

Vocabulary

III-L2:HI-2: identifying the meaning/usage of sight words and utilizing them in context. (4th & 5th grades)

III-L2:HI-3: identifying the meaning/usage of high frequency words and utilizing them in context. (4th & 5th grades)

III-L2:HI-6: applying contractions in context. (4th & 5th grades)

Grammar

IIIL1(Q): HI-1: producing questions using inflection when produced orally

IIIL1(Q): HI-11: producing interrogative sentences beginning with "What"

IIIL1(Q): HI-12: producing interrogative sentences beginning with "Where"

IIIL1(Q): HI-13: producing interrogative sentences beginning with "Who" or "Whom"

IIIL1(Q): HI-14: producing interrogative sentences beginning with "When"

IIIL1(Q): HI-15: producing interrogative sentences beginning with "Why"

IIIL1(Q): HI-16: producing interrogative sentences beginning with "How"

IIIL1(Q): HI-17: producing interrogative sentences beginning with "Which"

IIIL1(Q): HI-18: producing interrogative sentences beginning with "Whose"

ELP Listening/Speaking, Vocabulary, and Grammar Pacing – Stage III

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p style="text-align: center;"><u>Listening/Speaking</u></p> <p>III-LS1-HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences. (3rd – 5th grades)</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>III-L2:HI-1: classifying words into conceptual categories and providing rationale for classification. (3rd – 5th grades)</p> <p style="text-align: center;"><u>Verb Tenses</u></p> <p>Simple Present <i>Refer to Grammar Guide page 36-41</i></p> <p>IIIL1 (V)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 with subject-verb agreement.</p> <p>Present Progressive <i>Refer to Grammar Guide page 42-43</i></p> <p>IIIL1 (V)HI-7: producing declarative, negative and interrogative sentences using present progressive tense verbs with subject-verb agreement.</p> <p>IIIL1 (V)HI-8: differentiating between the use of simple present and present progressive verb tenses.</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>III-L2:HI-5: determining the meaning of compound words using knowledge of individual words. (4th & 5th grades)</p> <p>III-L2:HI-8: associating common/academic language abbreviations and acronyms with words. (4th & 5th grades)</p> <p style="text-align: center;"><u>Verb Tenses</u></p> <p>Simple Past</p> <p>IIIL1 (V)HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. (math, science, social studies)</p> <p>IIIL1 (V)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).</p> <p>IIIL1 (V)HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.</p> <p>IIIL1 (Q)HI-5: producing Yes/No questions in the simple past tense.</p>	<p style="text-align: center;"><u>Listening/Speaking</u></p> <p>III-LS1-HI-7: following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., <i>steps to complete authentic classroom tasks such as: science lab, math problem, recipe</i>) (3rd – 5th)</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>III-L2:HI-11: pronouncing a homograph in context based on meaning. (4th grade)</p> <p style="text-align: center;"><u>Verb Tenses</u></p> <p>Future Perfect <i>Refer to Grammar Guide page 96-97</i></p> <p>IIIL1(V)HI-29: producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement.</p> <p>IIIL1(Q)HI-11: producing questions in the future perfect tense, which require a yes or no response.</p> <p>Present Perfect Progressive <i>Refer to Grammar Guide page 98-99</i></p> <p>IIIL1(V)HI-30: producing declarative, negative, and interrogative sentences using present perfect progressive tense with subject-verb agreement.</p>	<p style="text-align: center;"><u>Listening/Speaking</u></p> <p>III-LS2-HI-6: stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences. (3rd – 5th grades)</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>The vocabulary standards should all be taught directly by the conclusion of the third instructional period and spiraled through instructional period 4.</p> <p style="text-align: center;"><u>Verb Tenses</u></p> <p>The verb tense study standards should all be taught directly by the conclusion of the third instructional period and spiraled through instructional period 4.</p> <p style="text-align: center;"><u>GRAMMAR</u></p> <p>Verbs</p> <p>IIIL1(V)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.)</p> <p>IIIL1(V)HI-24: differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.</p>

<p>IIIL1 (V)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.</p> <p>IIIL1 (Q)HI-4: producing Yes/No questions in the present progressive tense (math, science, social studies).</p> <p>Past Progressive <i>Refer to Grammar Guide page 44</i></p> <p>IIIL1 (V)HI-16: producing declarative, negative and interrogative sentences using the past progressive tense with subject-verb agreement.</p> <p>IIIL1 (Q)HI-7: producing Yes/No questions in the past progressive tense.</p> <p>Future Progressive <i>Refer to Grammar Guide page 45</i></p> <p>IIIL1 (V)HI-20: producing declarative, negative and interrogative sentences using the future progressive tense with subject-verb agreement.</p> <p>IIIL1 (Q)B-8: producing Yes/No questions in the future progressive tense.</p> <p>Simple Present <i>Refer to Grammar Guide page 46-47</i></p> <p>IIIL1 (V)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 with subject-verb agreement.</p> <p>L1 (V)HI-6: producing declarative,</p>	<p>Simple Future <i>Refer to Grammar Guide page 51</i></p> <p>IIIL1 (V)HI-12: producing declarative, negative and interrogative sentences using the simple future tense (will) with subject-verb agreement</p> <p>IIIL1 (Q)HI-6: producing Yes/No questions in the simple future tense with instructional support. (math, science, social studies)</p> <p>Present Perfect <i>Refer to Grammar Guide page 56-57</i></p> <p>IIIL1(V)HI-21: producing declarative, negative and interrogative sentences using regular present perfect tense verbs with subject-verb agreement</p> <p>IIIL1 (V)HI-22: producing declarative, negative and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.</p> <p>IIIL1 (Q)HI-9: producing Yes/No questions in the present perfect tense.</p> <p>Past Perfect <i>Refer to Grammar Guide page 94-95</i></p> <p>IIIL1(V)HI-28: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.</p> <p>IIIL1(Q)HI-10: producing questions in the past perfect tense, which require a yes or no response.</p>	<p>IIIL1(Q)HI-12: producing questions in the present perfect progressive tense, which require a yes or no response.</p> <p>Past Perfect Progressive <i>Refer to Grammar Guide page 100</i></p> <p>IIIL1(V)HI-31: producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement.</p> <p>IIIL1(Q)HI-13: producing questions in the past perfect progressive tense, which require a yes or no response.</p> <p>Future Perfect Progressive <i>Refer to Grammar Guide page 101</i></p> <p>IIIL1(V)HI-32: producing declarative, negative, and interrogative sentences using future perfect progressive tense verbs with subject-verb agreement.</p> <p>IIIL1(Q)HI-14: producing questions in the future perfect progressive tense, which require a yes or no response.</p> <p style="text-align: center;"><u>GRAMMAR</u></p> <p>Nouns <i>Refer to Grammar Guide page 135</i></p> <p>IIIL1(N)HI-4: using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (e.g., May I have a bottle of water? – “a bottle of water”).</p>	<p>Sentence Construction <i>Refer to Grammar Guide page 104-109</i></p> <p>IIIL1(SC)HI-19: producing sentences using the passive voice. (social studies)</p> <p>IIIL1(SC)HI-20: producing a sentence using present real conditional.</p> <p>IIIL1(SC)HI-22: producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause.</p> <p>Questions IIIL1(Q)HI-22: producing questions, including negative construction, with contractions.</p> <p>IIIL1(Q)HI-23: producing tag questions.</p>
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<p>negative, and interrogative sentences using simple present tense verbs with subject-verb agreement (math, science, social studies).</p> <p>IIIL1(Q)HI-2: producing Yes/No questions in the simple present tense.</p> <p>IIIL1(Q)HI-3: producing questions beginning with various forms of “to be” and containing a complement, which require yes or no responses.</p> <p style="text-align: center;"><u>GRAMMAR</u></p> <p><u>Adjectives</u> <i>Refer to Grammar Guide page 60-63, 86-87, 134</i></p> <p>IIIL1(ADJ)HI-1: producing a series of adjectives in the correct order (i.e., quantity/ concept/size/shape/ color).</p> <p>IIIL1(ADJ)HI-3: using sensory/personality adjectives.</p> <p>IIIL1(ADJ)HI-5: using demonstrative adjectives.</p> <p>IIIL1(ADJ)HI-7: using indefinite adjectives.</p> <p><u>Nouns</u> <i>Refer to Grammar Guide page 32, 64-67, 135</i></p> <p>IIIL1(N)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).</p> <p>IIIL1(N)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</p>	<p style="text-align: center;"><u>GRAMMAR</u></p> <p><u>Adjectives</u> <i>Refer to Grammar Guide page 80-83</i></p> <p>IIIL1(ADJ)HI-2: using possessive adjectives.</p> <p>IIIL1(ADJ)HI-8: using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most/less/least, etc.).</p> <p>IIIL1(ADJ)HI-9: using irregular comparative and superlative adjectives.</p> <p>IIIL1(ADJ)HI-11: using past participles (tired man) as adjectives.</p> <p><u>Nouns</u> <i>Refer to Grammar Guide page 74-75</i></p> <p>IIIL1(N)HI-6: distinguishing between plural nouns and singular possessive nouns.</p> <p>IIIL1(N)HI-7: using plural possessive nouns, including irregular plurals.</p> <p><u>Verbs</u></p> <p>IIIL1(V)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).</p> <p><u>Pronouns</u> <i>Refer to Grammar Guide page 72-73, 76-77, 119-121</i></p> <p>IIIL1(PRO)HI-2: stating when to use personal objective versus personal subjective pronouns; using personal</p>	<p><u>Verbs</u> <i>Refer to Grammar Guide page 52-53, 92-93</i></p> <p>IIIL1(V)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.</p> <p>IIIL1(V)HI-25: comparing transitive (e.g., lay, raise) and intransitive (e.g., lie, rise) verbs in context with instructional support.</p> <p><u>Pronouns</u> <i>Refer to Grammar Guide page 136</i></p> <p>IIIL1(PRO)HI-6: using interrogative pronouns who, whom, what, which and whose.</p> <p><u>Adjectives</u></p> <p>IIIL1(ADJ)HI-4: using nouns as modifiers.</p> <p>IIIL1(ADJ)HI-6: using proper adjectives with instructional support.</p> <p>IIIL1(ADJ)HI-10: using present participles (dripping faucet) as adjectives.</p> <p><u>Adverbs</u> <i>Refer to Grammar Guide page 138</i></p> <p>IIIL1(ADV)HI-7: using intensifier adverbs.</p> <p>IIIL1(ADV)HI-8: using conjunctive adverbs.</p>	
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<p>president). III L1(N)HI-3: converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate). III L1(N)HI-5: using collective nouns (with definite and indefinite articles, as appropriate).</p> <p><u>Pronouns</u> <i>Refer to Grammar Guide page 34, 86-87, 136</i></p> <p>III L1(PRO)HI-1: using the appropriate personal subjective pronouns. III L1(PRO)HI-5: using singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.</p> <p><u>Verbs</u> <i>Refer to Grammar Guide page 33,137</i></p> <p>III L1(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. III L1(V)HI-3: using imperative verbs (e.g., Put the markers in the box.). III L1(V)HI-4: identifying the infinitive verb. III L1(V)HI-17: distinguishing between the auxiliary (helping) verb and the main verb.</p> <p><u>Prepositions</u> <i>Refer to Grammar Guide page 68-71, 139</i></p> <p>III L1(PREP)HI-1: using prepositions of location</p>	<p>objective pronouns. III L1(PRO)HI-3: stating when to use possessive pronouns; using possessive pronouns. III L1(PRO)HI-4: differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences. III L1(PRO)HI-7: stating when to use reflexive pronouns; using reflexive and intensive pronouns. III L1(PRO)HI-8: using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: “Jack bought something. Jill didn’t buy anything.”).</p> <p><u>Adverbs</u> <i>Refer to Grammar Guide page 84-85, 112-113, 116-118, 124-127,138</i></p> <p>III L1(ADV)HI-1: using “when” adverbs. III L1(ADV)HI-2: using “frequency” adverbs. III L1(ADV)HI-3: using “where” adverbs. III L1(ADV)HI-4: using “how/degree” adverbs. III L1(ADV)HI-5: using regular comparative and superlative adverbs (e.g., slowly, less slowly, least slowly, etc.). III L1(ADV)HI-6: using irregular</p>	<p><u>Prepositions</u> III L1(PREP)HI-5: using prepositions of action and movement (including compound prepositions). III L1(PREP)HI-6: using prepositions of opposition. III L1(PREP)HI-7: using prepositions of exception (i.e., despite, except).</p> <p><u>Conjunctions</u> <i>Refer to Grammar Guide page 128</i></p> <p>III L1(C)HI-3: defining and differentiating correlative conjunctions not only...but also. (math, science, social studies)</p> <p><u>Phrase & Clause Construction</u> III L1(PH/CL)HI-8: using an adverbial phrase in a complete sentence. III L1(PH/CL)HI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence. III L1(PH/CL)HI-10: using degree adverbs + adjectives in a complete sentence.</p> <p><u>Sentence Construction</u> III L1(SC)HI-10: producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement. III L1(SC)HI-11: producing sentences using “There” + “to be” + subject + prepositional phrase, with subject- verb</p>	
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<p>IIIL1(PREP)HI-2: using prepositions of direction</p> <p>IIIL1(PREP)HI-3: using prepositions of time</p> <p>IIIL1(PREP)HI-4: differentiating among prepositions of location, direction and time.</p> <p>Conjunctions <i>Refer to Grammar Guide page 128-131, 140</i></p> <p>IIIL1(C)HI-2: defining and differentiating correlative conjunctions both/and and either/or (math, science, social studies).</p> <p>Phrases and Clauses</p> <p>IIIL1(PH/CL)HI-1: using noun phrases in a complete sentence.</p> <p>IIIL1(PH/CL)HI-2: using joined noun phrases in a complete sentence.</p> <p>IIIL1(PH/CL)HI-3: using a demonstrative adjective and a noun in a complete sentence.</p> <p>IIIL1(PH/CL)HI-4: using a verb phrase in a complete sentence.</p> <p>IIIL1(PH/CL)HI-5: using a joined verb phrases in a complete sentence.</p> <p>IIIL1(PH/CL)HI-6: using a prepositional phrase in a complete sentence.</p> <p>IIIL1(PH/CL)HI-7: using an infinitive verb phrase to complete a sentence frame.</p> <p>Sentence Construction</p> <p>IIIL1(SC)HI-1: selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a</p>	<p>comparative and superlative adverbs.</p> <p>Conjunctions</p> <p>IIIL1(C)HI-1: defining, using, and differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses.</p> <p>Interjections <i>Refer to Grammar Guide page 141</i></p> <p>IIIL1(I)HI-1: using interjections in appropriate context.</p> <p>Phrase and Clause Construction</p> <p>IIIL1(PH/CL)HI-11: using linking verbs + noun/adjective complement in a complete sentence.</p> <p>IIIL1(PH/CL)HI-12: using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame.</p> <p>IIIL1(PH/CL)HI-13: using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame.</p> <p>IIIL1(PH/CL)HI-14: using noun clauses.</p> <p>Sentence Construction</p> <p>IIIL1(SC)HI-1: selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence.</p> <p>IIIL1(SC)HI-4: producing sentences with a pronoun as the subject using S-V-C construction, with subject-verb agreement.</p>	<p>agreement.</p> <p>IIIL1(SC)HI-14: producing sentences using adverbs to modify verbs.</p> <p>IIIL1(SC)HI-16: producing compound sentences.</p> <p>IIIL1(SC)HI-21: constructing a sentence using reflexive pronouns.</p> <p>Questions</p> <p>IIIL1(Q)HI-19: producing questions with "to be" + "there" + subject + preposition + noun.</p> <p>IIIL1(Q)HI-20: producing Yes/No questions using modal auxiliaries.</p>	
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<p>given sentence</p> <p>IIIL1(SC)HI-2: producing sentences using subjects and verbs, with subject-verb agreement (S-V) (math, science, social studies).</p> <p>IIIL1(SC)HI-3: producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with subject-verb agreement.</p> <p>IIIL1(SC)HI-5: producing sentences with a noun as the subject using S- V-C construction, with subject- verb agreement (math, science, social studies).</p> <p>IIIL1(SC)HI-6: producing sentences with a plural noun as the subject using S-V-C construction, with subject-verb agreement (math, science, social studies).</p> <p>IIIL1(SC)HI-7: producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement (math, science, social studies).</p> <p>IIIL1(SC)HI-15: producing imperative sentences.</p> <p>IIIL1(SC)HI-17: producing sentences using subject + verb + object (S-V- O) with subject-verb agreement.</p> <p>Questions</p> <p>IIIL1(Q)HI-21: producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses.</p>	<p>IIIL1(SC)HI-8: producing sentences in the negative construction with a subject + “to be” + adjective as the complement, with subject-verb agreement. (S-V-C)</p> <p>IIIL1(SC)HI-9: producing sentences using a subject + “to be” + prepositional phrase, with subject- verb agreement. (S-V-P)</p> <p>IIIL1(SC)HI-12: producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement.</p> <p>IIIL1(SC)HI-13: producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.</p> <p>IIIL1(SC)HI-18: producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.</p> <p>Questions</p> <p>IIIL1(Q)HI-3: producing Yes/No questions beginning with “to be” and containing a complement in a variety of verb tenses.</p>		
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