

# ELL Stage I: Kindergarten

## Language Strand

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

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<b>Standard 1: The student will identify and apply conventions of standard English in his or her communications.</b>						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
<b>Standard English Conventions</b>	<b>Nouns (N)</b>	PE-1: repeating articles with singular nouns.	E-1: selecting articles ( <i>e.g., a, the</i> ) for singular nouns with instructional support.	B-1: selecting articles ( <i>e.g., a, the</i> ) for singular and plural nouns with instructional support.	LI-1: selecting articles ( <i>e.g., a, an, the</i> ) for singular and plural nouns.	HI-1: selecting articles ( <i>e.g., a, an, the</i> ) for singular and plural nouns.
		PE-2: repeating singular common nouns.  <small>(math, science, social studies)</small>	E-2: naming singular common nouns.  <small>(math, science, social studies)</small>	B-2: orally listing common nouns (singular and plural) and singular proper nouns.  <small>(math, science, social studies)</small>	LI-2: sorting common nouns (singular and plural) and singular proper nouns.  <small>(math, science, social studies)</small>	HI-2: explaining differences between common and proper nouns in context (singular and plural).  <small>(math, science, social studies)</small>
	<b>Verbs (V)</b>	PE-1: repeating simple present tense verbs with instructional support.  <small>(math, science, social studies)</small>	E-1: selecting simple present tense verbs ( <i>e.g., jump, jumps</i> ) with instructional support.  <small>(math, science, social studies)</small>	B-1: using the simple present tense verbs with subject-verb agreement with instructional support.  <small>(math, science, social studies)</small>	LI-1: using the simple present tense verbs with subject-verb agreement.  <small>(math, science, social studies)</small>	HI-1: using the simple present tense verbs with subject-verb agreement.  <small>(math, science, social studies)</small>

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Verbs (V)	PE-2: repeating present tense forms of the verb 'to be'. (e.g., <i>am, is, are</i> )	E-2: conjugating the present tense of the verb 'to be' (e.g., <i>am, is, are</i> ) with instructional support.	B-2: conjugating the present tense of the verb 'to be' (e.g., <i>am, is, are</i> ).	LI-2: using the present tense of the verb "to be" (e.g., <i>am, is, are</i> ) with instructional support.	HI-2: using the present tense of the verb "to be" (e.g., <i>am, is, are</i> ).
		PE-3: repeating and acting out present progressive verbs.	E-3 selecting present progressive verbs to complete sentences (e.g., " <i>I am...</i> " and " <i>You are...</i> ") with instructional support.	B-3: using the present progressive verb tense with instructional support.	LI-3: using the present progressive verb tense with instructional support.	HI-3: using the present progressive verb tense.
		PE-4: repeating simple past tense verbs with instructional support.	E-4: selecting simple past tense verbs with instructional support.	B-4: using simple past tense verbs with subject-verb agreement with instructional support.	LI-4: using the simple past tense verbs with subject-verb agreement.	HI-4: using the simple past tense verbs with subject-verb agreement, including common irregular verbs (e.g., <i>go, see, come</i> ).

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Verbs (V)	PE-5: repeating simple future tense verbs ( <i>e.g., will</i> ) with instructional support.	E-5: selecting simple future tense verbs ( <i>e.g., will</i> ) with instructional support.	B-5: using simple future tense verbs ( <i>e.g., will</i> ) with subject-verb agreement with instructional support.	LI-5: using the simple future tense verbs ( <i>e.g., will</i> ) with subject-verb agreement.	HI-5: using the simple future tense verbs ( <i>e.g., will</i> ) with subject-verb agreement.
		PE-6: N/A	E-6: defining past, present, and future.	B-6: differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.	LI-6: differentiating between past, present, and future verb tenses by responding to a prompt.	HI-6: differentiating between past, present, and future verb tenses.
		PE-7: repeating and acting out imperative verbs. ( <i>e.g., Walk. Stop.</i> )	E-7: repeating and acting out imperative verbs. ( <i>e.g., Sit down. Line up.</i> )	B-7: using imperative verbs with instructional support. ( <i>e.g., Go away. Help me.</i> )	LI-7: using imperative verbs. ( <i>e.g., Open the door. Close the book.</i> )	HI-7: using imperative verbs. ( <i>e.g., Put the markers in the box.</i> )

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Pronouns (PRO)	PE-1: repeating personal singular subject pronoun (e.g., <i>I</i> ) in oral communication.	E-1: using personal singular subject pronouns (e.g., <i>I, you</i> ) in oral communication.	B-1: using personal singular subject pronouns (e.g., <i>I, you, he, she, it</i> ) in oral communication.	LI-1: using personal singular subject pronouns (e.g., <i>I, you, he, she, it</i> ) and plural subject pronouns ( <i>we</i> ) in oral communication.	HI-1: using personal singular subject and plural subject pronouns (e.g., <i>I, you, he, she, it, we, they</i> ) in oral communication.
	Adjectives (ADJ)	PE-1: repeating adjectives (e.g., <i>color, shape</i> ) with nouns.  <small>(math, science, social studies)</small>	E-1: naming color/shape/quantity/size adjectives with nouns.  <small>(math, science, social studies)</small>	B-1: using color/shape/quantity/size adjectives with nouns in oral communication with instructional support.  <small>(math, science, social studies)</small>	LI-1: using color/shape/quantity/size adjectives with nouns in oral communication.  <small>(math, science, social studies)</small>	HI-1: using a series of adjectives in the correct order (e.g., <i>quantity/size/shape/color</i> ) with instructional support.  <small>(math, science, social studies)</small>
		PE-2: repeating a possessive adjective (e.g., <i>my</i> ) with a noun.	E-2: repeating possessive adjectives (e.g., <i>my, your</i> ) with nouns.	B-2: using possessive adjectives (e.g., <i>my, your, his, her, its</i> ) with nouns with instructional support.	LI-2: using possessive adjectives (e.g., <i>my, your, his, her, its, our, their</i> ) with nouns with instructional support.	HI-2: using possessive adjectives (e.g., <i>my, your, his, her, its, our, their</i> ) with nouns.

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
<b>Standard English Conventions</b>	<b>Adverbs (ADV)</b>	<p>PE-1: following oral directions that use first, then, next.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>E-1: using the “when” adverb (<i>e.g., first, then, next</i>) with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>B-1: using “when” adverbs (<i>e.g., first, then, next</i>).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>LI-1: using “when” adverbs (<i>e.g., first, then, next, after, before, finally</i>) with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>HI-1: using the “when” adverbs (<i>e.g., first, then, next, after, before, finally</i>) and “frequency” adverbs (always, never, and sometimes) in context with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>
	<b>Prepositions (PREP)</b>	<p>PE-1: repeating and physically demonstrating commands that indicate prepositions of location (<i>e.g., on, in</i>).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>E-1: naming prepositions of location (<i>e.g., on, in</i>) from a given prompt.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>B-1: naming prepositions of location (<i>e.g., on, in</i>) from a given prompt.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>LI-1: selecting prepositions of location (<i>e.g., on, in, near, behind</i>) to complete a given sentence.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>HI-1: using prepositions of location (<i>e.g., up, down, over</i>).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>

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<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Prepositions (PREP)	PE-2: repeating and physically demonstrating commands that indicate prepositions of direction (e.g., <i>up, down, over</i> ).	E-2: naming prepositions of direction (e.g., <i>up, down, over</i> ) from a given prompt.	B-2: naming prepositions of direction (e.g., <i>up, down, over</i> ) from a given prompt.	LI-2: selecting prepositions of direction (e.g., <i>on, in, near, behind</i> ) to complete a given sentence.	HI-2: using prepositions of direction (e.g., <i>on, in, near, behind</i> ).
		(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)
	PE-3: N/A	E-3: repeating prepositions of time (e.g., <i>on, at, in, by</i> ) from a given prompt.	B-3: naming prepositions of time (e.g., <i>on, at, in, by</i> ) from a given prompt.	LI-3: selecting prepositions of time (e.g., <i>on, at, in, by</i> ) to complete a given sentence.	HI-3: using prepositions of time (e.g., <i>on, at, in, by</i> ).	
		(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	
	Interjections (I)	PE-1: repeating interjections.	E-1: selecting interjections that relate to a given situation.	B-1: using interjections that relate to a given situation.	LI-1: using interjections in appropriate context.	HI-1: using interjections in appropriate context.

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<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Conjunctions (C)	PE-1: repeating noun and verb phrases joined by conjunctions. (e.g., <i>and, or</i> )  <small>(math, science, social studies)</small>	E-1: selecting conjunctions (e.g., <i>and, or</i> ) to join noun and verb phrases with instructional support.  <small>(math, science, social studies)</small>	B-1: selecting conjunctions (e.g., <i>and, or</i> ) to join noun and verb phrases.  <small>(math, science, social studies)</small>	LI-1: differentiating between the conjunctions <i>and</i> and <i>or</i> .  <small>(math, science, social studies)</small>	HI-1: using conjunctions (e.g., <i>and, or</i> ) in sentences.  <small>(math, science, social studies)</small>
	Phrase and Clause (PH/CL)	PE-1: repeating noun phrases with visual support. (e.g. <i>adjective + noun</i> )	E-1: producing noun phrases from a visual prompt with instructional support.	B-1: producing noun phrases from a visual prompt.	LI-1: using a noun phrase in sentence frames.	HI-1: using a noun phrase in a complete sentence.
		PE-2: repeating joined noun phrases with visual support. (e.g., <i>adjective + noun</i> )	E-2: producing joined noun phrases from a visual prompt with instructional support.	B-2: producing joined noun phrases from a visual prompt.	LI-2: using a joined noun phrase in sentence frames.	HI-2: using a joined noun phrase in a complete sentence.

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<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Phrase and Clause (PH/CL)	PE-3: repeating and physically demonstrating verb phrases with visual support. (e.g., <i>Verb + adverb: "walks slowly" or adverb + verb: "always talks"</i> )	E-3: producing verb phrases from a visual model with instructional support.	B-3: producing verb phrases with instructional support.	LI-3: using a verb phrase in sentence frames.	HI-3: using a verb phrase in a complete sentence.
		PE-4: repeating and physically demonstrating joined verb phrases with visual support. (e.g., <i>verb + adverb: "walks slowly" or adverb + verb: "always talks"</i> )	E-4: producing joined verb phrases from a visual model with instructional support.	B-4: producing joined verb phrases with instructional support. (e.g., <i>verb + coordinating conjunction + verb: "walks and talks"</i> )	LI-4: using a joined verb phrase in sentence frames.	HI-4: using a joined verb phrase in a complete sentence.
		PE-5: repeating and physically demonstrating prepositional phrases with visual support.	E-5: producing prepositional phrases from a visual model with instructional support.	B-5: producing prepositional phrases with instructional support.	LI-5: using a prepositional phrase in sentence frames.	HI-5: using a prepositional phrase in a complete sentence.

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
<b>Standard English Conventions</b>	<b>Sentence Construction (SC)</b>	PE-1: repeating a sentence and identifying the subject.	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 given sentences.
		PE-2: repeating a sentence containing a subject and a verb (S-V).  <small>(math, science, social studies)</small>	E-2: completing an oral fill-in-the-blank sentence by providing a subject or a verb (S-V).  <small>(math, science, social studies)</small>	B-2: forming a sentence using a given subject and verb (S-V).  <small>(math, science, social studies)</small>	LI-2: forming a sentence using given subjects and verbs (S-V).  <small>(math, science, social studies)</small>	HI-2: producing sentences using S-V construction with subject-verb agreement.  <small>(math, science, social studies)</small>
		PE-3: repeating a sentence using a pronoun, "to be" verb, and noun construction (S-V-C).	E-3: completing a given S-V-C constructed sentence with a pronoun as the subject.	B-3: forming a sentence with S-V-C construction with a given pronoun, forms of "to be", and noun. (e.g., <i>It is a bug.</i> )	LI-3: forming a sentence with S-V-C construction with a given pronouns, "to be" verbs, and nouns. (e.g., <i>It is a bug.</i> )	HI-3: producing sentences with a pronoun as the subject using S-V-C construction with subject-verb agreement.

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Sentence Construction (SC)	<p>PE-4: repeating a sentence using a noun, "to be" verb, and noun construction (S-V-C).</p> <p><small>(math, science, social studies)</small></p>	<p>E-4: completing a given S-V-C constructed sentence with a noun as the subject.</p> <p><small>(math, science, social studies)</small></p>	<p>B-4: forming a sentence with S-V-C construction with given nouns and forms of "to be". (e.g., "A spider is a bug.")</p> <p><small>(math, science, social studies)</small></p>	<p>LI-4: forming a sentence with S-V-C construction with given nouns and forms of "to be".</p> <p><small>(math, science, social studies)</small></p>	<p>HI-4: producing sentences with a noun as the subject using S-V-C construction with subject-verb agreement.</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-5: repeating a sentence using a plural noun, "to be" verb, and noun construction (S-V-C).</p> <p><small>(math, science, social studies)</small></p>	<p>E-5: completing a given S-V-C constructed sentence with a plural noun as the subject.</p> <p><small>(math, science, social studies)</small></p>	<p>B-5: forming a sentence with S-V-C construction with given plural nouns and "to be". (e.g., "Spiders are bugs.")</p> <p><small>(math, science, social studies)</small></p>	<p>LI-5: forming a sentence with S-V-C construction with given plural nouns and "to be".</p> <p><small>(math, science, social studies)</small></p>	<p>HI-5: producing sentences with a plural noun as the subject using S-V-C construction with subject-verb agreement.</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-6: repeating a sentence using a noun, "to be" verb, and adjective.</p> <p><small>(math, science, social studies)</small></p>	<p>E-6: completing a given S-V-C constructed sentence with an adjective as the complement.</p> <p><small>(math, science, social studies)</small></p>	<p>B-6: forming an S-V-C constructed sentence with a given noun, a "to be" verb, and an adjective.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-6: forming an S-V-C constructed sentence with a given adjective as the complement.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-6: producing S-V-C constructed sentences with adjectives as the complements with subject-verb agreement.</p> <p><small>(math, science, social studies)</small></p>

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
<b>Standard English Conventions</b>	<b>Sentence Construction (SC)</b>	<p>PE-7: repeating a sentence using a noun, "to be" verb, and prepositional phrase.</p> <p><small>(math, science, social studies)</small></p>	<p>E-7: completing a given S-V-C constructed sentence with a noun, "to be" verb, and prepositional phrase.</p> <p><small>(math, science, social studies)</small></p>	<p>B-7: forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-7: forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-7: producing S-V-C constructed sentences with nouns, "to be" verbs, and prepositional phrases with subject-verb agreement.</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-8: N/A</p>	<p>E-8: repeating a sentence containing a subject, verb, and prepositional phrase.</p> <p><small>(math, science, social studies)</small></p>	<p>B-8: completing an oral fill-in-the-blank sentence by providing a subject, verb, and prepositional phrase.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-8: forming a sentence using a given completing an oral fill-in-the-blank sentence by providing subject, verb, and prepositional phrase.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-8: producing sentences using a subject, verb, and prepositional phrase.</p> <p><small>(math, science, social studies)</small></p>

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
<b>Standard English Conventions</b>	<b>Sentence Construction (SC)</b>	<p>PE-9: repeating a sentence using “to be” and “not” to form a sentence in the negative construction.</p> <p><small>(math, science, social studies)</small></p>	<p>E-9: completing a given sentence using “to be” and “not” to form a sentence in the negative construction.</p> <p><small>(math, science, social studies)</small></p>	<p>B-9: completing an oral fill-in-the-blank sentence by providing “to be” and “not” to form a sentence in the negative construction.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-9: forming a sentence using “to be” and “not” to form a sentence in the negative construction.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-9: producing sentences using “to be” and “not” to form sentences in the negative construction.</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-10: repeating an imperative sentence using an imperative verb.</p>	<p>E-10: completing an oral fill-in-the-blank imperative sentence by providing an imperative verb.</p>	<p>B-10: forming an imperative sentence using a given imperative verb.</p>	<p>LI-10: forming an imperative sentence using a given imperative verb.</p>	<p>HI-10: producing imperative sentences using imperative verbs.</p>

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
<b>Standard English Conventions</b>	<b>Questions (Q)</b>	PE-1: repeating single word questions with inflection. (e.g., <i>What? Who?</i> )  (math, science, social studies)	E-1: completing simple question sentence frames using picture prompts.  (math, science, social studies)	B-1: forming simple 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: N/A	E-2: N/A	B-2: forming yes/no questions beginning with "to be" using sentence frames.  (math, science, social studies)	LI-2: producing yes/no questions beginning with "to be" with inflection.  (math, science, social studies)	HI-2: producing yes/no questions beginning with "to be" with inflection.  (math, science, social studies)

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<b>Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.</b>					
<b>The student will demonstrate knowledge of vocabulary by:</b>					
<b>Vocabulary</b>	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<p>PE-1: repeating names of common objects or pictures. (e.g., <i>foods, animals, colors, shapes</i>)</p> <p>(science, social studies, math)</p>	<p>E-1: naming common objects or pictures and categorizing into basic groups with instructional support.</p> <p>(science, social studies, math)</p>	<p>B-1: naming and sorting common objects or pictures with labels.</p> <p>(science, social studies, math)</p>	<p>LI-1: naming and sorting common objects and pictures into self-selected categories with instructional support.</p> <p>(science, social studies, math)</p>	<p>HI-1: naming and sorting common objects and pictures into self-selected categories and providing rationale.</p> <p>(science, social studies, math)</p>
	<p>PE-2: repeating sight words.</p> <p>(math, science, social studies)</p>	<p>E-2: recognizing sight words with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-2: recognizing sight words.</p> <p>(math, science, social studies)</p>	<p>LI-2: identifying the meaning of and using sight words.</p> <p>(math, science, social studies)</p>	<p>HI-2: identifying the meaning of and using sight words.</p> <p>(math, science, social studies)</p>
	<p>PE-3: repeating high frequency words.</p> <p>(math, science, social studies)</p>	<p>E-3: recognizing high frequency words with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-3: recognizing and identifying the meaning of high frequency words with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-3: identifying the meaning of and using high frequency words.</p> <p>(math, science, social studies)</p>	<p>HI-3: identifying the meaning of and using high frequency words.</p> <p>(math, science, social studies)</p>

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Vocabulary</b>	<b>The student will demonstrate knowledge of vocabulary by:</b>				
	PE-4: repeating key words, symbols or operations that represent grade specific academic vocabulary with visual support.  <small>(math, science, social studies)</small>	E-4: recognizing key words, symbols or operations that represent grade specific academic vocabulary with visual support.  <small>(math, science, social studies)</small>	B-4: selecting key words, symbols or operations that represent grade specific academic vocabulary with instructional support.  <small>(math, science, social studies)</small>	LI-4: selecting key words, symbols or operations that represent grade specific academic vocabulary within a given context.  <small>(math, science, social studies)</small>	HI-4: using key words, symbols or operations that represent grade specific academic vocabulary within a given context.  <small>(math, science, social studies)</small>
	PE-5: repeating vocabulary words with visual support.  <small>(math, science, social studies)</small>	E-5: associating vocabulary words and their meaning with instructional support.  <small>(math, science, social studies)</small>	B-5: associating vocabulary words and their meaning.  <small>(math, science, social studies)</small>	LI-5: determining word meaning within context with instructional support.  <small>(math, science, social studies)</small>	HI-5: determining word meaning within context.  <small>(math, science, social studies)</small>