

ELL Stage III: Grades 3-5

Language Strand

- The Language Strand is comprised of the grammar and vocabulary skills that ELLs need to acquire at each proficiency level.
- The Language Strand will drive the instruction in grammar and vocabulary. The time allocations of the SEI models, created by the Arizona ELL Task Force, reflect this instruction.
- The Standard English Conventions standard focuses on acquiring the knowledge of the grammatical structures of the English language.
- The vocabulary standard focuses on acquiring general, academic, and content vocabulary, while understanding word relationships and pragmatics.
- The Listening and Speaking, Reading, and Writing Domains provide performance indicators for the application of the grammar and vocabulary skills.

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Standard 1: The student will identify and apply conventions of standard English in his or her communications.					
Standard English Conventions	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of parts of speech by:				
	Nouns (N)	<p>PE-1: classifying singular common nouns as a person, place or thing.</p> <p><i>(math, science, social studies)</i></p>	<p>E-1: defining a noun; using definite and indefinite articles with singular common nouns.</p> <p><i>(math, science, social studies)</i></p>	<p>B-1: defining and classifying singular common and proper nouns (with definite and indefinite articles, as appropriate).</p> <p><i>(math, science, social studies)</i></p>	<p>LI-1: using singular common and proper nouns (with definite and indefinite articles, as appropriate).</p> <p><i>(math, science, social studies)</i></p>

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Nouns (N)	<p>PE-2: defining singular and plural as it relates to common nouns.</p> <p><small>(math, science, social studies)</small></p>	<p>E-2: classifying common nouns as singular or plural (with definite and indefinite articles).</p> <p><small>(math, science, social studies)</small></p>	<p>B-2: defining and classifying singular and plural common nouns and proper nouns (with definite and indefinite articles, as appropriate).</p> <p><small>(math, science, social studies)</small></p>	<p>LI-2: using singular or plural common and proper nouns (with definite and indefinite articles, as appropriate).</p> <p><small>(math, science, social studies)</small></p>	<p>HI-2: justifying his/her use of singular versus plural nouns, common versus proper nouns and definite versus indefinite articles (<i>e.g., I used "the president" versus "a president" because "the president" is referring to a specific president.</i>)</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-3: N/A</p> <p>Pre-Req: PE-2</p>	<p>E-3: distinguishing between nouns that become plural by adding -s/-es and irregular plural nouns.</p>	<p>B-3: converting a singular common noun into plural noun, including irregular nouns (with definite and indefinite articles, as appropriate).</p>	<p>LI-3: converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).</p>	<p>HI-3: converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).</p>

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Nouns (N)	PE-4: N/A Pre-Req: P-1, 2	E-4: N/A Pre-Req: E-1, 2	B-4: distinguishing between count and non-count nouns (with definite and indefinite articles, as appropriate).	LI-4: using count and non-count nouns (with definite and indefinite articles, as appropriate).	HI-4: using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (e.g., <i>May I have a bottle of water?</i> – “a bottle of water”).
		PE-5: N/A Pre-Req: PE-1, 2	E-5: N/A Pre-Req: E- 1, 2	B-5: defining and listing collective nouns (with definite and indefinite articles, as appropriate).	LI-5: using collective nouns (with definite and indefinite articles, as appropriate).	HI-5: using collective nouns (with definite and indefinite articles, as appropriate).
		PE-6: N/A Pre-Req: PE-1	E-6: defining singular possessive nouns; repeating phrases with singular possessive nouns.	B-6: producing a response using a singular possessive noun (e.g., <i>It is Mary's book.</i>).	LI-6: using singular possessive nouns.	HI-6: distinguishing between plural nouns and singular possessive nouns.

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Nouns (N)	PE-7: N/A Pre-Req: PE-2	E-7: N/A Pre-Req: E-2	B-7: defining and producing responses using a plural possessive noun.	LI-7: using plural possessive nouns.	HI-7: using plural possessive nouns, including irregular plurals.
	Verbs (V)	PE-1: identifying physical action as verbs with instructional support.	E-1: identifying physical action, mental action, and state of being (to be) as verbs with instructional support.	B-1: defining and classifying physical action, mental action, and state of being (to be) as verbs.	LI-1: defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.	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.
		PE-2: defining past, present, and future with instructional support.	E-2: defining past, present, and future.	B-2: N/A	LI-2: N/A	HI-2: N/A

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-3: repeating and acting out imperative verbs (<i>e.g., Walk. Stop. Sit down. Line up.</i>).	E-3: using imperative verbs with instructional support (<i>e.g., Go away. Help me.</i>).	B-3: using imperative verbs (<i>e.g., Open the door. Close the book.</i>).	LI-3: using imperative verbs (<i>e.g., Put the markers in the box.</i>).	HI-3: using imperative verbs (<i>e.g., Put the markers in the box.</i>).
		PE-4: N/A Pre-Req: PE-1	E-4: N/A Pre-Req: E-1	B-4: identifying the infinitive verb with instructional support.	LI-4: identifying the infinitive verb.	HI-4: identifying the infinitive verb.
		PE-5: repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.	E-5: conjugating simple present tense irregular verbs: to be, to have, to do, and to go with instructional support.	B-5: choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-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 instructional support.	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.

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-6: repeating simple present tense regular verbs with instructional support. <small>(math, science, social studies)</small>	E-6: selecting simple present tense regular verbs (jump, jumps) with instructional support. <small>(math, science, social studies)</small>	B-6: choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement). <small>(math, science, social studies)</small>	LI-6: producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support. <small>(math, science, social studies)</small>	HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement. <small>(math, science, social studies)</small>
		PE-7: repeating present progressive tense verbs with instructional support.	E-7: identifying the present participle; selecting the appropriate form of "to be" used with the present participle (am walking, is walking) with instructional support.	B-7: choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-7: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.	HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-8: N/A Pre-Req: PE-1, 6, 7	E-8: N/A Pre-Req: E-1, 6, 7	B-8: differentiating between the use of simple present and present progressive by selecting the appropriate verb in a given sentence.	LI-8: differentiating between the use of simple present and present progressive by responding to a prompt.	HI-8: differentiating between the use of simple present and present progressive verb tenses.
		PE-9: repeating simple past tense regular verbs with instructional support. <small>(math, science, social studies)</small>	E-9: selecting the simple past tense regular verbs (walk vs. walked) with instructional support. <small>(math, science, social studies)</small>	B-9: choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement). <small>(math, science, social studies)</small>	LI-9: producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support. <small>(math, science, social studies)</small>	HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. <small>(math, science, social studies)</small>

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-10: repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple past tense.	E-10: conjugating simple past tense of the irregular verbs: to be, to have, to do, and to go with instructional support.	B-10: choosing simple past tense irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-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) with instructional support.	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).
		PE-11: repeating irregular simple past tense verbs with instructional support.	E-11: selecting irregular simple past tense verbs (run vs. ran) with instructional support.	B-11: choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-11: producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.	HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	<p>PE-12: repeating simple future tense (will) with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-12: selecting simple future tense (will walk versus walked, talk versus will talk) with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-12: choosing simple future tense verb (will) to complete declarative, negative, and interrogative sentence (subject-verb agreement).</p> <p>(math, science, social studies)</p>	<p>LI-12: producing declarative, negative, and interrogative simple sentences using the simple future tense (will) (subject-verb agreement) with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-12: producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-13: N/A</p> <p>Pre-Req: PE-2</p>	<p>E-13: differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.</p>	<p>B-13: differentiating between past, present and future verb tenses by responding to a prompt.</p>	<p>LI-13: differentiating between past, present and future verb tenses.</p>	<p>HI-13: differentiating between past, present and future verb tenses.</p>

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The student will demonstrate knowledge of parts of speech by:					
Standard English Conventions					
Verbs (V)	PE-14: N/A Pre-Req: PE-9	E-14: N/A Pre-Req: E-9	B-14: producing declarative, negative, and interrogative sentences using the present participle “going” with the infinitive verb to form the future tense. (e.g., <i>I am going to dance.</i>) with subject-verb agreement with instructional support.	LI-14: producing declarative, negative, and interrogative sentences using the present participle “going” with the infinitive verb to form the future tense. (e.g., <i>I am going to dance.</i>) with subject-verb agreement.	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>I am going to dance.</i>) with subject-verb agreement.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-15: repeating sentences using the linking verb “to be” (e.g., <i>He is tall.</i>)	E-15: using the linking verb “to be” in sentences with instructional support.	B-15: using linking verbs of sensation (taste, smell, sound and feel) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).	LI-15: using linking verbs of sensation (taste, smell, sound and feel) and linking verbs of being (act, seem, appear, look) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).	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., <i>The milk has gone bad.</i>) (subject-verb agreement).
		PE-16: N/A Pre-Req: PE-7, 9	E-16: N/A Pre-Req: E-7, 9	B-16: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).	LI-16: producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.	HI-16: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-17: N/A Pre-Req: PE-7, 9	E-17: N/A Pre-Req: E-7, 9	B-17: defining auxiliary (helping) verbs (to be, to have, to do)	LI-17: distinguishing between the auxiliary (helping) verb and the main verb.	HI-17: distinguishing between the auxiliary (helping) verb and the main verb.
		PE-18: N/A	E-18: N/A	B-18: choosing modal auxiliary verbs (i.e., will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-18: producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must) (subject-verb agreement) with instructional support.	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.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-19: N/A Pre-Req: PE-7, 12	E-19: N/A Pre-Req: E-7, 12	B-19: choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).	LI-19: producing declarative, negative, and interrogative simple sentences using the future progressive tense (subject-verb agreement) with instructional support.	HI-19: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.
		PE-20: N/A Pre-Req: PE-9	E-20: N/A Pre-Req: E-9	B-20: defining the regular past participle; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-20: producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs (subject-verb agreement) with instructional support.	HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-21: N/A Pre-Req: PE-11	E-21: N/A Pre-Req: E-11	B-21: identifying the irregular past participle; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-21: producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs (subject-verb agreement) with instructional support.	HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.
		PE-22: N/A Pre-Req: PE-9	E-22: N/A Pre-Req: E-9	B-22: differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.	LI-22: differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.	HI-22: differentiating between the use of simple past tense and the present perfect tense.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-23: N/A Pre-Req: PE-1	E-23: N/A Pre-Req: E-1	B-23: identifying non-action/stative verbs without a present progressive form (i.e., want, need, like).	LI-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>I am longing for a vacation versus I want a vacation.</i>) with instructional support.	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>I am longing for a vacation versus I want a vacation.</i>)
		PE-24: N/A Pre-Req: PE-1	E-24: N/A Pre-Req: E-1	B-24: comparing action verbs with non-action/stative verbs (i.e., see/watch, hear/listen) in context with instructional support.	LI-24: differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.	HI-24: differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-25: N/A	E-25: N/A	B-25: N/A	LI-25: N/A	HI-25: comparing transitive (e.g., <i>lay</i> , <i>raise</i>) and intransitive (e.g., <i>lie</i> , <i>rise</i>) verbs in context with instructional support.
	Pronouns (PRO)	PE-1: defining pronouns; selecting singular personal subjective pronouns (i.e., I, you, he, she, it) to complete a given sentence.	E-1: defining pronouns and selecting singular and plural personal subjective pronouns (i.e., I, you, he, she, it, we, you, they) to complete a given sentence.	B-1: using subjective pronouns with instructional support.	LI-1: using personal subjective pronouns.	HI-1: using the appropriate personal subjective pronouns.
		PE-2: listing and selecting singular personal objective pronouns (i.e., me, you, him, her, it) to complete a given sentence.	E-2: listing and selecting singular and plural personal objective pronouns (i.e., me, you, him, her, it, us, you, them) to complete a given sentence.	B-2: using objective pronouns with instructional support.	LI-2: stating when to use personal objective pronouns; using personal objective pronouns	HI-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Pronouns (PRO)	PE-3: listing singular possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its); selecting singular possessive pronouns to complete a given sentence.	E-3: listing possessive pronouns and selecting singular and plural possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its, our/ours, your/yours, their/theirs); to complete a given sentence.	B-3: using possessive pronouns with instructional support.	LI-3: stating when to use possessive pronouns; using possessive pronouns.	HI-3: stating when to use possessive pronouns; using possessive pronouns.
		PE-4: N/A Pre-Req: PE-1, 2, 3	E-4: N/A Pre-Req: E-1, 2, 3	B-4: categorizing personal subjective, personal objective and personal possessive pronouns.	LI-4: selecting personal subjective, personal objective and personal possessive pronouns to complete a given sentence.	HI-4: differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Pronouns (PRO)	PE-5: N/A	E-5: selecting singular demonstrative pronouns (i.e., this/that) to complete a given sentence with instructional support.	B-5: selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence with instructional support.	LI-5: selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.	HI-5: using singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.
		PE-6: selecting interrogative pronouns who and what to complete a given sentence with instructional support.	E-6: selecting interrogative pronouns who, what and which to complete a given sentence with instructional support.	B-6: selecting interrogative pronouns who, what and which to complete a given sentence.	LI-6: using interrogative pronouns who, whom, what, which and whose with instructional support.	HI-6: using interrogative pronouns who, whom, what, which and whose.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Pronouns (PRO)	PE-7: listing singular reflexive pronouns (i.e., myself, yourself, herself, himself, itself); selecting singular reflexive pronouns to complete a given sentence.	E-7: listing singular and plural reflexive pronouns (i.e., myself, yourself, herself, himself, itself, ourselves, yourselves, themselves) and selecting singular and plural reflexive pronouns to complete a given sentence.	B-7: using reflexive pronouns with instructional support.	LI-7: stating when to use reflexive pronouns; using reflexive pronouns.	HI-7: stating when to use reflexive pronouns; using reflexive and intensive pronouns.
		PE-8: N/A	E-8: N/A	B-8: listing indefinite pronouns (i.e., all, nothing, both, somebody, anything: "Jack bought something. Jill didn't buy anything.")	LI-8: using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.") with instructional support.	HI-8: using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.").

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Adjectives (ADJ)	<p>PE-1: repeating adjectives (i.e., quantity/size/shape/color) with nouns.</p> <p>(math, science, social studies)</p>	<p>E-1: defining adjectives; sorting adjectives by categories (i.e., quantity/concept/size/shape/color) with nouns.</p> <p>(math, science, social studies)</p>	<p>B-1: selecting adjectives to complete given sentences (i.e., quantity/concept/size/shape/color).</p> <p>(math, science, social studies)</p>	<p>LI-1: producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color) with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-1: producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color).</p> <p>(math, science, social studies)</p>
		<p>PE-2: selecting singular possessive adjectives to complete a given sentence.</p>	<p>E-2: selecting singular and plural possessive adjectives (i.e., my, your, his, her, its, our, their); to complete a sentence.</p>	<p>B-2: using possessive adjectives with instructional support.</p>	<p>LI-2: using possessive adjectives.</p>	<p>HI-2: using possessive adjectives.</p>
		<p>PE-3: N/A</p> <p>Pre-Req: PE-1</p>	<p>E-3: N/A</p> <p>Pre-Req: E-1</p>	<p>B-3: selecting a sensory/personality adjective (e.g., <i>sticky</i>, <i>proud</i>, etc.) to complete a given sentence.</p>	<p>LI-3: using sensory/personality adjectives with instructional support.</p>	<p>HI-3: using sensory/personality adjectives.</p>

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Adjectives (ADJ)	PE-4: repeating nouns as modifiers (e.g., <i>shoe store, kitchen table, etc.</i>)	E-4: using a noun as a modifier with instructional support.	B-4: selecting a noun as a modifier (e.g., <i>shoe store, kitchen table, etc.</i>), to complete a given sentence.	LI-4: using nouns as modifiers with instructional support.	HI-4: using nouns as modifiers.
		PE-5: N/A	E-5: selecting a singular demonstrative adjective (i.e., <i>this, that</i>) to complete a given sentence.	B-5: selecting a singular or plural demonstrative adjective (i.e., <i>this, that, these, those</i>) to complete a given sentence.	LI-5: using demonstrative adjectives with instructional support.	HI-5: using demonstrative adjectives.
		PE-6: N/A	E-6: N/A	B-6: defining and listing proper adjectives with nouns (e.g., <i>Chinese man, Italian woman, etc.</i>).	LI-6: using proper adjectives with instructional support.	HI-6: using proper adjectives with instructional support.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Adjectives (ADJ)	PE-7: N/A	E-7: N/A	B-7: listing indefinite adjectives (i.e., all, both, many).	LI-7: using indefinite adjectives with instructional support.	HI-7: using indefinite adjectives.
		PE-8: N/A	E-8: listing comparative and superlative adjectives (e.g., <i>big, bigger, biggest, etc.</i>). <small>(math, science, social studies)</small>	B-8: selecting a comparative or superlative adjective (e.g., <i>big, bigger, biggest, etc.</i>) to complete a given sentence. <small>(math, science, social studies)</small>	LI-8: using comparative and superlative adjectives (e.g., <i>big, bigger, biggest; more/most beautiful, etc.</i>) with instructional support. <small>(math, science, social studies)</small>	HI-8: using comparative and superlative adjectives (e.g., <i>big, bigger, biggest; more/most/less/least, etc.</i>). <small>(math, science, social studies)</small>
		PE-9: N/A	E-9: listing irregular comparative and superlative adjectives (e.g., <i>bad, worse, worst, good, better, best, etc.</i>). <small>(math, science, social studies)</small>	B-9: selecting an irregular comparative or superlative adjective to complete a given sentence. <small>(math, science, social studies)</small>	LI-9: using irregular comparative and superlative adjectives with instructional support. <small>(math, science, social studies)</small>	HI-9: using irregular comparative and superlative adjectives. <small>(math, science, social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Adjectives (ADJ)	PE-10: N/A	E-10: N/A	B-10: defining the present participle as an adjective; selecting a present participle to complete a given sentence.	LI-10: using present participles (dripping faucet) as adjectives with instructional support.	HI-10: using present participles (dripping faucet) as adjectives.
		PE-11: N/A	E-11: N/A	B-11: defining the past participle as an adjective; selecting a past participle to complete a given sentence.	LI-11: using past participles (tired man) as adjectives with instructional support.	HI-11: using past participles (tired man) as adjectives.
	Adverbs (ADV)	PE-1: repeating classroom directions with first, next and then ("when" adverbs, e.g., <i>First, take out your book.</i>) (math, science, social studies)	E-1: defining an adverb; selecting first, next, then, after, before, or finally ("when" adverbs) to complete a given sentence. (math, science, social studies)	B-1: using "when" adverbs with instructional support. (math, science, social studies)	LI-1: using "when" adverbs. (math, science, social studies)	HI-1: using "when" adverbs. (math, science, social studies)

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Adverbs (ADV)	<p>PE-2: repeating classroom/school rules with “frequency” adverbs: always, never, sometimes. (e.g., <i>Always bring a pencil to class.</i>)</p> <p>(math, science, social studies)</p>	<p>E-2: selecting always, never, or sometimes (“frequency” adverb) to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>B-2: using “frequency” adverbs with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-2: using “frequency” adverbs.</p> <p>(math, science, social studies)</p>	<p>HI-2: using “frequency” adverbs.</p> <p>(math, science, social studies)</p>
		<p>PE-3: following oral directions that use “where” adverbs (here, there).</p> <p>(math, science, social studies)</p>	<p>E-3: following oral directions that use “where” adverbs (here, there, outside, inside).</p> <p>(math, science, social studies)</p>	<p>B-3: using “where” adverbs in sentences with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-3: using “where” adverbs.</p> <p>(math, science, social studies)</p>	<p>HI-3: using “where” adverbs.</p> <p>(math, science, social studies)</p>
		<p>PE-4: N/A</p>	<p>E-4: selecting and listing “how/degree” adverbs (e.g., <i>quick versus quickly, etc.</i>) to complete a given sentence.</p> <p>(science)</p>	<p>B-4: converting adjectives into “how/degree” adverbs (e.g., <i>quick/quickly, etc.</i>) with instructional support.</p> <p>(science)</p>	<p>LI-4: using “how/degree” adverbs (e.g., <i>quickly ran, too cold, very quickly, etc.</i>) with instructional support.</p> <p>(science)</p>	<p>HI-4: using “how/degree” adverbs.</p> <p>(science)</p>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Adverbs (ADV)	PE-5: N/A	E-5: listing regular comparative and superlative adverbs (e.g., <i>fast, faster, fastest, etc.</i>).	B-5: selecting a regular comparative or superlative adverb (e.g., <i>fast, faster, fastest, etc.</i>) to complete a given sentence.	LI-5: using regular comparative and superlative adverb (e.g., <i>slowly, more slowly, most slowly, etc.</i>) with instructional support.	HI-5: using regular comparative and superlative adverbs (e.g., <i>slowly, less slowly, least slowly, etc.</i>).
		PE-6: N/A	E-6: listing irregular comparative and superlative adverbs (e.g., <i>badly, worse, worst, well, better, best, etc.</i>).	B-6: selecting an irregular comparative or superlative adverb to complete a given sentence.	LI-6: using irregular comparative and superlative adverbs with instructional support.	HI-6: using irregular comparative and superlative adverbs.
		PE-7: N/A	E-7: listing intensifier adverbs (e.g., <i>too, not, very, etc.</i>).	B-7: selecting an intensifier adverb to complete a given sentence.	LI-7: using intensifier adverbs (e.g., <i>too, not, very, hardly, barely, enough, etc.</i>) with instructional support.	HI-7: using intensifier adverbs.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Adverbs (ADV)	PE-8: N/A	E-8: N/A	B-8: using conjunctive adverb “also” with instructional support.	LI-8: using conjunctive adverbs “also” and “therefore” with instructional support.	HI-8: using conjunctive adverbs.
	Prepositions (PREP)	PE-1: repeating and physically demonstrating prepositions of location (i.e., on, in, near, behind). <small>(math, science, social studies)</small>	E-1: naming prepositions of location from a given prompt (i.e., on, in, near, behind) with instructional support. <small>(math, science, social studies)</small>	B-1: selecting prepositions of location to complete a given sentence. <small>(math, science, social studies)</small>	LI-1: using prepositions of location with instructional support. <small>(math, science, social studies)</small>	HI-1: using prepositions of location. <small>(math, science, social studies)</small>
		PE-2: repeating and physically demonstrating prepositions of direction (i.e., up, down, over). <small>(math, science, social studies)</small>	E-2: naming prepositions of direction from a given prompt with instructional support. <small>(math, science, social studies)</small>	B-2: selecting prepositions of direction to complete a given sentence. <small>(math, science, social studies)</small>	LI-2: using prepositions of direction with instructional support. <small>(math, science, social studies)</small>	HI-2: using prepositions of direction. <small>(math, science, social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Prepositions (PREP)	<p>PE-3: repeating prepositions of time (i.e., on, at, in, by, during, past, since).</p> <p>(math, science, social studies)</p>	<p>E-3: selecting prepositions of time to complete a given sentence with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-3: selecting prepositions of time to complete a given sentence and justify selection.</p> <p>(math, science, social studies)</p>	<p>LI-3: using prepositions of time with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-3: using prepositions of time.</p> <p>(math, science, social studies)</p>
		<p>PE-4: N/A</p> <p>Pre-Req: PE-1, 2, 3</p>	<p>E-4: N/A</p> <p>Pre-Req: E-1, 2, 3</p>	<p>B-4: defining a preposition.</p>	<p>LI-4: differentiating among prepositions of location, direction and time with instructional support.</p>	<p>HI-4: differentiating among prepositions of location, direction and time.</p>
		<p>PE-5: N/A</p> <p>Pre-Req: PE-1, 2, 3</p>	<p>E-5: repeating and physically demonstrating prepositions of action and movement (i.e., to, from, off, out of).</p> <p>(math, science, social studies)</p>	<p>B-5: selecting a preposition of action and movement to complete a given sentence with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-5: selecting a preposition of action and movement (including compound prepositions, in front of, next to, on top of) to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>HI-5: using prepositions of action and movement (including compound prepositions).</p> <p>(math, science, social studies)</p>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Prepositions (PREP)	PE-6: N/A	E-6: N/A	B-6: selecting a preposition of opposition (i.e., before/after, off/on, with/without) to complete a given sentence with instructional support. <small>(math, science, social studies)</small>	LI-6: selecting a preposition of opposition to complete a given sentence. <small>(math, science, social studies)</small>	HI-6: using prepositions of opposition. <small>(math, science, social studies)</small>
		PE-7: N/A	E-7: N/A	B-7: selecting a preposition of exception (i.e., despite, except) to complete a given sentence with instructional support.	LI-7: selecting a preposition of exception (i.e., despite, except) to complete a given sentence.	HI-7: using prepositions of exception (i.e., despite, except).

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Conjunctions (C)	<p>PE-1: repeating noun and verb phrases joined by coordinating conjunctions <i>and/or</i>.</p> <p>(math, science, social studies)</p>	<p>E-1: selecting coordinating conjunctions <i>and/or</i> to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>B-1: selecting coordinating conjunctions <i>and/or/ but/ yet</i>, which joins nouns, verbs, adjectives, phrases or clauses, to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>LI-1: defining, using, and differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-1: defining, using, and differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses.</p> <p>(math, science, social studies)</p>
		<p>PE-2: N/A</p>	<p>E-2: N/A</p>	<p>B-2: selecting correlative conjunctions <i>both/and</i> and <i>either/or</i> to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>LI-2: defining and differentiating correlative conjunctions <i>both/and</i> and <i>either/or</i> with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-2: defining and differentiating correlative conjunctions <i>both/and</i> and <i>either/or</i>.</p> <p>(math, science, social studies)</p>
		<p>PE-3: N/A</p>	<p>E-3: N/A</p>	<p>B-3: selecting correlative conjunctions <i>not only...but also</i> to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>LI-3: defining and differentiating correlative conjunctions <i>not only...but also</i> with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-3: defining and differentiating correlative conjunctions <i>not only...but also</i>.</p> <p>(math, science, social studies)</p>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Interjections (I)	PE-1: repeating interjections (e.g., <i>Ouch!</i> , <i>Hey!</i> , <i>gosh</i> , etc.).	E-1: selecting interjections that relate to a give situation with instructional support.	B-1: selecting interjections that relate to a given situation.	LI-1: defining interjections as words expressing emotion and using them in appropriate context.	HI-1: using interjections in appropriate context.
	Phrase and Clause Construction (PH/CL)	PE-1: repeating noun phrases (adjective + noun, e.g., <i>red ball</i> , <i>little girl</i> etc.) with visual support.	E-1: producing noun phrases (including nouns as modifiers, e.g., <i>kitchen table</i> , <i>shoe store</i> , etc.) from a visual prompt with instructional support.	B-1: using noun phrases to complete sentence frames.	LI-1: using noun phrases in a complete sentence.	HI-1: using noun phrases in a complete sentence.
		PE-2: repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.	E-2: producing joined noun phrases from a visual prompt with instructional support.	B-2: using joined noun phrases to complete sentence frames.	LI-2: using a joined noun phrase in a complete sentence.	HI-2: using joined noun phrases in a complete sentence.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-3: N/A Pre-Req: PE-1, 2	E-3: producing a phrase with a demonstrative adjective (i.e., this, that) and a noun ("that shoe") from a visual prompt with instructional support.	B-3: producing a phrase with a demonstrative adjective (i.e., this, that, these, those) and a noun ("that shoe") from a visual prompt.	LI-3: using a demonstrative adjective and a noun in a complete sentence with instructional support.	HI-3: using a demonstrative adjective and a noun in a complete sentence.
		PE-4: repeating and physically demonstrating verb phrases (verb + adverb or adverb + verb, e.g., "walks slowly", etc.) with visual support.	E-4: using a verb phrase to complete sentence frames with instructional support.	B-4: using a verb phrase to complete sentence frames.	LI-4: using a verb phrase in a complete sentence with instructional support.	HI-4: using a verb phrase in a complete sentence.
		PE-5: repeating joined verb phrases (verb + coordinating conjunction + verb: e.g., "walks and talks") with visual support.	E-5: producing joined verb phrases from a visual prompt with instructional support.	B-5: using joined verb phrases to complete sentence frames.	LI-5: using a joined verb phrase in a complete sentence.	HI-5: using a joined verb phrases in a complete sentence.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-6: repeating prepositional phrases (<i>e.g., on the table, etc.</i>) with visual support.	E-6: using a prepositional phrase to complete a sentence frame with instructional support.	B-6: using a prepositional phrase to complete a sentence frame.	LI-6: using a prepositional phrase in a complete sentence with instructional support.	HI-6: using a prepositional phrase in a complete sentence.
		PE-7: N/A	E-7: N/A	B-7: repeating infinitive verb phrases (<i>e.g., "to buy a bicycle," etc.</i>) with visual support.	LI-7: using an infinitive verb phrase to complete a sentence frame with instructional support.	HI-7: using an infinitive verb phrase to complete a sentence frame.
		PE-8: N/A	E-8: using "when" adverbial phrases (<i>e.g., "the next day", "after opening the door," etc.</i>) to complete a sentence frame with instructional support.	B-8: using an adverbial phrase (including when, frequency, how, where) to complete sentence frames.	LI-8: using an adverbial phrase in a complete sentence with instructional support.	HI-8: using an adverbial phrase in a complete sentence.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-9: N/A	E-9: using auxiliary verb phrases (auxiliary + verb: <i>e.g., did go, etc.</i>) to complete sentence frames with instructional support.	B-9: using auxiliary and/or modal auxiliary verb phrases (<i>e.g., "did go," "may go," "will have gone," etc.</i>) to complete a sentence frame.	LI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support.	HI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence.
		PE-10: N/A	E-10: N/A	B-10: using degree adverbs + adjectives (<i>e.g., too hot, very cold, old enough, too old, etc.</i>) to complete a sentence frame with instructional support.	LI-10: using degree adverbs + adjectives in a complete sentence with instructional support.	HI-10: using degree adverbs + adjectives in a complete sentence.
		PE-11: N/A	E-11: N/A	B-11: using linking verbs + noun/adjective complement (<i>e.g., "She is a teacher." "We feel sad..."</i> , etc.) to complete a sentence frame with instructional support.	LI-11: using linking verbs + noun/adjective complement in a complete sentence with instructional support.	HI-11: using linking verbs + noun/adjective complement in a complete sentence.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-12: N/A	E-12: N/A	B-12: N/A	LI-12: using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame with instructional support.	HI-12: using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame.
		PE-13: N/A	E-13: N/A	B-13: N/A	LI-13: using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame with instructional support.	HI-13: using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame.
		PE-14: N/A	E-14: N/A	B-14: using a noun clause to complete a sentence frame with instructional support.	LI-14: using noun clauses with instructional support.	HI-14: using noun clauses.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	<p>PE-1: repeating a sentence and identifying the subject.</p> <p><small>(math, science, social studies)</small></p>	<p>E-1: selecting a subject (i.e., noun/pronoun: singular or plural) from a picture with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>B-1: selecting a subject (i.e., noun/pronoun: singular, plural or compound) from a picture.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-1: selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-1: selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence.</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-2: repeating a sentence containing a subject and a verb. (S-V)</p> <p><small>(math, science, social studies)</small></p>	<p>E-2: completing a given sentence by providing a subject or a verb. (S-V)</p> <p><small>(math, science, social studies)</small></p>	<p>B-2: producing sentences using given subjects and verbs (S-V), with subject-verb agreement.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-2: producing sentences using subjects and verbs, with subject-verb agreement. (S-V)</p> <p><small>(math, science, social studies)</small></p>	<p>HI-2: producing sentences using subjects and verbs, with subject-verb agreement. (S-V)</p> <p><small>(math, science, social studies)</small></p>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	<p>PE-3: N/A</p> <p>Pre-Req: PE-2</p>	<p>E-3: repeating a sentence in the negative S-V construction (subject + auxiliary verb + “not” + verb). (e.g., <i>Birds do not fly.</i>)</p> <p>(math, science, social studies)</p>	<p>B-3: producing sentences in the negative S-V construction using given subjects and auxiliary verbs, with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-3: producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-3: producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-4: repeating a sentence using pronoun + “to be” + noun (S-V-C).</p>	<p>E-4: completing a given S-V-C constructed sentence with a pronoun as the subject.</p>	<p>B-4: forming sentences with S-V-C construction with given pronouns, forms of “to be”, and nouns with subject-verb agreement.</p>	<p>LI-4: producing sentences using S-V-C construction with instructional support.</p>	<p>HI-4: producing sentences with a pronoun as the subject using S-V-C construction, with subject-verb agreement.</p>
		<p>PE-5: repeating a sentence using noun + “to be” + noun (S-V-C).</p> <p>(math, science, social studies)</p>	<p>E-5: completing a given S-V-C constructed sentence with a noun as the subject.</p> <p>(math, science, social studies)</p>	<p>B-5: forming sentences with S-V-C construction with given nouns and forms of “to be”, with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-5: producing sentences with a noun as the subject using S-V-C construction, with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-5: producing sentences with a noun as the subject using S-V-C construction, with subject-verb agreement.</p> <p>(math, science, social studies)</p>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	<p>PE-6: repeating a sentence using a plural noun + “to be” + noun (S-V-C).</p> <p>(math, science, social studies)</p>	<p>E-6: completing a given S-V-C constructed sentence with a plural noun as the subject.</p> <p>(math, science, social studies)</p>	<p>B-6: forming sentences with S-V-C construction with given plural nouns and “to be”, with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-6: producing sentences with a plural noun as the subject using S-V-C construction, with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-6: producing sentences with a plural noun as the subject using S-V-C construction, with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-7: repeating a sentence using a subject + “to be” + adjective (S-V-C). (e.g., <i>He is tall.</i>)</p> <p>(math, science, social studies)</p>	<p>E-7: completing a given S-V-C constructed sentence with an adjective as the complement.</p> <p>(math, science, social studies)</p>	<p>B-7: forming sentences with S-V-C construction with given subjects, forms of “to be” and adjectives, with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-7: producing sentences with an adjective as the complement using S-V-C construction, with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-7: producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.</p> <p>(math, science, social studies)</p>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	<p>PE-8: repeating a sentence using “to be” + “not” to form a sentence in the negative construction. (S-V-C) <i>(e.g., He is not tall.)</i></p> <p><small>(math, science, social studies)</small></p>	<p>E-8: completing a sentence frame using a “to be” + “not” to form a sentence in the negative construction. (S-V-C)</p> <p><small>(math, science, social studies)</small></p>	<p>B-8: forming sentences in the negative construction with given subjects, forms of “to be” and adjectives with subject-verb agreement. (S-V-C)</p> <p><small>(math, science, social studies)</small></p>	<p>LI-8: producing sentences in the negative construction with a subject + “to be” + adjective as the complement, (S-V-C) with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>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><small>(math, science, social studies)</small></p>
		<p>PE-9: repeating a sentence using a subject + “to be” + prepositional phrase. (S-V-P)</p> <p><small>(math, science, social studies)</small></p>	<p>E-9: completing a sentence frame using a “to be” + verb + prepositional phrase. (S-V-P)</p> <p><small>(math, science, social studies)</small></p>	<p>B-9: forming sentences with given subjects, forms of “to be” and prepositional phrases, with subject-verb agreement. (S-V-P)</p> <p><small>(math, science, social studies)</small></p>	<p>LI-9: producing sentences using subjects + “to be” + prepositional phrase, with instructional support. (S-V-P)</p> <p><small>(math, science, social studies)</small></p>	<p>HI-9: producing sentences using a subject + “to be” + prepositional phrase, with subject-verb agreement. (S-V-P)</p> <p><small>(math, science, social studies)</small></p>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	PE-10: repeating a sentence (S-V-O-P) using subject + verb + prepositional phrase. <small>(math, science, social studies)</small>	E-10: completing a given sentence (S-V-O-P) by using subject + verb + prepositional phrase. <small>(math, science, social studies)</small>	B-10: producing sentences (S-V-O-P) using given subjects, verbs and prepositional phrases, with subject-verb agreement. <small>(math, science, social studies)</small>	LI-10: producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with instructional support. <small>(math, science, social studies)</small>	HI-10: producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement. <small>(math, science, social studies)</small>
		PE-11: repeating a sentence using "There" + "to be" + subject + prepositional phrase.	E-11: completing a sentence frame using "There" + "to be" + subject + prepositional phrase.	B-11: forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement.	LI-11: producing sentences using "There" + "to be" + subject + prepositional phrase, with instructional support.	HI-11: producing sentences using "There" + "to be" + subject + prepositional phrase, with subject-verb agreement.
		PE-12: N/A	E-12: completing a sentence frame using subject + verb + direct object (noun) construction. (e.g., "I am watching you.") <small>(math, science, social studies)</small>	B-12: forming sentences with given subjects, verb tenses, and direct object (noun) with subject-verb agreement. <small>(math, science, social studies)</small>	LI-12: producing sentences using subjects + verbs + direct object (noun) with instructional support. <small>(math, science, social studies)</small>	HI-12: producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement. <small>(math, science, social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	PE-13: N/A	E-13: completing a sentence frame using subject + verb + object pronoun. (e.g., <i>"I am watching you."</i>)	B-13: forming sentences with given subjects, verb tenses, and object pronouns with subject-verb agreement.	LI-13: producing sentences using subjects + verbs + object pronouns with instructional support.	HI-13: producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.
		PE-14: N/A	E-14: selecting an adverb to modify a verb to complete a sentence frame.	B-14: forming sentences with given subjects, verbs, and adverbs to modify verbs.	LI-14: producing sentences using adverbs to modify verbs, with instructional support.	HI-14: producing sentences using adverbs to modify verbs.
		PE-15: N/A	E-15: completing an imperative sentence frame (e.g., <i>"Sit down. Open your notebook."</i>)	B-15: forming imperative sentences with given verbs.	LI-15: producing imperative sentences, with instructional support. (e.g., <i>Put the markers in the box.</i>)	HI-15: producing imperative sentences.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	PE-16: N/A	E-16: N/A	B-16: forming compound sentences using two given independent clauses (independent clause + conjunction + independent clause). (e.g., "I like apples, but he likes oranges.")	LI-16: producing compound sentences with instructional support.	HI-16: producing compound sentences.
		PE-17: N/A	E-17: N/A	B-17: producing sentences using a sentence frame with a subject + verb + object (S-V-O) with subject-verb agreement. (e.g., <i>Jill cooked a meal.</i>) <small>(math, science, social studies)</small>	LI-17: producing sentences using subject + verb + object (S-V-O) with instructional support. <small>(math, science, social studies)</small>	HI-17: producing sentences using subject + verb + object (S-V-O) with subject-verb agreement. <small>(math, science, social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	PE-18: N/A	E-18: N/A	B-18: producing sentences using a sentence frame with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. (e.g., <i>Jill cooked a meal for us.</i>) <small>(math, science, social studies)</small>	LI-18: producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with instructional support. <small>(math, science, social studies)</small>	HI-18: producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. <small>(math, science, social studies)</small>
		PE-19: N/A	E-19: N/A	B-19: N/A	LI-19: converting a given sentence in the active voice to a sentence in the passive voice. <small>(social studies)</small>	HI-19: producing sentences using the passive voice. <small>(social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Sentence Construction (SC)	PE-20: N/A	E-20: N/A	B-20: N/A	LI-20: completing a sentence frame using present real conditional (e.g., <i>"If I leave home, I take an umbrella."</i> <i>"When Jack is tired, he goes to bed."</i>).	HI-20: producing a sentence using present real conditional.
		PE-21: N/A	E-21: N/A	B-21: N/A	LI-21: completing a sentence frame using reflexive pronouns. (e.g., <i>"I feel myself getting sick."</i>)	HI-21: constructing a sentence using reflexive pronouns.
		PE-22: N/A	E-22: N/A	B-22: N/A	LI-22: producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause with instructional support. (e.g., <i>"It has three sides; therefore, it is a triangle."</i>)	HI-22: producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Questions (Q)	<p>PE-1: repeating single word questions with inflection. (<i>e.g. What? Who?, etc.</i>)</p> <p>(math, science, social studies)</p>	<p>E-1: completing question frames using picture prompts.</p> <p>(math, science, social studies)</p>	<p>B-1: producing questions using sentence frames.</p> <p>(math, science, social studies)</p>	<p>LI-1: producing questions with inflection.</p> <p>(math, science, social studies)</p>	<p>HI-1: producing questions with inflection.</p> <p>(math, science, social studies)</p>
		<p>PE-2: repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?)</p> <p>(math, science, social studies)</p>	<p>E-2: completing Yes/No questions in the simple present tense using sentence frames.</p> <p>(math, science, social studies)</p>	<p>B-2: forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.</p> <p>(math, science, social studies)</p>	<p>LI-2: producing Yes/No questions in the simple present tense using "to do" with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-2: producing Yes/No questions in the simple present tense using "to do."</p> <p>(math, science, social studies)</p>
		<p>PE-3: repeating Yes/No questions using "to be" in a variety of verb tenses. ("to be" + subject + complement?)</p> <p>(math, science, social studies)</p>	<p>E-3: completing Yes/No questions using "to be" sentence frames in a variety of verb tenses.</p> <p>(math, science, social studies)</p>	<p>B-3: forming Yes/No questions with given forms of "to be" + subjects + complements.</p> <p>(math, science, social studies)</p>	<p>LI-3: producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-3: producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.</p> <p>(math, science, social studies)</p>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Questions (Q)	PE-4: N/A	E-4: completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing?) <small>(math, science, social studies)</small>	B-4: forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verb + -ing. <small>(math, science, social studies)</small>	LI-4: producing Yes/No questions in the present progressive tense with instructional support. <small>(math, science, social studies)</small>	HI-4: producing Yes/No questions in the present progressive tense. <small>(math, science, social studies)</small>
		PE-5: N/A	E-5: completing Yes/No questions in the simple past tense using sentence frames. ("to do" + subject + verb?) <small>(math, science, social studies)</small>	B-5: forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb. <small>(math, science, social studies)</small>	LI-5: producing Yes/No questions in the simple past tense using with instructional support. <small>(math, science, social studies)</small>	HI-5: producing Yes/No questions in the simple past tense. <small>(math, science, social studies)</small>
		PE-6: N/A	E-6: completing Yes/No questions in the simple future tense using sentence frames. ("Will" + subject + verb?) <small>(math, science, social studies)</small>	B-6: forming Yes/No questions in the simple future tense with given subjects + verbs. <small>(math, science, social studies)</small>	LI-6: producing Yes/No questions in the simple future tense with instructional support. <small>(math, science, social studies)</small>	HI-6: producing Yes/No questions in the simple future tense with instructional support. <small>(math, science, social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Questions (Q)	PE-7: N/A	E-7: N/A	B-7: forming Yes/No questions in the past progressive tense with given forms of "to be" + subject + verb + -ing.	LI-7: producing Yes/No questions in the past progressive tense with instructional support.	HI-7: producing Yes/No questions in the past progressive tense
		PE-8: N/A	E-8: N/A	B-8: producing Yes/No questions in the future progressive tense using sentence frames. ("Will" + subject + "be" + verb + -ing?)	B-8: producing Yes/No questions in the future progressive tense with instructional support.	B-8: producing Yes/No questions in the future progressive tense.
		PE-9: N/A	E-9: NA	B-9: NA	LI-9: producing Yes/No questions in the present perfect tense with instructional support. ("to have" + subject + past participle ...?)	HI-9: producing Yes/No questions in the present perfect tense.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Questions (Q)	PE-10: N/A	E-10: NA	B-10: NA	LI-10: producing Yes/No questions in the present perfect progressive tense with instructional support. (“to have” + subject + “been” + present participle?)	HI-10: producing Yes/No questions in the present perfect progressive tense.
		PE-11: repeating interrogative sentences beginning with “What.” <small>(math, science, social studies)</small>	E-11: completing interrogative sentence frames beginning with “What.” <small>(math, science, social studies)</small>	B-11: converting given declarative sentences into interrogative sentences beginning with “What.” <small>(math, science, social studies)</small>	LI-11: producing interrogative sentences beginning with “What” with instructional support. <small>(math, science, social studies)</small>	HI-11: producing interrogative sentences beginning with “What.” <small>(math, science, social studies)</small>
		PE-12: repeating interrogative sentences beginning with “Where.” <small>(math, science, social studies)</small>	E-12: completing interrogative sentence frames beginning with “Where.” <small>(math, science, social studies)</small>	B-12: converting given declarative sentences into interrogative sentences beginning with “Where.” <small>(math, science, social studies)</small>	LI-12: producing interrogative sentences beginning with “Where” with instructional support. <small>(math, science, social studies)</small>	HI-12: producing interrogative sentences beginning with “Where.” <small>(math, science, social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Questions (Q)	PE-13: repeating interrogative sentences beginning with "Who." <small>(math, science, social studies)</small>	E-13: completing interrogative sentence frames beginning with "Who." <small>(math, science, social studies)</small>	B-13: converting given declarative sentences into interrogative sentences beginning with "Who." <small>(math, science, social studies)</small>	LI-13: producing interrogative sentences beginning with "Who" or "Whom" with instructional support. <small>(math, science, social studies)</small>	HI-13: producing interrogative sentences beginning with "Who" or "Whom." <small>(math, science, social studies)</small>
		PE-14: N/A	E-14: completing interrogative sentence frames beginning with "When." <small>(math, science, social studies)</small>	B-14: converting given declarative sentences into interrogative sentences beginning with "When." <small>(math, science, social studies)</small>	LI-14: producing interrogative sentences beginning with "When" with instructional support. <small>(math, science, social studies)</small>	HI-14: producing interrogative sentences beginning with "When." <small>(math, science, social studies)</small>
		PE-15: N/A	E-15: completing interrogative sentence frames beginning with "Why." <small>(math, science, social studies)</small>	B-15: converting given declarative sentences into interrogative sentences beginning with "Why." <small>(math, science, social studies)</small>	LI-15: producing interrogative sentences beginning with "Why" with instructional support. <small>(math, science, social studies)</small>	HI-15: producing interrogative sentences beginning with "Why." <small>(math, science, social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Questions (Q)	PE-16: N/A	E-16: N/A	B-16: converting given declarative sentences into interrogative sentences beginning with "How." <small>(math, science, social studies)</small>	LI-16: producing interrogative sentences beginning with "How" with instructional support. <small>(math, science, social studies)</small>	HI-16: producing interrogative sentences beginning with "How." <small>(math, science, social studies)</small>
		PE-17: N/A	E-17: completing interrogative sentence frames beginning with "Which." <small>(math, science, social studies)</small>	B-17: converting given declarative sentences into interrogative sentences beginning with "Which." <small>(math, science, social studies)</small>	LI-17: producing interrogative sentences beginning with "Which" with instructional support. <small>(math, science, social studies)</small>	HI-17: producing interrogative sentences beginning with "Which." <small>(math, science, social studies)</small>
		PE-18: N/A	E-18: N/A	B-18: NA	LI-18: producing interrogative sentences beginning with "Whose" with instructional support. <small>(math, science, social studies)</small>	HI-18: producing interrogative sentences beginning with "Whose." <small>(math, science, social studies)</small>

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Questions (Q)	PE-19: N/A	E-19: N/A	B-19: completing questions with “to be” + “there” + subject + preposition + noun using a sentence frame. (e.g., “ <i>Is there a ball in the room?</i> ”).	LI-19: producing questions with “to be” + “there” + subject + preposition + noun with instructional support.	HI-19: producing questions with “to be” + “there” + subject + preposition + noun.
		PE-20: N/A	E-20: N/A	B-20: completing Yes/No questions with modal auxiliaries using sentence frames. (e.g., “ <i>Can Jack come out to play?</i> ” “ <i>May I be excused?</i> ”).	LI-20: producing Yes/No questions using modal auxiliaries with instructional support.	HI-20: producing Yes/No questions using modal auxiliaries.
		PE-21: N/A	E-21: N/A	B-21: producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with a sentence frame. (auxiliary verb + subject + verb... or...)”)	LI-21: producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with instructional support.	HI-21: producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses.

ELL Stage III: Grades 3-5

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Questions (Q)	PE-22: N/A	E-22: N/A	B-22: producing questions, including negative construction, with contractions using sentence frames. (e.g., "When's he arriving?" "Didn't he tell you we were coming over?") <small>(math, science, social studies)</small>	LI-22: producing questions, including negative construction, with contractions with instructional support. <small>(math, science, social studies)</small>	HI-22: producing questions, including negative construction, with contractions. <small>(math, science, social studies)</small>
		PE-23: N/A	E-23: N/A	B-23: N/A	LI-23: producing tag questions with instructional support. (e.g., "You know Jill, don't you?" "Jack isn't home, is he?").	HI-23: producing tag questions.

ELL Stage III: Grades 3-5

Language Strand

Standard: The student will acquire English language vocabulary and use it in relevant contexts.										
Pre-Emergent		Emergent		Basic		Low Intermediate		High Intermediate		
The student will demonstrate knowledge of vocabulary by:										
Vocabulary	PE-1: repeating the names of objects or pictures and grouping into conceptual categories with instructional support. (math, science, social studies)		E-1: naming and grouping labeled pictures within given conceptual categories. (math, science, social studies)		B-1: naming and classifying pictures and words into self-selected categories with instructional support. (math, science, social studies)		LI-1: naming and classifying pictures and words into self-selected categories and providing rationale for classification with instructional support. (math, science, social studies)		HI-1: classifying words into conceptual categories and providing rationale for classification. (math, science, social studies)	
	PE-2: repeating sight words. (math, science, social studies)		E-2: recognizing sight words with instructional support. (math, science, social studies)		B-2: identifying the meaning/usage of sight words. (math, science, social studies)		LI-2: identifying the meaning/usage of sight words and utilizing them in context. (math, science, social studies)		HI-2: identifying the meaning/usage of sight words and utilizing them in context. (math, science, social studies)	
	PE-3: repeating high frequency words. (math, science, social studies)		E-3: recognizing high frequency words with instructional support. (math, science, social studies)		B-3: identifying the meaning/usage of high frequency words. (math, science, social studies)		LI-3: identifying the meaning/usage of high frequency words and utilizing them in context. (math, science, social studies)		HI-3: identifying the meaning/usage of high frequency words and utilizing them in context. (math, science, social studies)	

ELL Stage III: Grades 3-5

Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	PE-4: identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support <small>(math, science, social studies)</small>	E-4: identifying grade-specific academic vocabulary including key words, symbols, or operations. <small>(math, science, social studies)</small>	B-4: categorizing grade-specific academic vocabulary and symbols by content, with instructional support. <small>(math, science, social studies)</small>	LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support. <small>(math, science, social studies)</small>	HI-4 explaining the meaning and usage of grade-specific academic vocabulary and symbols. <small>(math, science, social studies)</small>
	PE-5: N/A	E-5: recognizing with visual cues, that two words can make a compound word. <i>(e.g., sailboat, football, popcorn, etc.)</i> <small>(math, science, social studies)</small>	B-5: recognizing that two words can make a compound word. <small>(math, science, social studies)</small>	LI-5: determining the meaning of compound words using knowledge of individual words. <i>(e.g., lunchtime, daydream, everyday, etc.)</i> <small>(math, science, social studies)</small>	HI-5: determining the meaning of compound words using knowledge of individual words. <small>(math, science, social studies)</small>
	PE-6: repeating common contractions and identifying the words that comprise them with instructional support.	E-6: recognizing common contractions; identifying the words that comprise contractions with instructional support.	B-6: using and identifying the words that comprise contractions.	LI-6: applying contractions in context with instructional support.	HI-6: applying contractions in context.

ELL Stage III: Grades 3-5

Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	<p>PE-7: identifying the base/roots and affixes (prefixes and suffixes) of known words with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-7: distinguishing base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words, with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words.</p> <p>(math, science, social studies)</p>	<p>LI-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words with instructional support.</p> <p>(math, science, social studies)</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.</p> <p>(math, science, social studies)</p>
	<p>PE- 8: recognizing common abbreviations (e.g., <i>Oct., Mr., Ave., etc.</i>) with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-8: recognizing the words represented by common/academic language abbreviations and acronyms with instructional support. (e.g., <i>in., min., F, AZ, NASA, etc.</i>)</p> <p>(math, science, social studies)</p>	<p>B-8: recognizing the words represented by common/academic language abbreviations and acronyms.</p> <p>(math, science, social studies)</p>	<p>LI-8: stating the words represented by common/academic language abbreviations and acronyms.</p> <p>(math, science, social studies)</p>	<p>HI-8: associating common/academic language abbreviations and acronyms with words.</p> <p>(math, science, social studies)</p>

ELL Stage III: Grades 3-5

Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	<p>PE-9: identifying word pairs as antonyms or synonyms using picture clues.</p> <p>(math, science, social studies)</p>	<p>E-9: identifying and classifying word pairs as antonyms or synonyms of known, grade-level words.</p> <p>(math, science, social studies)</p>	<p>B-9: completing antonym and synonym word pairs.</p> <p>(math, science, social studies)</p>	<p>LI-9: explaining word pair/analogous relationships (e.g., <i>bravery: courage :: smooth: sleek, etc.</i>)</p> <p>(math, science, social studies)</p>	<p>HI-9: completing and explaining analogous relationships (e.g., <i>bravery: courage :: smooth: _____</i>).</p> <p>(math, science, social studies)</p>
	<p>PE-10: distinguishing the intended meaning of common homonyms using picture clues.</p> <p>(math, science, social studies)</p>	<p>E-10: using word parts and context clues to determine intended meaning of common homonyms.</p> <p>(math, science, social studies)</p>	<p>B-10: using word parts and context clues to determine the intended meaning of grade-level homonyms and multiple-meaning words.</p> <p>(math, science, social studies)</p>	<p>LI-10: using context clues in a variety of content texts to determine the intended meaning of grade-level homonyms and multiple-meaning words with instructional support.</p> <p>(math, science, social studies)</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.</p> <p>(math, science, social studies)</p>
	<p>PE-11: N/A</p>	<p>E-11: N/A</p>	<p>B-11: pronouncing a homograph in context with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-11: pronouncing a homograph in context based on meaning with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-11: pronouncing a homograph in context based on meaning.</p> <p>(math, science, social studies)</p>

ELL Stage III: Grades 3-5

Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	PE-12: using picture clues to determine the meaning of words. <small>(math, science, social studies)</small>	E-12: using word parts and context clues to determine the meaning of words within a given sentence with instructional support. <small>(math, science, social studies)</small>	B-12: using word parts and context clues to determine the meaning of grade-level content words within a given sentence. <small>(math, science, social studies)</small>	LI-12: using context clues in a variety of content texts to determine the intended meaning of grade-level content words with instructional support. <small>(math, science, social studies)</small>	HI-12: using context clues in a variety of content texts to confirm the intended meaning of grade-level content words. <small>(math, science, social studies)</small>
	PE-13: N/A	E-13: identifying grade-level figurative language with instructional support. <i>(e.g., similes, metaphors, personification, idioms, etc.)</i>	B-13: identifying figurative and literal language in grade-level texts.	LI-13 explaining the meaning of figurative language including in a variety of grade-level texts.	HI-13: interpreting the meaning of figurative language including in a variety of grade-level texts.
	PE-14: N/A	E-14: using a dictionary (picture or standard) to find the meanings of grade-level vocabulary with instructional support <small>(math, science, social studies)</small>	B-14: using a dictionary (picture or standard) to find the meanings of grade-level vocabulary. <small>(math, science, social studies)</small>	LI-14: using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words with instructional support. <small>(math, science, social studies)</small>	HI-14: using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words. <small>(math, science, social studies)</small>