

ELL Stage II: Grades 1-2

Listening and Speaking

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

A student at this level has no ability or a very limited ability to communicate in English.

Emergent

A student at this level will formulate simple phrases and sentences in English. The student will produce and identify nouns, pronouns, adjectives, and simple verb phrases with linguistic support.

Basic

A student at this level will correctly formulate simple sentences with subjects and predicates. The student will utilize the parts of speech and simple verb tenses, including subject-verb agreement with minimal linguistic support.

Low Intermediate

A student at this level will begin to formulate correct sentences in English, using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement, although not consistently.

High Intermediate

A student at this level will consistently formulate correct sentences in English, using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement.

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Listening and Speaking

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.					
Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	PE-1: identifying phonemes in the initial and/or final positions of words.	E-1: distinguishing between phonemes in the initial, medial, and final positions of words.	B-1: distinguishing between phonemes in the initial, medial, and final positions of words and phrases (minimal pairs, minimal phrases).	LI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support (minimal phrases, minimal sentences).	HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
PE-2: repeating main ideas from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.	E-2: responding to main ideas from read-alouds (fiction and nonfiction) using key words and phrases with instructional support. <small>(math, science, social studies)</small>	B-2: responding to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences. <small>(math, science, social studies)</small>	LI-2: summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences with instructional support. <small>(math, science, social studies)</small>	HI-2: summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences. <small>(math, science, social studies)</small>	

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Listening and Speaking

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehension of Oral Communications	The student will demonstrate understanding of oral communications by:				
	<p>PE-3: sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>E-3: sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.</p> <p>(math, science, social studies)</p>	<p>B-3: sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.</p> <p>(math, science, social studies)</p>	<p>LI-3: sequencing a series of events from read-alouds, presentations, and conversations using sentence frames.</p> <p>(math, science, social studies)</p>	<p>HI-3: sequencing a series of events from read-alouds, presentations, and conversations using transition words/phrases in complete sentences.</p> <p>(math, science, social studies)</p>
	<p>PE-4: repeating the main idea of a presentation. (e.g., <i>video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.</i>).</p> <p>(math, science, social studies)</p>	<p>E-4: identifying the main idea of a presentation.</p> <p>(math, science, social studies)</p>	<p>B-4: retelling the main idea and key points/details of a presentation using sentence frames.</p> <p>(math, science, social studies)</p>	<p>LI-4: paraphrasing the main idea and key points/details of a presentation using complete sentences.</p> <p>(math, science, social studies)</p>	<p>HI-4: summarizing the main idea and key points/details of a presentation using complete sentences.</p> <p>(math, science, social studies)</p>

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Listening and Speaking

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehension of Oral Communications	The student will demonstrate understanding of oral communications by:				
	PE-5: responding to social conversation using memorized responses. (e.g., <i>introductions, requests, courtesies, etc.</i>).	E-5: responding to comments and questions in social conversations.	B-5: responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.	LI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.	HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
	PE-6: following one- or two-step directions for classroom activities that are accompanied by visual cues and gestures. (math, science, social studies)	E-6: following two- to three-step directions for classroom activities that are accompanied by visual cues. (math, science, social studies)	B-6: following multiple-step directions for classroom and other activities. (math, science, social studies)	LI-6: following multiple-step directions which include prepositions of location (on, in, near, behind), direction (up, down, over), and time (on, at, in by). (math, science, social studies)	HI-6: following multiple-step directions which include prepositions of location (on, in, near, behind), direction (up, down, over), time (on, at, in by), and "frequency" adverbs (always, never, sometimes). (math, science, social studies)

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Listening and Speaking

Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	PE-7: repeating key words in academic discussion.	E-7: responding to academic discussions using key words and phrases with instructional support.	B-7: responding to academic questions using key words and phrases.	LI-7: responding to academic discussions by sharing one's view on facts, ideas, and/or events using academic vocabulary.	HI-7: responding to academic discussions by sharing one's view on facts, ideas, and/or events using academic vocabulary.

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Listening and Speaking

Standard 2: The student will express orally his or her own thinking and ideas.						
Delivery of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	The student will communicate orally by:					
	PE-1: articulating the 44 phonemes accurately with instructional support.	E-1: articulating the 44 phonemes accurately with instructional support.	B-1: articulating the 44 phonemes accurately.	LI-1: articulating the 44 phonemes accurately.	HI-1: articulating the 44 phonemes accurately.	
	PE-2: repeating words and phrases from familiar rhymes, songs, chants and text. <small>(math, science, social studies)</small>	E-2: repeating familiar rhymes, songs, chants, and text. <small>(math, science, social studies)</small>	B-2: chorally reciting familiar rhymes, songs, chants, and text with accurate pronunciation and prosody (rhythm, pacing, and intonation).	LI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, and voice projection.	HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression.	
PE-3: repeating personal/survival needs and emotions, using key words.	E-3: expressing personal/survival needs and emotions in complete sentences with instructional support.	B-3: expressing personal/survival needs and emotions in complete sentences.	LI-3: expressing personal/survival needs and emotions in complete sentences.	HI-3: expressing personal/survival needs and emotions in complete sentences.		

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Listening and Speaking

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Delivery of Oral Communications	The student will communicate orally by:				
	PE-4: expressing and responding to greetings and farewells with key words with instructional support.	E-4: expressing and responding to greetings, courtesies, and farewells with short phrases and complete sentences, with instructional support.	B-4: participating in conversations and differentiating between formal and informal greetings, courtesies and farewells using complete sentences.	LI-4: initiating conversations using formal and informal socio-functional communication in complete sentences. <i>(e.g., formal and informal greetings, courtesies, and farewells, etc.).</i>	HI-4: initiating conversations using formal and informal socio-functional communication in complete sentences. <i>(e.g., greetings, courtesies, farewells, apologies, and invitations, etc.).</i>
	PE-5: repeating academic questions and responses. (i.e., who, what, where, when).	E-5: asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when)	B-5: asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when, why, how) <i>(e.g., making comparisons and describing events, etc.).</i>	LI-5: asking and responding to academic questions using complete sentences. (i.e., who, what, where, when, why, how, which, whose) <i>(e.g., making comparisons, describing events, agreeing/ disagreeing with others, etc.).</i>	HI-5: asking and responding to academic questions using complete sentences. <i>(e.g., expressing probabilities, and hypothetical questions, etc.).</i>
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

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Listening and Speaking

Delivery of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will communicate orally by:				
	PE-6: responding to social questions with instructional support.	E-6: asking and responding to social questions using complete sentences with instructional support.	B-6: asking and responding to social and academic questions using complete sentences with instructional support.	LI-6: asking and responding to social and academic questions using complete sentences.	HI-6: asking and responding to social and academic questions using complete sentences.
PE-7: repeating oral commands while performing the corresponding action. (math, science, social studies)	E-7: stating two- to three-word directions or commands that the listener can follow, with instructional support. (math, science, social studies)	B-7: stating single-step directions or commands that the listener can follow. (math, science, social studies)	LI-7: stating multi-step directions or commands that the listener can follow. (math, science, social studies)	HI-7: stating multi-step directions or commands that the listener can follow. (math, science, social studies)	

ELL Stage II: Grades 1-2

Reading

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student at this level has no ability to comprehend text independently read in English. The student may be able to recognize environmental print. The student may be able to distinguish between letters and words. The student recognizes that spoken words are represented by written language.

Emergent

The student at this level has a limited ability to comprehend text independently read in English. The student recognizes environmental print. The student is able to distinguish between letters and words. The student is developing phonemic awareness and sound/symbols relationships. The student recognizes that spoken words are represented by written language.

Basic

The student at this level has a limited ability to decode and comprehend text independently read in English. The student relies on visual and contextual clues to comprehend text. The student is developing phonemic awareness and uses sound/symbol relationships to decode. The student at this level demonstrates the one-to-one correlation between the printed and spoken word. The student can participate in text read aloud that is highly predictable, uses repetitive syntax and linguistic redundancy. From text read aloud, the student can identify key information elicited from the teacher.

Low Intermediate

The student at this level has the ability to decode and comprehend text independently read in English. The student relies on visual and contextual clues to comprehend text. The student is developing phonemic awareness and uses sound/symbol relationships and syllabication rules to decode. The student at this level demonstrates the one-to-one correlation between the printed and spoken word. The student's fluency may impede comprehension. The student can identify key information and details elicited from the teacher.

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Reading

High Intermediate

The student at this level has the ability to comprehend text by reading fluently in English. The student relies on contextual clues to comprehend text. The student uses sound/symbol relationships and syllabication rules to decode. The student can identify key information and details in text.

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Reading

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Print Concepts	The student will demonstrate knowledge of print concepts by:				
	PE-4: locating the front and back cover of a book.	E-4: locating and identifying the title, author, and illustrator of a book.	B-4: locating and identifying the title, author, illustrator, title page, and table of contents of a book.	LI-4: N/A	HI-4: N/A
	PE-5: repeating the letters of the alphabet in order with a visual model.	E-5: organizing the letters of the alphabet in order with a visual model.	B-5: alphabetizing a series of words to the first letter with instructional support.	LI-5: alphabetizing a series of words to the first letter.	HI-5: alphabetizing a series of words to the second letter with instructional support.

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Reading

Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of phonemic awareness by:

Phonemic Awareness/Decoding

Phonemic Awareness

PE-1: identifying the initial and final sound (not letters) of a spoken word.

E-1: distinguishing between initial, medial, and final spoken sounds to produce words.

B-1: distinguishing between initial, medial, and final spoken sounds to produce words.

LI-1: distinguishing between initial, medial, and final spoken sounds to produce words.

HI-1: distinguishing between initial, medial, and final spoken sounds to produce words.

PE-2: identifying pictures that begin with the same given initial sound.

E-2: comparing two to three pictures and identifying those with the same initial sound.

B-2: sorting groups of pictures that begin with initial sounds.

LI-2: orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.

HI-2: orally producing groups of words that begin with the same initial sounds (alliteration).

PE-3: identifying short vowel sounds in orally stated single-syllable words.

E-3: identifying short and long vowel sounds in orally stated single-syllable words.

B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words.

LI-3: N/A

HI-3: N/A

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Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of phonemic awareness by:						
Phonemic Awareness/Decoding	Phonemic Awareness	PE-4: orally segmenting one-syllable words into its phonemes with instructional support.	E-4: orally segmenting one-syllable words into its phonemes.	B-4: segmenting one-syllable words with more than three sounds into phonemes.	LI-4: segmenting two-syllable words into syllables.	HI-4: segmenting multi-syllable words into syllables.
		PE-5: blending spoken phonemes to form two-letter words with instructional support.	E-5: blending spoken phonemes to form a single-syllable word.	B-5: blending spoken phonemes with more than three sounds into one-syllable words.	LI-5: blending two syllables to form words, using r-controlled vowel sounds, digraphs, and diphthongs.	HI-5: blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.
		PE-6: repeat rhyming words.	E-6: distinguishing spoken rhyming words from non-rhyming words.	B-6: identifying rhyming words in response to oral prompt. (What rhymes with hat?).	LI-6: orally producing rhyming words in response to spoken words.	HI-6: forming words by blending spoken simple onsets (/c/) and rimes (/at/).

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Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of decoding by:						
Phonemic Awareness/Decoding	Decoding	PE-1: distinguishing letters from numbers and symbols.	E-1: N/A	B-1: N/A	LI-1: N/A	HI-1: N/A
		PE-2: recognizing and naming upper and lower case letters of the alphabet.	E-2: matching and naming upper case letters to lower case letters.	B-2: matching and naming upper case and lower case letters with different fonts.	LI-2: naming all upper and lower case letters of the alphabet with different fonts out of sequence.	HI-2: N/A

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Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of decoding by:				
Phonemic Awareness/Decoding	Decoding	PE-3: repeating letter sounds represented by the single-letter consonants and vowels.	E-3: producing letter sounds represented by the single-letter consonants and vowel graphemes.	B-3: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support. <small>(math, science, social studies)</small>	LI-3: reading regularly spelled two-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters. <small>(math, science, social studies)</small>	HI-3: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters. <small>(math, science, social studies)</small>
		PE-4: recognizing that a new word is created when an initial grapheme is changed. (word families)	E-4: producing new words when an initial grapheme is changed (word families) with instructional support.	B-4: recognizing that a new word is created when a specific grapheme is changed, added, or removed.	LI-4: producing a new word when a specific grapheme is changed, added, or removed.	HI-4: producing a new word when a specific grapheme is changed, added, or removed.

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Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of decoding by:						
Phonemic Awareness/Decoding	Decoding	PE-5: N/A Pre-Req: PE-3	E-5: N/A Pre-Req: E-3	B-5: N/A Pre-Req: B-3 (math, science, social studies)	LI-5: reading two-syllable words, using syllabication rules. (math, science, social studies)	HI-5: reading multi-syllabic words, using syllabication rules. (math, science, social studies)
		PE-6: N/A	E-6: N/A	B-6: repeating base words that have been modified by inflectional endings. (math, science, social studies)	LI-6: identifying base words that have been modified by inflectional endings. (math, science, social studies)	HI-6: identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech). (math, science, social studies)
		PE-7: repeating high frequency words. (math, science, social studies)	E-7: reading high frequency words with instructional support. (math, science, social studies)	B-7: reading high frequency words and irregular sight words with instructional support. (math, science, social studies)	LI-7: reading high frequency words and irregular sight words. (math, science, social studies)	HI-7: reading high frequency words and irregular sight words fluently. (math, science, social studies)

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Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of decoding by:						
Phonemic Awareness/Decoding	Decoding	PE-8: N/A	E-8: N/A	B-8: repeating common contractions.	LI-8: recognizing common contractions.	HI-8: reading contractions fluently.
		PE-9: N/A	E-9: N/A	B-9: using context to confirm decoding in a sentence. <small>(social studies)</small>	LI-9: using knowledge of word order (syntax) and context to confirm decoding. <small>(social studies)</small>	HI-9: using knowledge of word order (syntax) and context to confirm decoding of text. <small>(social studies)</small>

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Reading

Standard 3: The student will read with fluency and accuracy.					
Fluency	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate fluency and accuracy by :				
	PE-1: echo reading short phrases (including high frequency/sight words) with fluency.	E-1: echo reading (including high frequency/sight words) with fluency.	B-1: reading aloud (including high frequency/sight words) with fluency and instructional support.	LI-1: reading aloud (including high frequency/sight words) with fluency.	HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
PE-2: using punctuation to guide echo reading.	E-2: using punctuation including periods, question marks, and exclamation marks to guide echo reading.	B-2: using punctuation, including periods, question marks, and exclamation marks to guide reading for fluency.	LI-2: using punctuation, including commas, periods, question marks and exclamation marks to guide reading for fluency.	HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.	

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Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content										
Pre-Emergent		Emergent		Basic		Low Intermediate		High Intermediate		
The student will demonstrate knowledge of reading comprehension by:										
Comprehending Text	PE-1: N/A <small>(math, science, social studies)</small>		E-1: determining whether a literary selection, heard or read, is real or fantasy, with instructional support. <small>(math, science, social studies)</small>		B-1: identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection. <small>(math, science, social studies)</small>		LI-1: identifying characteristics of literary selections that designate the text as fiction or nonfiction. <small>(math, science, social studies)</small>		HI-1: identifying the differences between fiction and nonfiction. <small>(math, science, social studies)</small>	
	PE-2: making predictions based on cover, title and illustrations with instructional support.		E-2: making predictions based on cover, title and illustrations.		B-2: making predictions based on cover, title, illustrations and text.		LI-2: predicting what might happen next in a reading selection.		HI-2: comparing a prediction about an action or event to what actually occurred within a text.	
	PE-3: answering yes/no questions about text heard or read, with instructional support. <small>(math, science, social studies)</small>		E-3: answering yes/no questions about text heard or read. <small>(math, science, social studies)</small>		B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support. <small>(math, science, social studies)</small>		LI-3: answering questions about text. <small>(math, science, social studies)</small>		HI-3: locating facts and answering questions about text. <small>(math, science, social studies)</small>	

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Reading

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-4: N/A Pre-Req: PE-3	E-4: N/A Pre-Req: E-3	B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support. (math, science, social studies)	LI-4: asking questions to clarify text. (math, science, social studies)	HI-4: asking questions to clarify text. (math, science, social studies)
	PE-5: sequencing pictures to retell text heard or read. (math, science, social studies)	E-5: sequencing a story or event using key words and pictures. (math, science, social studies)	B-5: sequencing a story or event with a beginning, middle and end, using pictures and key words. (math, science, social studies)	LI-5: sequencing a story or event with a beginning, middle and end in complete sentences. (math, science, social studies)	HI-5: sequencing a story or event with a beginning, middle and end with transition words/phrases in complete sentences. (math, science, social studies)
	PE-6: N/A	E-6: making connections to text while reading (text-to-self). (science, social studies)	B-6: making connections to text while reading (text-to-text and text-to-self). (science, social studies)	LI-6: making connections to text while reading (text-to-text and text-to-self). (science, social studies)	HI-6: making connections to text while reading (text-to-text and text-to-self). (science, social studies)

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Reading

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-7: N/A	E-7: identifying the topic from text heard or read. <small>(math, science, social studies)</small>	B-7: identifying the topic/main idea and key details from text heard or read, using sentence frames. <small>(math, science, social studies)</small>	LI-7: paraphrasing the main idea and details from text, using complete sentences. <small>(math, science, social studies)</small>	HI-7: summarizing the main idea and details from text, using complete sentences. <small>(math, science, social studies)</small>
	PE-8: N/A	E-8: N/A	B-8: identifying external text features (e.g., <i>charts, maps, diagrams, illustrations, tables, and timelines</i>) of text. <small>(math, science, social studies)</small>	LI-8: locating specific information from external text features of text. <small>(math, science, social studies)</small>	HI-8: extracting and interpreting specific information from external text features of text. <small>(math, science, social studies)</small>
	PE-9: N/A	E-9: identifying the purpose for reading specific books. (e.g., <i>to be entertained, to be informed</i>) <small>(math, science, social studies)</small>	B-9: identifying the purpose for reading specific books. <small>(math, science, social studies)</small>	LI-9: identifying the purpose for reading specific books. <small>(math, science, social studies)</small>	HI-9: identifying the author's purpose for writing a book. <small>(math, science, social studies)</small>

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Reading

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-10: N/A Pre-Req: PE-3	E-10: responding to stories by answering yes-no questions about cause and effect with instructional support. (math, science, social studies)	B-10: responding to stories by answering questions about cause and effect with instructional support. (math, science, social studies)	LI-10: identifying cause and effect of specific events in a literary selection using sentence frames. (math, science, social studies)	HI-10: identifying cause and effect of specific events in a literary selection. (math, science, social studies)
	PE-11: identifying main characters by pointing, naming or labeling from a literary selection read aloud. (social studies)	E-11: identifying main characters from a literary selection heard or read. (social studies)	B-11: identifying characters from a literary selection heard or read. (social studies)	LI-11: describing characters from a literary selection. (social studies)	HI-11: describing characters from a literary selection. (social studies)
	PE-12: identifying the setting from a selection read aloud. (social studies)	E-12: identifying the setting from a literary selection heard or read. (social studies)	B-12: identifying the setting from a literary selection. (social studies)	LI-12: describing the setting from a literary selection. (social studies)	HI-12: describing the setting from a literary selection. (social studies)

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Reading

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-13: N/A Pre-Req: PE-5	E-13: identifying the key events or ideas, with given sentence frames, from a literary selection heard or read.	B-13: identifying the key events or ideas from a literary selection with sentence frames.	LI-13: paraphrasing the key events or ideas from a literary selection.	HI-13: summarizing the key events from a literary selection.
	PE-14: N/A	E-14: N/A	B-14: identifying conflict/resolution (plot) from a literary selection with instructional support.	LI-14: identifying the plot (specific events, problem and solution) in a literary selection.	HI-14: identifying and describing the plot in a literary selection.
	PE-15: participating in teacher guided discussions about information from a completed graphic organizer.	E-15: responding to teacher guided prompts about information from a completed graphic organizer.	B-15: locating information from a completed graphic organizer.	LI-15: locating information from a completed graphic organizer.	HI-15: locating information from a completed graphic organizer.

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Reading

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-16: following one- or two-step written directions accompanied by visual cues to complete classroom routines. <small>(math, science, social studies)</small>	E-16: following two- or three-step written directions accompanied by visual cues to complete classroom routines. <small>(math, science, social studies)</small>	B-16: following multiple-step written directions for classroom routines and academic activities. <small>(math, science, social studies)</small>	LI-16: following multiple-step positive and negative written directions which include prepositions. <small>(math, science, social studies)</small>	HI-16: following multiple-step positive and negative written directions which include prepositions. <small>(math, science, social studies)</small>
	PE-17: N/A	E-17: N/A	B-17: N/A	LI-17: identifying a variety of sources (e.g., <i>trade books, magazines, electronic sources, textbooks</i>) that may be used to answer specific questions and/or to gather information with instructional support. <small>(math, science, social studies)</small>	HI-17: identifying a variety of sources (e.g., <i>trade books, encyclopedias, magazine, electronic sources, and textbooks</i>) that may be used to answer specific questions and/or gather information. <small>(math, science, social studies)</small>

ELL Stage II: Grades 1-2

Reading

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-18: recognizing signs, labels, symbols and captions within the environment. <small>(math, science, social studies)</small>	E-18: identifying signs, symbols, labels, and captions within the environment. <small>(math, science, social studies)</small>	B-18: interpreting signs, labels, symbols and captions within the environment. <small>(math, science, social studies)</small>	LI-18: interpreting signs, labels, symbols and captions within the environment. <small>(math, science, social studies)</small>	HI-18: interpreting signs, labels, symbols and captions within the environment. <small>(math, science, social studies)</small>
	PE-19: N/A Pre-Req: PE-2	E-19: N/A Pre-Req: E-2	B-19: N/A Pre-Req: B-2	LI-19: identifying organizational features (<i>e.g., titles, table of contents, heading bold print</i>) of expository text. <small>(math, science, social studies)</small>	HI-19: locating specific information by using organizational features (<i>e.g., titles, table of contents, heading captions, bold print, glossary, indices</i>) in expository text. <small>(math, science, social studies)</small>
	PE-20: N/A	E-20: N/A	B-20: identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.	LI-20: identifying words (nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.	HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.

ELL Stage II: Grades 1-2

Reading

Comprehending Text	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of reading comprehension by:				
	PE-21: participating in choral reading (clapping and chanting) in response to the rhyme and rhythm of predictably patterned literary selections.	E-21: participating in choral reading by verbally stating the words of predictably patterned literary selections.	B-21: identifying words of rhyme, rhythm and repetition in literary selections with instructional support.	LI-21: identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.	HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.

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ELL Stage II: Grades 1-2

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student may be able to print their first name. The student is able to distinguish between letters and words. The student may be able to correlate the sound-symbol relationship to generate recognizable letters. The student recognizes that spoken words are represented by written language.

Emergent

The student is able to correlate the sound-symbol relationship to generate recognizable letters and words. The student relies on environmental print in the classroom to write words, phrases and simple sentences with instructional support. The student is able to begin sentences with a capital letter and use ending punctuation.

Basic

The student at this level is able to write simple sentences using basic vocabulary, with subjects and predicates which utilize the parts of speech and simple verb tenses including subject-verb agreement with instructional support. The student is able to correctly apply capitalization, spacing and ending punctuation. Spelling is inconsistent and may interfere with meaning.

Low Intermediate

The student at this level is able to write sentences incorporating grade level vocabulary using a variety of subject and predicate structures. The student will utilize the parts of speech and simple verb tenses with subject-verb agreement, although not consistently. The writing is organized to include a beginning, middle, and end in a three to five sentence paragraph. Spelling is inconsistent but does not interfere with meaning.

High Intermediate

The student at this level is able to write sentences incorporating grade level vocabulary using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement. The writing is organized to include a clear beginning, middle, and end in a three to five sentence paragraph. Spelling may be inconsistent but does not interfere with meaning.

ELL Stage II: Grades 1-2

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Narrative	PE-1: drawing pictures of an event or character from a story.	E-1: writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom.	B-1: writing a short text about events or characters from familiar stories with instructional support.	LI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events with instructional support.	HI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events.
		PE-2: participating in guided writing of simple chants. <small>(math, science, social studies)</small>	E-2: participating in guided writing of simple rhymes or chants. <small>(math, science, social studies)</small>	B-2: participating in guided writing of simple rhymes, chants or poetry. <small>(math, science, social studies)</small>	LI-2: writing simple patterned chants, rhymes or poetry with instructional support. <small>(math, science, social studies)</small>	HI-2: writing simple rhymes, chants and poetry. <small>(math, science, social studies)</small>
	Expository	PE-3: summarizing the key events or ideas of informational text by drawing pictures with instructional support. <small>(math, science, social studies)</small>	E-3: summarizing the key events or ideas of informational text by drawing and labeling pictures with instructional support. <small>(math, science, social studies)</small>	B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support. <small>(math, science, social studies)</small>	LI-3: completing a written summary of the key events or ideas of informational text using simple sentences with instructional support. <small>(math, science, social studies)</small>	HI-3: completing a written summary of the key events or ideas of informational text using simple sentences. <small>(math, science, social studies)</small>

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Expository	<p>PE-4: creating expository text through drawing and/or pictures based on research, observation and/or experience with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>E-4: creating expository text through drawing and labeling pictures based on research, observation and/or experience with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>B-4: creating expository text (e.g., <i>labels, lists observations, and journals</i>) using key words and phrases based on research, observation and/or experience with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-4: creating expository text (e.g., <i>labels, lists observations, and journals</i>) using simple sentences based on research observation and/or experience with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-4: creating expository text (e.g., <i>labels, lists observations, and journals</i>) using simple sentences based on research observation and/or experience.</p> <p><small>(math, science, social studies)</small></p>
	Functional	<p>PE-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using drawings with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>E-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using labels and drawings with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>B-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using key words and phrases with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using complete sentences with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-5: creating a variety of functional texts (e.g., <i>classroom rules, letters, notes, messages, directions, etc.</i>) using complete sentences.</p> <p><small>(math, science, social studies)</small></p>

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Functional	<p>PE-6: participating in the guided writing of a short friendly letter or thank-you note (e.g., <i>heading, greeting, body, and closing, etc.</i>) with the teacher as a scribe.</p> <p style="text-align: center;"><small>(social studies)</small></p>	<p>E-6: writing a short friendly letter or thank-you note by completing a template (e.g., <i>heading, greeting, body, closing, etc.</i>) with instructional support.</p> <p style="text-align: center;"><small>(social studies)</small></p>	<p>B-6: writing a short friendly letter or thank-you note that is organized and uses a proper format (e.g., <i>heading, greeting, body, and closing, etc.</i>) with instructional support.</p> <p style="text-align: center;"><small>(social studies)</small></p>	<p>LI-6: writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., <i>heading, greeting, body, closing, etc.</i>) with instructional support.</p> <p style="text-align: center;"><small>(social studies)</small></p>	<p>HI-6: writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., <i>heading, greeting, body, closing, etc.</i>)</p> <p style="text-align: center;"><small>(social studies)</small></p>
	Literary Response	<p>PE-7: creating a response to a literary selection using pictures that identify the characters, setting and sequence of events with instructional support.</p>	<p>E-7: creating a response to a literary selection using pictures and labels that identify the characters, setting and sequence of events with instructional support.</p>	<p>B-7: writing a response to a literary selection that identifies the characters, setting, sequence of events and main idea with instructional support.</p>	<p>LI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution with instructional support.</p>	<p>HI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.</p>

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Literary Response	PE-8: N/A Pre-Req: PE-7	E-8: creating a response to a literary selection using pictures with/without labels that connects text to self with instructional support.	B-8: participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.	LI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.	HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.

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ELL Stage II: Grades 1-2

Writing

Standard 2: 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 identify and apply conventions of standard English in his or her written communications by:

Standard English Conventions

Penmanship

PE-1: copying the upper and lower case letters of the alphabet and numerals with modeled directionality.

E-1: legibly writing the upper and lower case letters of the alphabet and numerals with modeled directionality.

B-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

LI-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

HI-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

PE-2: copying modeled writing left to right and top to bottom with spacing between words.

E-2: using instructional model for mechanics of writing (left to right and top to bottom with spacing between words).

B-2: using mechanics of writing to organize writing (left to right and top to bottom with spacing between words and lines).

LI-2: using mechanics of writing to organize writing.

HI-2: using mechanics of writing to organize writing.

Spelling

PE-3: applying knowledge of letter-sound relationships to represent initial or final consonant sounds in a word.

E-3: applying knowledge of letter-sound relationships to spell simple words with consonants and vowels (CVC patterns) with instructional support.

B-3: using common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.

LI-3: using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, -ly), to spell words.

HI-3: using common spelling patterns, simple prefixes (re-, un-), suffixes and regular inflectional endings (-ed) to spell words.

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Spelling	<p>PE-4: using resources to spell words (word walls and environmental print) with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-4: using resources to spell words (word walls, environmental print) with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-4: using resources to spell words (word walls, environmental print, picture dictionaries).</p> <p>(math, science, social studies)</p>	<p>LI-4: using resources to spell words (word walls, environmental print, picture dictionaries, and dictionaries).</p> <p>(math, science, social studies)</p>	<p>HI-4: using resources to spell words.</p> <p>(math, science, social studies)</p>
		<p>PE-5: copying high frequency words.</p>	<p>E-5: copying high frequency words.</p>	<p>B-5: spelling high frequency words using resources.</p>	<p>LI-5: spelling high frequency words.</p>	<p>HI-5: spelling high frequency words.</p>
	Capitalization	<p>PE-6: correctly printing first name with a capital letter.</p> <p>(math, social studies)</p>	<p>E-6: using a capital letter for the pronoun "I" and names.</p> <p>(math, social studies)</p>	<p>B-6: capitalizing the pronoun "I", names, and the first word of a sentence.</p> <p>(math, social studies)</p>	<p>LI-6: capitalizing the pronoun "I," the first word of a sentence and proper nouns (names).</p> <p>(math, social studies)</p>	<p>HI-6: capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).</p> <p>(math, social studies)</p>

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Punctuation	<p>PE-7: adding periods to denote the end of simple sentences with prompting.</p> <p>(math, science, social studies)</p>	<p>E-7: adding periods, question marks and exclamation points to denote the end of simple sentences with prompting.</p> <p>(math, science, social studies)</p>	<p>B-7: using periods, question marks and exclamation points with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-7: using periods, question marks, exclamation points and commas for items in a series (e.g., eggs, milk, bread, bananas, etc.) with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-7: using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).</p> <p>(math, science, social studies)</p>
	Grammar/Parts of Speech	<p>PE-8: N/A</p>	<p>E-8: using various subjects (singular common nouns, pronouns, singular proper nouns, and possessive pronouns) in sentences in a variety of writing applications with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-8: using various subjects (singular/plural common nouns, singular proper nouns, pronouns, and possessive pronouns) in sentences in a variety of writing applications.</p>	<p>LI-8: using various subjects (common nouns, singular proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.</p>	<p>HI-8: using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p>

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Grammar/Parts of Speech	PE-9: N/A	E-9: using verb tenses (i.e., simple-present and present progressive) in a variety of writing applications with instructional support. <small>(math, science, social studies)</small>	B-9: using verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications with instructional support.	LI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing, with instructional support. <small>(math, science, social studies)</small>	HI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing. <small>(math, science, social studies)</small>
		PE-10: N/A	E-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	B-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	LI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	HI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.
		PE-11: N/A	E-11: using noun phrases in sentences with instructional support.	B-11: using noun and/or prepositional phrases in sentences.	LI-11: using noun, adverbial and/or prepositional phrases in sentences.	HI-11: using noun, adverbial and/or prepositional phrases in sentences.

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Grammar/Parts of Speech	PE-12: participating in shared writing that includes declarative sentences in a variety of writing applications.	E-12: participating in shared writing that includes declarative sentences in a variety of writing applications.	B-12: using declarative sentences (S-V, S-V-C, S-V-O) in a variety of writing applications.	LI-12: using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing	HI-12: using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing
		PE-13: N/A Pre-Req: PE-12	E-13: participating in shared writing that includes interrogative sentences in a variety of writing applications.	B-13: using interrogative sentences in a variety of writing applications, with instructional support.	LI-13: using interrogative sentences in a variety of writing applications, with instructional support.	HI-13: using interrogative sentences in a variety of writing applications.

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Grammar/Parts of Speech	PE-14: N/A Pre-Req: PE-12	E-14: participating in shared writing that includes exclamatory sentences in a variety of writing applications.	B-14: using exclamatory sentences in a variety of writing applications.	LI-14: using exclamatory sentences in a variety of writing applications.	HI-14: using exclamatory sentences in a variety of writing applications.
		PE-15: N/A Pre – Req: PE-12	E-15: participating in shared writing that includes imperative sentences in a variety of writing applications.	B-15: using imperative sentences in a variety of writing applications, with instructional support.	LI-15: using imperative sentences in a variety of writing applications, with instructional support.	HI-15: using imperative sentences in a variety of writing applications.

ELL Stage II: Grades 1-2

Writing

Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process	Pre-Writing	<p>PE-1: generating ideas through class discussion and drawing a picture of the ideas generated (e.g., <i>brainstorming, webbing, and drawings, etc.</i>) with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-1: generating ideas through class discussion and drawing a picture or storyboard of the ideas generated (e.g., <i>brainstorming, webbing, and drawings, etc.</i>) with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-1: generating ideas through class discussion and guided writing to record ideas (e.g., <i>graphic organizers, etc.</i>) with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-1: generating ideas through teacher-led prewriting activities (e.g., <i>graphic organizers, etc.</i>) and student recording of the ideas.</p> <p>(math, science, social studies)</p>	<p>HI-1: generating ideas through student-led prewriting activities (e.g., <i>advanced graphic organizers, etc.</i>) and student recording of the ideas.</p> <p>(math, science, social studies)</p>
		<p>PE-2: N/A</p>	<p>E-2: participating in a discussion of the purpose for a writing piece (e.g., <i>sentence frames, echoing, pictures, etc.</i>) with instructional support.</p> <p>(science, social studies)</p>	<p>B-2: participating in a discussion of the purpose for a writing piece and who the intended audience will be.</p> <p>(science, social studies)</p>	<p>LI-2: determining the purpose (e.g., <i>to entertain, to inform, to communicate, etc.</i>) and intended audience of a writing piece with instructional support.</p> <p>(science, social studies)</p>	<p>HI-2: determining the purpose and intended audience of a writing piece.</p> <p>(science, social studies)</p>

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process	Drafting	<p>PE-3: creating a pictorial draft of an idea or story.</p> <p>(science, social studies)</p>	<p>E-3: creating a pictorial draft with labels (words and phrases) of an idea or story.</p> <p>(science, social studies)</p>	<p>B-3: contributing to the writing of a draft of an idea or story based on a class/small group generated pre-writing plan with teacher/peer as scribe.</p> <p>(science, social studies)</p>	<p>LI-3: writing a student generated draft that includes a main idea and supporting details based on a prewriting plan with instructional support.</p> <p>(science, social studies)</p>	<p>HI-3: writing a student generated draft with a main idea and supporting details in a logical sequence.</p> <p>(science, social studies)</p>
	Revising	<p>PE-4: N/A</p> <p>Pre-Req: PE-3</p>	<p>E-4: N/A</p> <p>Pre-Req: E-3</p>	<p>B-4: re-reading a class/small group draft for clarity and changing or adding relevant details as needed as modeled by teacher.</p> <p>(science, social studies)</p>	<p>LI-4: re-reading a student generated draft orally for clarity and changing or adding relevant details as needed with instructional support.</p> <p>(science, social studies)</p>	<p>HI-4: re-reading a student generated draft orally for clarity and changing or adding relevant details as needed.</p> <p>(science, social studies)</p>

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process	Revising	PE-5: N/A Pre-Req: PE-3	E-5: N/A Pre-Req: E-3	B-5: participating in the evaluation of a class/small group draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric. <small>(science, social studies)</small>	LI-5: evaluating a student generated draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric. <small>(science, social studies)</small>	HI-5: evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric. <small>(science, social studies)</small>
	Editing	PE-6: N/A Pre-Req: PE-3	E-6: N/A Pre – Req: E-3	B-6: participating in the editing of class/small group draft for conventions with teacher modeling the use of simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.). <small>(science, social studies)</small>	LI-6: using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft with instructional support. <small>(science, social studies)</small>	HI-6: using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft. <small>(science, social studies)</small>

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process		PE-7: N/A Pre-Req: PE-3	E-7: N/A Pre-Req: E-3	B-7: finalizing a class/small group generated piece for sharing with an intended audience as modeled by the teacher. (science, social studies)	LI-7: finalizing a student generated piece legibly and accurately for sharing with an intended audience with instructional support. (science, social studies)	HI-7: finalizing a student generated piece legibly and accurately for sharing with an intended audience. (science, social studies)
	Publishing					

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ELL Stage II: Grades 1-2

Writing

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.					
Writing Elements					
Ideas, Word Choice, Organization, Voice, Sentence Fluency					
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
The student will integrate elements of effective writing to develop engaging and focused text as demonstrated					
<p>PE-1: drawing pictures that relate to one main idea.</p> <p>(science, social studies)</p>	<p>E-1: drawing and labeling pictures that relate to one main idea.</p> <p>(science, social studies)</p>	<p>B-1: participating in writing a class/small group generated text that expresses a main idea as modeled by the teacher.</p> <p>(science, social studies)</p>	<p>LI-1: writing student generated text that expresses a main idea with instructional support.</p> <p>(science, social studies)</p>	<p>HI-1: writing student generated text that expresses a main idea.</p> <p>(science, social studies)</p>	
<p>PE-2: drawing pictures of relevant details that support the main idea.</p> <p>(science, social studies)</p>	<p>E-2: drawing and labeling pictures of relevant details that support the main idea.</p> <p>(science, social studies)</p>	<p>B-2: participating in writing relevant details that support the main idea in a class/small group generated text as modeled by the teacher.</p> <p>(science, social studies)</p>	<p>LI-2: writing relevant details that support the main idea in a student generated text with instructional support.</p> <p>(science, social studies)</p>	<p>HI-2: writing relevant details that support the main idea in a student generated text.</p> <p>(science, social studies)</p>	

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will integrate elements of effective writing to develop engaging and focused text as demonstrated						
Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	PE-3: organizing drawings or pictures to include a clear beginning, middle, and end with instructional support. <small>(science, social studies)</small>	E-3: organizing text with a given pattern to include a clear beginning, middle, and end with instructional support. <small>(science, social studies)</small>	B-3: organizing class/small group generated text to include a clear beginning, middle, and end as modeled by the teacher. <small>(science, social studies)</small>	LI-3: organizing student generated text to include a clear beginning, middle, and end with instructional support. <small>(science, social studies)</small>	HI-3: organizing student generated text to include a clear beginning, middle, and end. <small>(science, social studies)</small>	
	PE-4: N/A Pre-Req: PE-3	E-4: N/A Pre-Req: E-3	B-4: organizing a class/small group generated text using transitional words to indicate a beginning, middle, and end as modeled by the teacher. <small>(science, social studies)</small>	LI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end with instructional support. <small>(science, social studies)</small>	HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end. <small>(science, social studies)</small>	
	PE-5: N/A Pre-Req: PE-3	E-5: N/A Pre-Req: E-3	B-5: organizing a class/small group generated text in a selected format (e.g., <i>friendly letter, narrative, expository text, etc.</i>) as modeled by the teacher. <small>(science, social studies)</small>	LI-5: organizing a student generated text in a selected format (e.g., <i>friendly letter, narrative, expository text, etc.</i>) with instructional support. <small>(science, social studies)</small>	HI-5: organizing a student generated text in a selected format (e.g., <i>friendly letter, narrative, expository text, etc.</i>). <small>(science, social studies)</small>	

ELL Stage II: Grades 1-2

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will integrate elements of effective writing to develop engaging and focused text as demonstrated						
Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	PE-6: N/A	E-6: N/A	B-6: selecting words to use in a class/small group generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., <i>shades of meaning/big, large, enormous, etc.</i>) as modeled by the teacher. (science, social studies)	LI-6: selecting words to use in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., <i>shades of meaning/big, large, enormous, etc.</i>) with instructional support. (science, social studies)	HI-6: using a variety of words in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., <i>shades of meaning/big, large, enormous, etc.</i>). (science, social studies)	
	PE-7: N/A	E-7: selecting key words to use in a class/small group generated text as modeled by the teacher. (science, social studies)	B-7: selecting expressive or descriptive phrases/short sentences to use in a class/small group generated text as modeled by the teacher. (science, social studies)	LI-7: selecting expressive or descriptive phrases/short sentences to use in student generated text with instructional support. (science, social studies)	HI-7: using expressive or descriptive phrases/sentences in student generated text. (science, social studies)	

ELL Stage II: Grades 1-2

Writing

Writing Elements	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated					
	PE-8: N/A	E-8: N/A Pre-Req: E-7	B-8: selecting the appropriate interjections to use in class/small group generated text as modeled by the teacher. <small>(science, social studies)</small>	LI-8: selecting the appropriate interjections to use in student generated text with instructional support. <small>(science, social studies)</small>	HI-8: using the appropriate interjections in student generated text. <small>(science, social studies)</small>	

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ELL Stage II: Grades 1-2

Writing

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.										
Pre-Emergent		Emergent		Basic		Low Intermediate		High Intermediate		
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:										
Research	PE-1: N/A		E-1: N/A		B-1: completing question frames/templates about a topic or event in order to gather research for a report. <small>(science, social studies)</small>		LI-1: formulating and writing questions about a topic or event in order to gather research for a report with instructional support. <small>(science, social studies)</small>		HI-1: formulating and writing questions about a topic or event in order to gather research for a report. <small>(science, social studies)</small>	
	PE-2: N/A		E-2: N/A		B-2: gathering information to answer questions for a report using given frames/templates. <small>(science, social studies)</small>		LI-2: gathering information to answer questions about a topic or event for a report, with instructional support. <small>(science, social studies)</small>		HI-2: gathering information to answer questions about a topic or event for a report. <small>(science, social studies)</small>	

ELL Stage II: Grades 1-2

Writing

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Research	The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:				
	PE-3: recording observations by drawing pictures/ representations of objects, people or events for a class report with teacher support. <small>(science, social studies)</small>	E-3: recording and labeling observations of objects, people or events for a class report (diagrams, pictures, charts) with instructional support. <small>(science, social studies)</small>	B-3: listing information based on collected data about objects, people or events for a class/small group report. <small>(science, social studies)</small>	LI-3: writing phrases and simple sentences in a one paragraph report based on collected data about objects, people or events with instructional support. <small>(science, social studies)</small>	HI-3: writing a three paragraph report including a title and three facts based on collected data about objects, people or events. <small>(science, social studies)</small>

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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.

ELL Stage II: Grades 1-2

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.

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	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

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	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.

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	Verbs (V)	<p>PE-5: repeating simple present tense regular verbs with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>E-5: selecting simple present tense regular verbs (jump, jumps) with instructional support.</p> <p><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><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><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><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>

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	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>

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	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>

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	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.

ELL Stage II: Grades 1-2

Language Strand

		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.
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	The student will demonstrate knowledge of parts of speech by:					
		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.

ELL Stage II: Grades 1-2

Language Strand

	Verbs (V)	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.

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	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.

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	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.
	Pronouns (PRO)	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)	

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	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).

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	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>

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	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.

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	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>

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	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>

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	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>

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	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.

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	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. (<i>e.g., on the table</i>).	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.

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	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?). <small>(math, science, social studies)</small>	B-6: completing Yes/No questions in the simple future tense using sentence frames "Will" + subject + verb. <small>(math, science, social studies)</small>	LI-6: forming Yes/No questions in the simple future tense with given subjects + verbs. <small>(math, science, social studies)</small>	HI-6: producing Yes/No questions in the simple future tense. <small>(math, science, social studies)</small>
		PE-7: N/A	E-7: N/A	B-7: completing interrogative sentence frames beginning with "What." <small>(math, science, social studies)</small>	LI-7: converting given declarative sentences into interrogative sentences beginning with "What." <small>(math, science, social studies)</small>	HI-7: producing interrogative sentences beginning with "What." <small>(math, science, social studies)</small>
		PE-8: N/A	E-8: N/A	B-8: completing interrogative sentence frames beginning with "Where." <small>(math, science, social studies)</small>	LI-8: converting given declarative sentences into interrogative sentences beginning with "Where." <small>(math, science, social studies)</small>	HI-8: producing interrogative sentences beginning with "Where." <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-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. (math, science, social studies)	E-1: naming and grouping common objects and pictures into given categories with instructional support. (math, science, social studies)	B-1: naming and grouping common objects and pictures with self-selected categories and providing rationale. (math, science, social studies)	LI-1: classifying common words into basic conceptual categories (colors, shapes, foods) and providing rationale. (math, science, social studies)	HI-1: classifying words into conceptual categories and providing rationale. (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: recognizing sight words. (math, science, social studies)	LI-2: identifying the meaning of and using sight words. (math, science, social studies)	HI-2: identifying the meaning of and using sight words. (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: recognizing and identifying the meaning of high frequency words with instructional support. (math, science, social studies)	LI-3: identifying the meaning of and using high frequency words. (math, science, social studies)	HI-3: identifying the meaning of and using high frequency 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-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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