

ELL Stage II: Grades 1-2

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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Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of parts of speech by:

Standard English Conventions

Nouns (N)

PE-1: reciting articles with singular nouns.

E-1: selecting articles (a, an, the) for singular nouns with instructional support.

B-1: selecting articles (a, an, the) for singular and plural nouns with instructional support.

LI-1: selecting articles (a, an, the) for singular and plural nouns.

HI-1: selecting articles (a, an, the) for singular and plural nouns.

PE-2: repeating singular common nouns.

(math, science, social studies)

E-2: naming singular common nouns.

(math, science, social studies)

B-2: orally listing common nouns (singular and plural) and singular proper nouns.

(math, science, social studies)

LI-2: sorting common nouns (singular and plural) and singular proper nouns.

(math, science, social studies)

HI-2: explaining differences between common and proper nouns in context (singular and plural).

(math, science, social studies)

PE-3: N/A
Pre-Req: PE-2

E-3: repeating irregular nouns.

B-3: listing irregular nouns.

LI-3: converting a given singular noun into plural noun, including irregular.

HI-3: converting a given singular noun into plural noun, including irregular.

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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-4: N/A Pre-Req: PE-2	E-4: N/A Pre-Req: E-2	B-4: defining possessive nouns; repeating phrases with singular possessive nouns.	LI-4: producing a response using a singular possessive noun. (i.e., It is Mary's book.)	HI-4: using singular possessive nouns.
		PE-5: N/A Pre-Req: PE-2	E-5: N/A Pre-Req: E-2	B-5: defining possessive nouns; repeating phrases with plural possessive nouns.	LI-5: producing a response using a plural possessive noun. (i.e., It is Mary's book.)	HI-5: using plural possessive nouns.
	Verbs (V)	PE-1: identifying physical action as a verb with instructional support.	E-1: identifying physical action, mental action, and state of being (to be) as verbs with instructional support.	B-1: identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.	LI-1: identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.	HI-1: N/A

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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-2: defining the concept of time (past, present and future) with instructional support.	E-2: defining the concept of time.	B-2: differentiating between past, present, present progressive, and future verb tenses by selecting the appropriate verb in a given sentence frame.	LI-2: differentiating between past, present, present progressive, and future verb tenses by responding to a prompt.	HI-2: differentiating between past, present, present progressive, and future verb tenses.
		PE-3: repeating and acting out imperative verbs (e.g., <i>Walk. Stop, etc.</i>).	E-3: repeating and acting out imperative verbs (e.g., <i>Walk, Stop, Line up, etc.</i>).	B-3: using imperative verbs with instructional support.	LI-3: using imperative verbs.	HI-3: using imperative verbs.
		PE-4: repeating the forms of the irregular verbs: <i>to be, to have, to do, and to go</i> in the simple present tense.	E-4: conjugating simple present tense irregular verbs: <i>to be, to have, to do, and to go</i> , with instructional support.	B-4: choosing the correct simple present tense irregular verb: <i>to be, to have, to do, and to go</i> to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-4: using simple present tense irregular verbs: <i>to be, to have, to do, and to go</i> to produce declarative, negative, and interrogative simple sentences with instructional support.	HI-4: using simple present tense irregular verbs: <i>to be, to have, to do, and to go</i> 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)	<p>PE-5: repeating simple present tense regular verbs with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>E-5: selecting simple present tense regular verbs (jump, jumps) with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>B-5: choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>LI-5: producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>HI-5: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>
		<p>PE-6: repeating present progressive tense regular verbs with instructional support.</p>	<p>E-6: identifying the present participle; selecting present progressive tense regular verbs with instructional support.</p>	<p>B-6: choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).</p>	<p>LI-6: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.</p>	<p>HI-6: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.</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	Verbs (V)	<p>PE-7: repeating simple past tense regular verbs with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-7: selecting simple past tense regular verbs with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-7: choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).</p> <p>(math, science, social studies)</p>	<p>LI-7: producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-7: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-8: repeating the forms of the irregular verbs: <i>to be</i>, <i>to have</i>, <i>to do</i>, and <i>to go</i> in the simple past tense.</p>	<p>E-8: conjugating simple past tense of the irregular verbs: <i>to be</i>, <i>to have</i>, <i>to do</i>, and <i>to go</i> with instructional support.</p>	<p>B-8: choosing simple past tense irregular verbs: <i>to be</i>, <i>to have</i>, <i>to do</i>, and <i>to go</i> to complete declarative, negative, and interrogative sentences (subject-verb agreement).</p>	<p>LI-8: using simple past tense irregular verbs: <i>to be</i>, <i>to have</i>, <i>to do</i>, and <i>to go</i> to produce declarative, negative, and interrogative simple sentences (subject-verb agreement) with instructional support.</p>	<p>HI-8: using simple past tense irregular verbs: <i>to be</i>, <i>to have</i>, <i>to do</i>, and <i>to go</i> to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).</p>

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Verbs (V)	PE-9: repeating irregular simple past tense verbs with instructional support.	E-9: selecting irregular simple past tense verbs with instructional support.	B-9: choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-9: producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.	HI-9: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
		PE-10: repeating simple future tense (will, going to) with instructional support. <small>(math, science, social studies)</small>	E-10: selecting simple future tense (will) with instructional support. <small>(math, science, social studies)</small>	B-10: choosing simple future tense verb (will, going to) to complete declarative, negative, and interrogative sentence (subject-verb agreement). <small>(math, science, social studies)</small>	LI-10: producing declarative, negative, and interrogative simple sentences using the simple future tense (will, going to) (subject-verb agreement) with instructional support. <small>(math, science, social studies)</small>	HI-10: producing declarative, negative, and interrogative sentences using the simple future tense (will, going to) 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-11: repeating linking verbs of sensation (smell, sound, taste, feel) with instructional support.	E-11: selecting linking verbs of sensation with instructional support.	B-11: choosing linking verbs of sensation to complete a declarative, negative, and interrogative sentence (subject-verb agreement).	LI-11: producing declarative, negative, and interrogative simple sentences using linking verbs of sensation (subject-verb agreement) with instructional support.	HI-11: producing declarative, negative, and interrogative sentences using linking verbs of sensation with subject-verb agreement.
		PE-12: repeating linking verbs of being (act, seem, appear, look, become) with instructional support.	E-12: selecting linking verbs of being with instructional support.	B-12: choosing linking verbs of being to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-12: producing declarative, negative, and interrogative simple sentences using linking verbs of being (subject-verb agreement) with instructional support.	HI-12: producing declarative, negative, and interrogative sentences using linking verbs of being with subject-verb agreement.
		PE-13: repeating past progressive tense verbs with instructional support.	E-13: selecting past progressive tense verbs with instructional support.	B-13: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).	LI-13: producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.	HI-13: 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 -14: N/A Pre-Req: PE-4, 8, 9,	E-14: N/A Pre-Req: E-4, 8, 9	B-14: defining auxiliary (helping) verbs (to be, to have, to do).	LI-14: distinguishing between the auxiliary (helping) verb and the main verb.	HI-14: distinguishing between the auxiliary (helping) verb and the main verb.
		PE-15: N/A Pre-Req: PE-4, 8, 9, 10	E-15: N/A Pre-Req: E-4, 8, 9, 10	B-15: choosing modal auxiliary verbs (will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).	LI-15: producing declarative, negative, and interrogative simple sentences using modal auxiliary verbs (will, can, could, may, might, must) (subject-verb agreement) with instructional support.	HI-15: producing declarative, negative, and interrogative sentences using modal auxiliaries (will, can, could, may, might, must, should, would) with subject-verb agreement.
	Pronouns (PRO)	PE-1: repeating personal singular subjective pronoun (I) in oral communication.	E-1: using personal singular subjective pronouns (I, you) in oral communication with instructional support.	B-1: defining a pronoun and using personal singular subjective pronouns (I, you, he, she, it) in oral communication with instructional support.	LI-1: using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronoun (we) in oral communication.	HI-1: using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronouns (we, they) in oral communication.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Pronouns (PRO)	PE-2: repeating singular personal objective pronouns (me), in context.	E-2: using singular personal objective pronouns (me, you) in oral communication with instructional support.	B-2: using singular personal objective pronouns (me, you, him, her, it) in oral communication with instructional support.	LI-2: using singular and plural personal objective pronouns (me, you, him, her, it, us) in oral communication.	HI-2: using singular and plural personal objective pronouns (me, you, him, her, it, us, them) in oral communication.
		PE-3: repeating singular personal possessive pronouns (mine) in context.	E-3: using singular personal possessive pronouns (mine, yours) in oral communication with instructional support.	B-3: using singular personal possessive pronouns (mine, yours, his, hers, its) in oral communication with instructional support.	LI-3: using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours) in oral communication.	HI-3: using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours, theirs) in oral communication.
		PE-4: N/A Pre-Req: PE-1,2,3	E-4: N/A Pre-Req: E-1, 2, 3	B-4: categorizing subjective, objective and possessive pronouns.	LI-4: selecting the appropriate subjective, objective, and possessive pronouns to complete a given sentence.	HI-4: differentiating between subjective, objective, 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 Pre-Req: PE-1, 2	E-5: N/A Pre-Req: E-1, 2	B-5: using interrogative pronouns (i.e., who, what) in oral communication with instructional support.	LI-5: listing and using interrogative pronouns (i.e., who, what, which) in oral communication with instructional support.	HI-5: using interrogative pronouns (i.e., who, what, which) in oral communication.
		PE-6: N/A Pre-Req: PE-1, 2	E-6: N/A Pre-Req: E-1, 2	B-6: repeating demonstrative pronouns (i.e., this, that).	LI-6: listing and using demonstrative pronouns (i.e., this, that) with instructional support.	HI-6: using demonstrative pronouns (i.e., this, that) in oral communication.
	Adjectives (ADJ)	PE-1: repeating adjectives (quantity/size/shape/color) with nouns. (math, science, social studies)	E-1: naming and sorting adjectives (three, beautiful, big, red, square) with nouns. (math, science, social studies)	B-1: selecting adjectives to complete a given sentence. (math, science, social studies)	LI-1: producing a series of adjectives in the correct order (quantity/opinion/size/shape/color) with instructional support. (math, science, social studies)	HI-1: producing a series of adjectives in the correct order. (math, science, social studies)

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Adjectives (ADJ)	PE-2: repeating a noun as a modifier (<i>e.g., shoe store, kitchen table, etc.</i>).	E-2: using a noun as a modifier with instructional support.	B-2: selecting a noun as a modifier to complete a given sentence.	LI-2: using nouns as modifiers with instructional support.	HI-2: using nouns as modifiers.
		PE-3: N/A Pre-Req: PE-1	E-3: N/A Pre-Req: E-1	B-3: selecting a sensory/personality adjective (sticky, proud) to complete a given sentence.	LI-3: using sensory/personality adjectives with instructional support.	HI-3: using sensory/personality adjectives.
		PE-4: repeating a singular possessive adjective with a noun.	E-4: using singular possessive adjectives (my, your) with a noun.	B-4: using singular possessive adjectives (my, your, his, her, its) with a noun.	LI-4: using singular and plural possessive adjectives (my, your, his, her, its, our).	HI-4: using singular and plural possessive adjectives (my, your, his, her, its, our, their).

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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-5: N/A	E-5: N/A	B-5: repeating a demonstrative adjective (this, that) and a noun (demonstrative adjective + noun).	LI-5: listing and using demonstrative adjectives (this, that, these, those) in oral communication with instructional support.	HI-5: using demonstrative adjectives in oral communication.
	Adverbs (ADV)	PE-1: following oral directions that use first, then, next. <small>(math, science, social studies)</small>	E-1: using the "when" adverb (first, then, next, after, before, finally) with instructional support. <small>(math, science, social studies)</small>	B-1: using "when" (first, then, next, after, before, finally) and "frequency" adverbs (always, never, sometimes) with instructional support. <small>(math, science, social studies)</small>	LI-1: using "when" and "frequency" adverbs. <small>(math, science, social studies)</small>	HI-1: using "when" and "frequency" adverbs. <small>(math, science, social studies)</small>
		PE-2: N/A	E-2: repeating classroom/school rules with "frequency" adverbs (always, never, sometimes). <small>(math, science, social studies)</small>	B-2: using "frequency" adverbs (always, never, sometimes) with instructional support. <small>(math, science, social studies)</small>	LI-2: using "frequency" adverbs. <small>(math, science, social studies)</small>	HI-2: using "frequency" adverbs. <small>(math, science, social studies)</small>

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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	Adverbs (ADV)	PE-3: N/A	E-3: following oral directions that use "where" adverbs (i.e., here, there). <small>(math, science, social studies)</small>	B-3: using "where" adverbs (i.e., here, there) with instructional support. <small>(math, science, social studies)</small>	LI-3: using "where" adverbs (i.e., here, there). <small>(math, science, social studies)</small>	HI-3: using "where" adverbs (i.e., here, there). <small>(math, science, social studies)</small>
		PE-4: N/A	E-4: N/A	B-4: selecting and listing "how/degree" adverbs (i.e., sadly, proudly) with instructional support. <small>(science)</small>	LI-4: using "how/degree" adverbs (quickly ran, too cold, very quickly) with instructional support. <small>(science)</small>	HI-4: using "how/degree" adverbs. <small>(science)</small>
		PE-5: N/A	E-5: N/A	B-5: selecting and listing adjectival adverbs (beautiful, beautifully) with instructional support.	LI-5: using adjectival adverbs with instructional support.	HI-5: using adjectival adverbs.

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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-1: repeating and physically demonstrating prepositions of location (on, in, near, behind).</p> <p>(math, science, social studies)</p>	<p>E-1: naming prepositions of location from a given prompt.</p> <p>(math, science, social studies)</p>	<p>B-1: selecting prepositions of location to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>LI-1: using prepositions of location with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-1: using prepositions of location.</p> <p>(math, science, social studies)</p>
		<p>PE-2: repeating and physically showing prepositions of direction (up, down, over).</p> <p>(math, science, social studies)</p>	<p>E-2: naming prepositions of direction from a given prompt.</p> <p>(math, science, social studies)</p>	<p>B-2: selecting prepositions of direction to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>LI-2: using prepositions of direction with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-2: using prepositions of direction.</p> <p>(math, science, social studies)</p>
		<p>PE-3: repeating prepositions of time from a given prompt (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.</p> <p>(math, science, social studies)</p>	<p>LI-3: selecting prepositions of time to complete a given sentence and justifying selection.</p> <p>(math, science, social studies)</p>	<p>HI-3: using prepositions of time.</p> <p>(math, science, social studies)</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	Prepositions (PREP)	PE-4: N/A	E-4: repeating and physically demonstrating prepositions of action and movement (to, from, off, out of). <small>(math, science, social studies)</small>	B-4: selecting a preposition of action and movement to complete a sentence with instructional support. <small>(math, science, social studies)</small>	LI-4: selecting a preposition of action and movement to complete a given sentence. <small>(math, science, social studies)</small>	HI-4: using prepositions of action and movement. <small>(math, science, social studies)</small>
		PE-5: N/A	E-5: N/A	B-5: selecting a preposition of opposition to complete a given sentence (before/after, off/on, with/without) with instructional support. <small>(math, science, social studies)</small>	LI-5: selecting a preposition of opposition to complete a given sentence. <small>(math, science, social studies)</small>	HI-5: using prepositions of opposition. <small>(math, science, social studies)</small>
		PE-6: N/A	E-6: N/A	B-6: defining a preposition.	LI-6: differentiating among prepositions of location, direction and time with instructional support. <small>(math, science, social studies)</small>	HI-6: differentiating among prepositions of location, direction and time. <small>(math, science, social studies)</small>

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Conjunctions (C)	<p>PE-1: repeating coordinating conjunctions (i.e., and, or) which show relationships (milk and cookies, coffee or tea).</p> <p>(math, science, social studies)</p>	<p>E-1: selecting coordinating conjunctions (i.e., and, or) to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>B-1: selecting coordinating conjunctions (i.e., and, or, for, but) which combine nouns, verbs, adjectives, phrases or clauses to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>LI-1: selecting coordinating conjunctions (i.e., and, or, for, but) which combine nouns, verbs, adjectives, phrases or clauses to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>HI-1: using coordinating conjunctions.</p> <p>(math, science, social studies)</p>
	Interjections (I)	<p>PE-1: repeating interjections.</p>	<p>E-1: selecting interjections that relate to a given situation.</p>	<p>B-1: using interjections that relate to a given situation.</p>	<p>LI-1: using interjections in appropriate context.</p>	<p>HI-1: using interjections in appropriate context.</p>
	Phrase and Clause Construction (PH/CL)	<p>PE-1: repeating noun phrases (adjective + noun) with visual support.</p>	<p>E-1: producing noun phrases (including nouns as modifiers, e.g., <i>kitchen table</i>) from a visual prompt.</p>	<p>B-1: using noun phrases to complete sentence frames.</p>	<p>LI-1: using noun phrases in a complete sentence.</p>	<p>HI-1: using noun phrases in a complete sentence.</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	Phrase and Clause Construction (PH/CL)	PE-2: repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.	E-2: producing joined noun phrases from a visual prompt.	B-2: using a joined noun phrase to complete sentence frames.	LI-2: using a joined noun phrase in a complete sentence.	HI-2: using a joined noun phrase in a complete sentence.
		PE-3: N/A Pre-Req: PE-1	E-3: N/A Pre-Req: E-1	B-3: repeating a phrase with a demonstrative adjective (this, that) and a noun (demonstrative adjective + noun).	LI-3: using a demonstrative adjective (this, that, these, those) 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 with visual support. (verb + adverb, adverb + verb) (ran quickly, quickly ran)	E-4: using a verb phrase to a complete sentence frame with instructional support.	B-4: using a verb phrase to complete sentence frames.	LI-4: using a verb phrase in a complete sentence.	HI-4: using a verb phrase in a complete sentence.

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The student will demonstrate knowledge of parts of speech by:						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-5: repeating joined verb phrases with visual support. (verb + coordinating conjunction + verb, i.e., walks and talks).	E-5: using a joined verb phrase to complete sentence frames with instructional support.	B-5: using a verb phrase to complete sentence frames.	LI-5: using a joined verb phrase in a complete sentence.	HI-5: using a joined verb phrase in a complete sentence.
		PE-6: repeating prepositional phrases with visual support. (e.g., on the table).	E-6: using a prepositional phrase to complete sentence frames with instructional support.	B-6: using a prepositional phrase to complete sentence frames.	LI-6: using a prepositional phrase in a complete sentence.	HI-6: using a prepositional phrase in a complete sentence.
		PE-7: N/A Pre-Req: PE-4	E-7: N/A Pre-Req: E-4	B-7: repeating infinitive verb phrases with visual support. (to buy a bicycle)	LI-7: using an infinitive verb phrase to complete a sentence frame with instructional support.	HI-7: using an infinitive verb phrase to complete sentence frames.

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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	Phrase and Clause Construction (PH/CL)	PE-8: N/A Pre-Req: PE-1, 2, 4	E-8: using "when" adverbial phrases to complete sentence frames with instructional support. (after opening the door...).	B-8: using adverbial phrases (including when, frequency, where) to complete sentence frames.	LI-8: using adverbial phrases in a complete sentence with instructional support.	HI-8: using adverbial phrases in a complete sentence.
		PE-9: N/A Pre-Req: PE-1, 2, 4	E-9: using auxiliary verb phrases (auxiliary + verb: did go) to complete sentence frames with instructional support.	B-9: using auxiliary and/or modal auxiliary verb phrases (i.e., "did go," "may go," "will have gone") to complete sentence frames.	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.
	Sentence Construction (SC)	PE-1: repeating a sentence and identifying the subject with instructional support.	E- 1: selecting a subject (singular or plural) from a picture with instructional support.	B-1: selecting a subject (singular or plural) from a picture.	LI-1: selecting a subject (singular or plural) to complete a given sentence with instructional support.	HI-1: selecting a subject (singular or plural) to complete a given sentence.

ELL Stage II: Grades 1-2

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-2: repeating a sentence containing a subject and a verb. (S-V)</p> <p>(math, science, social studies)</p>	<p>E-2: completing a given sentence by providing a subject or verb.(S-V)</p> <p>(math, science, social studies)</p>	<p>B-2: producing a sentence using a given subject and a verb, with subject-verb agreement. (S-V)</p> <p>(math, science, social studies)</p>	<p>LI-2: producing sentences using a subject and a verb, with subject-verb agreement. (S-V)</p> <p>(math, science, social studies)</p>	<p>HI-2: producing sentences using a subject and a verb, with subject-verb agreement. (S-V)</p> <p>(math, science, social studies)</p>
		<p>PE-3: N/A</p> <p>Pre-Req: PE-1, 2</p>	<p>E-3: repeating a sentence in the negative S-V construction. (subject + auxiliary verb + "not" + main verb)</p> <p>(math, science, social studies)</p>	<p>B-3: completing a given sentence in the negative S-V construction by providing a subject, auxiliary verb, "not", and main verb.</p> <p>(math, science, social studies)</p>	<p>LI-3: producing sentences in the negative S-V construction, with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-3: producing sentences with negative S-V construction, with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-4: repeating a sentence using pronoun + forms of "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 a sentence with S-V-C construction with a given pronoun (as the subject), forms of "to be", and noun, with subject-verb agreement.</p>	<p>LI-4: producing sentences with S-V-C construction given pronouns (as the subject), forms of "to be", and nouns.</p>	<p>HI-4: producing sentences with S-V-C construction, using a pronoun as the subject, with subject-verb agreement.</p>

ELL Stage II: Grades 1-2

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-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 a sentence with S-V-C construction with a given noun (as the subject), form of "to be," and noun as the complement, with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-5: producing sentences with S-V-C construction, given nouns (as the subject), forms of "to be," and nouns as the complement with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>HI-5: producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-6: repeating a sentence using a plural noun + "to be" + a plural 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 a sentence with S-V-C construction with a given plural noun (as the subject), "to be", and a plural noun as the complement with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-6: producing sentences with S-V-C construction, given plural nouns (as the subject), forms of "to be," and plural nouns as the complement, with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-6: producing sentences with S-V-C construction, with plural nouns as the subject, using with subject-verb agreement.</p> <p>(math, science, social studies)</p>

ELL Stage II: Grades 1-2

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-7: repeating a sentence using subject + "to be" + adjective. (S-V-C)</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 a sentence with S-V-C construction with a given subject, form of "to be" and adjective as a complement, with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-7: producing sentences with S-V-C construction with an adjective as the complement, with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-7: producing sentences with S-V-C construction with an adjective as the complement, with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-8: N/A</p> <p>Pre-Req: PE-7</p>	<p>E-8: completing a sentence frame using a subject + "to be" + "not" + adjective as a complement to form sentences in the negative S-V-C construction.</p> <p>(math, science, social studies)</p>	<p>B-8: forming a sentence in the negative S-V-C construction with a given subject, form of "to be", and an adjective as complement, with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-8: producing sentences in the negative (S-V-C) construction, with given subjects, forms of "to be," and adjectives as a complement, with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-8: producing sentences in the negative (S-V-C) construction, with a subject, "to be" and adjective as a complement, with subject-verb agreement.</p> <p>(math, science, social studies)</p>

ELL Stage II: Grades 1-2

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-9: repeating a sentence using subject + "to be" + prepositional phrase.</p> <p>(math, science, social studies)</p>	<p>E-9: completing a sentence frame using a subject + "to be" + prepositional phrase.</p> <p>(math, science, social studies)</p>	<p>B-9: forming a sentence using a given subject, "to be", and prepositional phrase, with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-9: producing sentences using a given subjects, forms of "to be," and prepositional phrases, with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-9: producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-10: repeating a sentence containing a subject + verb+ prepositional phrase. (S-V-P)</p> <p>(math, science, social studies)</p>	<p>E-10: completing a sentence frame by using a subject + verb + prepositional phrase. (S-V-P)</p> <p>(math, science, social studies)</p>	<p>B-10: forming a sentence using a given subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)</p> <p>(math, science, social studies)</p>	<p>LI-10: producing sentences using given subjects, verbs, and prepositional phrases, with instructional support. (S-V-P)</p> <p>(math, science, social studies)</p>	<p>HI-10: producing sentences using a subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)</p> <p>(math, science, social studies)</p>
		<p>PE-11: N/A</p> <p>Pre-Req: PE-9, 10</p>	<p>E-11: completing a sentence frame using "There" + "to be" + subject + prepositional phrase.</p>	<p>B-11: forming a sentence using "There" + a given form of "to be," subject, and prepositional phrase, with subject-verb agreement.</p>	<p>LI-11: producing sentences using "There", given forms of "to be," subjects, and prepositional phrases, with instructional support.</p>	<p>HI-11: producing sentences using "There", "to be," subject, and prepositional phrase, with subject-verb agreement.</p>

ELL Stage II: Grades 1-2

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-12: N/A Pre-Req: PE-6, 9,10	E-12: completing sentence frames using subject + verb + direct object (noun) construction. (S-V-O) <small>(math, science, social studies)</small>	B-12: forming a sentence using a given subject, verb, and direct object (noun) with subject-verb agreement. (S-V-O) <small>(math, science, social studies)</small>	LI-12: producing sentences using given subjects, verbs, and direct object (noun), with instructional support. (S-V-O) <small>(math, science, social studies)</small>	HI-12: producing sentences using subject, verb, and direct object (noun), with subject-verb agreement. (S-V-O) <small>(math, science, social studies)</small>
		PE-13: N/A Pre-Req: PE-6, 9, 10	E-13: completing sentence frames using subject + verb + object pronoun construction. (S-V-O)	B-13: forming a sentence using a given subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)	LI-13: producing sentences using given subjects, verbs, and object pronouns, with instructional support. (S-V-O)	HI-13: producing sentences using subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)
		PE-14: N/A	E-14: selecting an adverb to modify a verb to complete a sentence frame.	B-14: forming a sentence with a given subject, verb, and adverb to modify the verb.	LI-14: producing sentences with given subjects, verbs, and adverbs to modify verbs, with instructional support.	HI-14: producing sentences using adverbs to modify verbs.

ELL Stage II: Grades 1-2

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-15: repeating imperative sentences. (e.g., <i>Walk. Stop.</i>)	E-14: completing an imperative sentence frame. (e.g., <i>Walk. Stop. Line up.</i>)	B-14: forming an imperative sentence with a given verb. (e.g., <i>Close the door. Open the door.</i>)	LI-14: producing imperative sentences with given verbs, with instructional support. (e.g., <i>Put the markers in the box.</i>)	HI-14: producing imperative sentences.
	Questions (Q)	PE-1: repeating single word questions with inflection. (math, science, social studies)	E-1: completing simple question sentence frames using picture prompts. (math, science, social studies)	B-1: forming questions with inflection using sentence frames. (math, science, social studies)	LI-1: producing questions with inflection. (math, science, social studies)	HI-1: producing questions with inflection. (math, science, social studies)
		PE-2: repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?). (math, science, social studies)	E-2: completing Yes/No questions in the simple present tense using sentence frames. (math, science, social studies)	B-2: forming a Yes/No question in the simple present tense with a given form of "to do" + subject + verb. (math, science, social studies)	LI-2: forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs. (math, science, social studies)	HI-2: producing Yes/No questions in the simple present tense using "to do." (math, science, social studies)

ELL Stage II: Grades 1-2

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-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 a Yes/No question with a given form of "to be" + subject + complement.</p> <p>(math, science, social studies)</p>	<p>LI-3: forming Yes/No questions with given forms of "to be" + subjects + complements.</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>
		<p>PE-4: N/A</p> <p>Pre-Req: PE-2, 3</p>	<p>E-4: repeating Yes/No questions in the present progressive tense ("to be" + subject + verb + -ing).</p> <p>(math, science, social studies)</p>	<p>B-4: completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing).</p> <p>(math, science, social studies)</p>	<p>LI-4: forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verbs + -ing.</p> <p>(math, science, social studies)</p>	<p>HI-4: producing Yes/No questions in the present progressive tense.</p> <p>(math, science, social studies)</p>
		<p>PE-5: N/A</p> <p>Pre-Req: PE-2, 3</p>	<p>E-5: repeating Yes/No questions in the simple past tense of "to do."</p> <p>(math, science, social studies)</p>	<p>B-5: completing Yes/No questions in the simple past tense using sentence frames "to do" + subject + verb.</p> <p>(math, science, social studies)</p>	<p>LI-5: forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb.</p> <p>(math, science, social studies)</p>	<p>HI-5: producing Yes/No questions in the simple past tense.</p> <p>(math, science, social studies)</p>

ELL Stage II: Grades 1-2

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-6: N/A Pre-Req: PE-1, 2, 3	E-6: repeating Yes/No questions in the simple future tense. ("Will" + subject + verb?). (math, science, social studies)	B-6: completing Yes/No questions in the simple future tense using sentence frames "Will" + subject + verb. (math, science, social studies)	LI-6: forming Yes/No questions in the simple future tense with given subjects + verbs. (math, science, social studies)	HI-6: producing Yes/No questions in the simple future tense. (math, science, social studies)
		PE-7: N/A	E-7: N/A	B-7: completing interrogative sentence frames beginning with "What." (math, science, social studies)	LI-7: converting given declarative sentences into interrogative sentences beginning with "What." (math, science, social studies)	HI-7: producing interrogative sentences beginning with "What." (math, science, social studies)
		PE-8: N/A	E-8: N/A	B-8: completing interrogative sentence frames beginning with "Where." (math, science, social studies)	LI-8: converting given declarative sentences into interrogative sentences beginning with "Where." (math, science, social studies)	HI-8: producing interrogative sentences beginning with "Where." (math, science, social studies)

ELL Stage II: Grades 1-2

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-9: N/A	E-9: N/A	B-9: completing interrogative sentence frames beginning with "Who." <small>(math, science, social studies)</small>	LI-9: converting given declarative sentences into interrogative sentences beginning with "Who." <small>(math, science, social studies)</small>	HI-9: producing interrogative sentences beginning with "Who." <small>(math, science, social studies)</small>
		PE-10: N/A	E-10: N/A	B-10: completing interrogative sentence frames beginning with "When." <small>(math, science, social studies)</small>	LI-10: converting given declarative sentences into interrogative sentences beginning with "When." <small>(math, science, social studies)</small>	HI-10: producing interrogative sentences beginning with "When." <small>(math, science, social studies)</small>
		PE-11: N/A	E-11: N/A	B-11: completing interrogative sentence frames beginning with "Why." <small>(math, science, social studies)</small>	LI-11: converting given declarative sentences into interrogative sentences beginning with "Why." <small>(math, science, social studies)</small>	HI-11: producing interrogative sentences beginning with "Why." <small>(math, science, social studies)</small>

ELL Stage II: Grades 1-2

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-12: N/A	E-12: N/A	B-12: completing interrogative sentence frames beginning with "How." <small>(math, science, social studies)</small>	LI-12: converting given declarative sentences into interrogative sentences beginning with "How." <small>(math, science, social studies)</small>	HI-12: producing interrogative sentences beginning with "How." <small>(math, science, social studies)</small>
		PE-13: N/A	E-13: N/A	B-13: completing interrogative sentence frames beginning with "Which." <small>(math, science, social studies)</small>	LI-13: converting given declarative sentences into interrogative sentences beginning with "Which." <small>(math, science, social studies)</small>	HI-13: producing interrogative sentences beginning with "Which." <small>(math, science, social studies)</small>

ELL Stage II: Grades 1-2

Language Strand

Standard 2: 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 and grouping the names of common objects or pictures into basic given categories with instructional support. <small>(math, science, social studies)</small>	E-1: naming and grouping common objects and pictures into given categories with instructional support. <small>(math, science, social studies)</small>	B-1: naming and grouping common objects and pictures with self-selected categories and providing rationale. <small>(math, science, social studies)</small>	LI-1: classifying common words into basic conceptual categories (colors, shapes, foods) and providing rationale. <small>(math, science, social studies)</small>	HI-1: classifying words into conceptual categories and providing rationale. <small>(math, science, social studies)</small>
	PE-2: repeating sight words. <small>(math, science, social studies)</small>	E-2: recognizing sight words with instructional support. <small>(math, science, social studies)</small>	B-2: recognizing sight words. <small>(math, science, social studies)</small>	LI-2: identifying the meaning of and using sight words. <small>(math, science, social studies)</small>	HI-2: identifying the meaning of and using sight words. <small>(math, science, social studies)</small>
	PE-3: repeating high frequency words. <small>(math, science, social studies)</small>	E-3: recognizing high frequency words with instructional support. <small>(math, science, social studies)</small>	B-3: recognizing and identifying the meaning of high frequency words with instructional support. <small>(math, science, social studies)</small>	LI-3: identifying the meaning of and using high frequency words. <small>(math, science, social studies)</small>	HI-3: identifying the meaning of and using high frequency words. <small>(math, science, social studies)</small>

ELL Stage II: Grades 1-2

Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	PE-4: repeating grade specific academic vocabulary, including key words, symbols, and operations, with visual support.	E-4: recognizing grade specific academic vocabulary and symbols.	B-4: selecting grade specific academic vocabulary and symbols within a given context.	LI-4: using grade specific academic vocabulary and symbols with instructional support.	HI-4: using grade specific academic vocabulary and symbols within context.
	PE-5: repeating content area words with visual support. (math, science, social studies)	E-5: recognizing content area words with visual support. (math, science, social studies)	B-5: determining the meaning of grade-level content area words with instructional support. (math, science, social studies)	LI-5: determining the meaning of grade-level content area words. (math, science, social studies)	HI-5: applying knowledge of grade-level vocabulary (including content area words) in text. (math, science, social studies)
	PE-6: N/A	E-6: N/A	B-6: recognizing, with visual cues, that two words can make a compound word. (math, science, social studies)	LI-6: recognizing that two words can make a compound word. (math, science, social studies)	HI-6: determining the meaning of compound words using knowledge of individual words. (math, science, social studies)

ELL Stage II: Grades 1-2

Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	PE-7: repeating common contractions from text.	E-7: identifying words that comprise common contractions with instructional support.	B-7: reading common contractions.	LI-7: identifying words that comprise complex contractions with instructional support.	HI-7: reading contractions.
	PE-8: N/A	E-8: N/A	B-8: identifying the meaning of common prefixes. <small>(math, science, social studies)</small>	LI-8: differentiating the meaning of words by applying knowledge of prefixes. <small>(math, science, social studies)</small>	HI-8: constructing meaning by applying knowledge of prefixes. <small>(math, science, social studies)</small>
	PE-9: N/A	E-9: N/A	B-9: recognizing how base words are changed by the addition of suffixes. <small>(math, science, social studies)</small>	LI-9: differentiating the meaning of words by applying knowledge of suffixes. <small>(math, science, social studies)</small>	HI-9: constructing meaning by applying knowledge of suffixes. <small>(math, science, social studies)</small>

ELL Stage II: Grades 1-2

Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	PE-10: repeating common abbreviations from text. <small>(math, science, social studies)</small>	E-10: repeating common abbreviations from text. <small>(math, science, social studies)</small>	B-10: recognizing the words represented by common abbreviations. <small>(math, science, social studies)</small>	LI-10: stating the words represented by common abbreviations. <small>(math, science, social studies)</small>	HI-10: associating common abbreviations with words. <small>(math, science, social studies)</small>
	PE-11: repeating common synonyms and antonyms. <small>(math, science, social studies)</small>	E-11: repeating common synonyms and antonyms. <small>(math, science, social studies)</small>	B-11: recognizing common synonyms and antonyms. <small>(math, science, social studies)</small>	LI-11: completing synonym and antonym word pairs. <small>(math, science, social studies)</small>	HI-11: clarifying word meaning by applying knowledge of synonyms and antonyms to enhance vocabulary. <small>(math, science, social studies)</small>
	PE-12: N/A	E-12: N/A	B-12: N/A	LI-12: identifying homophones and their meaning (their-there-they're). <small>(math, science, social studies)</small>	HI-12: applying knowledge of homophones within text. <small>(math, science, social studies)</small>

ELL Stage II: Grades 1-2

Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	PE-13: N/A	E-13: N/A	B-13: locating a given word in a resource with instructional support. <small>(math, science, social studies)</small>	LI-13: determining the meaning of a word by using resources with instructional support. <small>(math, science, social studies)</small>	HI-13: determining the meaning of a word by using resources. <small>(math, science, social studies)</small>

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