

# ELL Stage IV: Grades 6-8

## 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>						
Standard English Conventions	Nouns (N)	<p>PE-1: defining a noun as a person, place, or thing; classifying singular common nouns.</p> <p><small>(math, science, social studies)</small></p>	<p>E-1: defining a noun; using definite and indefinite articles with singular common nouns.</p> <p><small>(math, science, social studies)</small></p>	<p>B-1: defining and classifying singular common and proper nouns with definite and indefinite articles as appropriate.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-1: using singular common and proper nouns with definite and indefinite articles as appropriate.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-1: justifying use of common versus proper nouns and definite versus indefinite articles (e.g., <i>I used "a thought" versus "an thought" because thought begins with a consonant sound</i>).</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-2: defining singular and plural as it relates to common nouns.</p> <p><small>(math, science, social studies)</small></p>	<p>E-2: classifying common nouns as singular or plural with definite and indefinite articles.</p> <p><small>(math, science, social studies)</small></p>	<p>B-2: defining and classifying singular and plural common and proper nouns with definite and indefinite articles as appropriate.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-2: using singular or plural common and proper nouns with definite and indefinite articles as appropriate.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-2: justifying use of singular versus plural nouns, common versus proper nouns, and definite versus indefinite articles (e.g., <i>I used "the president" versus "a president" because "the president" is referring to a specific person</i>).</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 parts of speech by:</b>						
<b>Standard English Conventions</b>	<b>Nouns (N)</b>	PE-3: N/A Pre-Req: PE-1, 2	E-3: distinguishing between regular and irregular plural nouns.	B-3: converting a given singular noun into an irregular plural noun with definite and indefinite articles as appropriate.	LI-3: converting a singular noun into a regular or an irregular plural noun with definite and indefinite articles as appropriate.	HI-3: using singular or plural common and proper nouns with definite and indefinite articles as appropriate.
		PE-4: N/A Pre-Req: PE-1, 2	E-4: N/A Pre-Req: E-1, 2	B-4: distinguishing between count and non-count nouns with definite and indefinite articles as appropriate.	LI-4: using count and non-count noun with definite and indefinite articles as appropriate.	HI-4: using count and non-count nouns with definite and indefinite articles and/or quantifiers as appropriate. <i>(e.g., May I have a bottle of water?)</i>
		PE-5: N/A Pre-Req: PE-1, 2	E-5: N/A Pre-Req: E-1, 2	B-5: defining and listing collective nouns with definite and indefinite articles as appropriate.	LI-5: using collective nouns with definite and indefinite articles as appropriate.	HI-5: using collective nouns with definite and indefinite articles as appropriate.

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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>Nouns (N)</b>	PE-6: N/A Pre-Req: PE-1	E-6: defining possessive nouns; repeating phrases with singular possessive nouns.	B-6: producing a response using a singular possessive noun. (e.g., <i>It is Mary's book.</i> )	LI-6: using singular possessive nouns.	HI-6: distinguishing between plural nouns and singular possessive nouns.
		PE-7: N/A Pre-Req: PE-1, 2	E-7: N/A Pre-Req: E-1, 2	B-7: defining and producing responses using a plural possessive noun.	LI-7: using plural possessive nouns.	HI-7: using regular and irregular plural possessive nouns.
	<b>Verbs (V)</b>	PE-1: identifying physical action as verbs, with instructional support.	E-1: identifying physical action, mental action, and state of being (to be) as verbs, with instructional support.	B-1: defining and classifying physical action, mental action, and state of being (to be) as verbs.	LI-1: defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.	HI-1: defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.

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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>Verbs (V)</b>	PE-2: defining past, present, and future verb tenses, with instructional support.	E-2: defining past, present, and future verb tenses.	B-2: N/A	LI-2: N/A	B-2: N/A
		PE-3: repeating and acting out imperative verbs. (e.g., <i>Walk. Stop. Sit down. Line up.</i> )	E-3: using imperative verbs with instructional support. (e.g., <i>Go away. Help me.</i> )	B-3: using imperative verbs. (e.g., <i>Open the door. Close the book.</i> )	LI-3: using imperative verbs. (e.g., <i>Put the markers in the box.</i> )	HI-3: using imperative verbs. (e.g., <i>Put the markers in the box.</i> )
		PE-4: N/A Pre-Req: PE-1	E-4: N/A Pre-Req: E-1	B-4: identifying the infinitive form of the verb, with instructional support.	LI-4: identifying the infinitive form of the verb.	HI-4: identifying the infinitive form of the verb.

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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>Verbs (V)</b>	PE-5: 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 present tense.	E-5: conjugating simple present tense irregular verbs: <i>to be</i> , <i>to have</i> , <i>to do</i> , and <i>to go</i> , with instructional support.	B-5: choosing the correct simple present tense of the 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 with subject-verb agreement.	LI-5: using the simple present 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 with subject-verb agreement, with instructional support.	HI-5: using simple present 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 sentence with subject-verb agreements.
		PE-6: repeating simple present tense regular verbs, with instructional support.  <small>(math, science, social studies)</small>	E-6: selecting simple present tense regular verbs ( <i>e.g.</i> , <i>jump</i> , <i>jumps</i> ) with instructional support.  <small>(math, science, social studies)</small>	B-6: choosing a simple present tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-6: producing declarative, negative, and interrogative simple sentences using simple present tense verbs with subject-verb agreement, with instructional support.  <small>(math, science, social studies)</small>	HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.  <small>(math, science, social studies)</small>

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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-7: repeating present progressive tense verbs with instructional support.	E-7: defining the present participle verb; selecting the appropriate form of "to be" used with the present participle ( <i>e.g., am walking, is walking</i> ) with instructional support.	B-7: choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-7: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs with subject-verb agreement, with instructional support.	HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
		PE-8: N/A Pre-Req: PE-5,6,7	E-8: N/A Pre-Req: E-5,6,7	B-8: differentiating between the use of simple present and present progressive verb tenses by selecting the appropriate verb in a given sentence.	LI-8: differentiating between the use of simple present and present progressive verb tenses by responding to a prompt.	HI-8: differentiating between the use of simple present and present progressive verb tenses.

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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)	<p>PE-9: repeating simple past tense regular verbs.</p> <p><small>(math, science, social studies)</small></p>	<p>E-9: selecting the simple past tense regular verbs (e.g., <i>walk vs. walked</i>) with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>B-9: choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-9: producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs with subject-verb agreement, with instructional support.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-9: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-10: repeating the simple past tense forms of the irregular verbs: <i>to be</i>, <i>to have</i>, <i>to do</i>, and <i>to go</i>.</p>	<p>E-10: conjugating the irregular verbs: <i>to be</i>, <i>to have</i>, <i>to do</i>, and <i>to go</i> in simple past tense, with instructional support.</p>	<p>B-10: choosing simple past tense of the 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 with subject-verb agreement.</p>	<p>LI-10: using the 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 with subject-verb agreement and with instructional support.</p>	<p>HI-10: using the 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 with subject-verb agreement.</p>

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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-11: repeating irregular simple past tense verbs with instructional support.	E-11: selecting irregular simple past tense verbs ( <i>e.g., run vs. ran</i> ) with instructional support.	B-11: choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-11: producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs with subject-verb agreement and with instructional support.	HI-11: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
		PE-12: repeating simple future tense (will) verbs with instructional support.  <small>(math, science, social studies)</small>	E-12: selecting simple future tense verbs ( <i>e.g., will walk versus walked, talk versus will talk</i> ) with instructional support.  <small>(math, science, social studies)</small>	B-12: choosing a simple future tense verb (will) to complete declarative, negative, and interrogative sentences with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-12: producing declarative, negative, and interrogative simple sentences using the simple future tense (will) with subject-verb agreement, and with instructional support.  <small>(math, science, social studies)</small>	HI-12: producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.  <small>(math, science, social studies)</small>

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<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Verbs (V)	PE-13: N/A  Pre-Req: PE-2,9,10,12	E-13: differentiating between past, present, and future by selecting the appropriate verb tense in a given sentence.	B-13: differentiating between past, present, and future verb tenses by responding to a prompt.	LI-13: differentiating between past, present, and future verb tenses by responding.	B-13: differentiating between past, present, and future verb tenses by responding.
		PE-14: N/A  Pre-Req: PE-7,12	E-14: N/A  Pre-Req: E-7,12	B-14: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., <i>I am going to dance</i> ) with subject-verb agreement and with instructional support.	LI-14: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., <i>I am going to dance</i> ) with subject-verb agreement.	HI-14: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., <i>I am going to dance</i> ) with subject-verb agreement.

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		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-15: repeating sentences using the linking verb “to be” (e.g., <i>He is tall.</i> ).	E-15: using the linking verb “to be” in sentences with instructional support.	B-15: using linking verbs of sensation (taste, smell, sound, feel) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.	LI-15: using linking verbs of sensation (e.g., <i>taste, smell, sound, feel</i> ) and linking verbs of being (e.g., <i>act, seem, appear, look</i> ) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.	HI-15: using linking verbs of sensation (e.g., <i>taste, smell, sound, feel</i> ), linking verbs of being (e.g., <i>act, seem, appear, look</i> ), and linking verbs of change (e.g., <i>became, turned, has gone</i> ) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.
	PE-16: N/A Pre-Req: PE-7,10	E-16: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.	B-16: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.	LI-16: producing declarative, negative, and interrogative simple sentences using the past progressive tense with subject-verb agreement and with instructional support.	HI-16: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.	

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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-17: N/A Pre-Req: PE-7,10	E-17: defining auxiliary (helping) verbs (e.g., <i>to be, to have, to do</i> ) with instructional support.	B-17: defining auxiliary (helping) verbs (e.g., <i>to be, to have, to do</i> ).	LI-17: distinguishing between the auxiliary (helping) verb and the main verb.	HI-17: distinguishing between the auxiliary (helping) verb and the main verb.
		PE-18: N/A	E-18: listing modal auxiliary verbs (e.g., <i>will, can, could</i> ).	B-18: using modal auxiliary verbs (e.g., <i>will, can, could</i> ) in a sentence with subject-verb agreement and with instructional support.	LI-18: producing sentences using modal auxiliary verbs (e.g., <i>will, can, could, may, might, must, should, would</i> ) and negative modal auxiliary verbs (e.g., <i>cannot, should not</i> ) with subject-verb agreement and with instructional support.	HI-18: producing sentences using modal auxiliary verbs, negative modal auxiliary verbs, and present progressive modals (e.g., <i>may be talking</i> ) with subject-verb agreement and with instructional support.

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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>Verbs (V)</b>	PE-19: N/A	E-19: completing phrasal verbs ( <i>e.g., turn... off/on/in</i> ) in context with instructional support.	B-19: selecting phrasal verbs to complete sentences.	LI-19: producing sentences with phrasal verbs, with instructional support.	HI-19: producing sentences with phrasal verbs.
		PE-20: N/A Pre-Req: PE-7,12	E-20: choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.	B-20: choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.	LI-20: producing declarative, negative, and interrogative simple sentences using the future progressive tense with subject-verb agreement and with instructional support.	HI-20: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.

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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-21: N/A Pre-Req: PE-9	E-21: N/A Pre-Req: E-9	B-21: identifying the regular past participle form of a verb; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-21: producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs with subject-verb agreement and with instructional support.	HI-21: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.
		PE-22: N/A Pre-Req: PE-10	E-22: N/A Pre-Req: E-10	B-22: identifying the irregular past participle form of the verb; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-22: producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs with subject-verb agreement and with instructional support.	HI-22: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.

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<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Verbs (V)	PE-23: N/A Pre-Req: PE-9	E-23: N/A Pre-Req: E-9	B-23: differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.	LI-23: differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.	HI-23: differentiating between the use of simple past tense and the present perfect tense.
		PE-24: N/A Pre-Req: PE-1	E-24: N/A Pre-Req: E-1	B-24: identifying non-action/stative verbs without a present progressive form (e.g., <i>want, need, like</i> ).	LI-24: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (e.g., <i>want, need, like</i> ) with instructional support. (e.g., “ <i>I am longing for a vacation.</i> ” versus “ <i>I want a vacation.</i> ”)	HI-24: differentiating between the use of action verbs and non-action/stative verbs without a present progressive.

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<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Verbs (V)	PE-25: N/A Pre-Req: PE-1	E-25: N/A Pre-Req: E-1	B-25: comparing action verbs with non-action/stative verbs (e.g., <i>see/watch, hear/listen</i> ) in context, with instructional support.	LI-25: differentiating between the use of action verbs and non-action/stative verbs (e.g., <i>see/watch, hear/listen</i> ) in context.	HI-25: differentiating between the use of action verbs and non-action/stative verbs (e.g., <i>see/watch, hear/listen</i> ) in context.
		PE-26 : N/A	E-26: N/A	B-26: N/A	LI-26: producing sentences using the passive voice in the simple past, present and future tenses with instructional support.	HI-26: producing sentences using the passive voice in the simple and progressive tenses with instructional support.
		PE-27: N/A	E-27: N/A	B-27: N/A	LI-27: N/A	HI-27: comparing transitive (e.g., <i>lay, raise</i> ) and intransitive (e.g., <i>lie, rise</i> ) verbs in context, with instructional support.

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<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Verbs (V)	PE-28: N/A	E-28: N/A	B-28: choosing a past perfect tense verb (e.g., “I had walked.” versus “I walked.”) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-28: producing declarative, negative, and interrogative simple sentences using past perfect tense verbs with subject-verb agreement and with instructional support.	HI-28: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.
		PE-29: N/A	E-29: N/A	B-29: choosing a future perfect tense verb (e.g., “I will have walked.” versus “I will walk.”) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-29: producing declarative, negative, and interrogative simple sentences using future perfect tense verbs with subject-verb agreement and with instructional support.	HI-29: producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement.

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<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Verbs (V)	PE-30: N/A	E-30: N/A	B-30: choosing a present perfect progressive tense verb (e.g., “I have been swimming.” versus “I am swimming.”) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-30: producing declarative, negative, and interrogative simple sentences using present perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-30: producing declarative, negative, and interrogative sentences using present perfect progressive tense verbs with subject-verb agreement.
		PE-31 : N/A	E-31 : N/A	B-31: choosing a past perfect progressive tense verb (e.g., “I had been swimming.” versus “I was swimming.”) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-31: producing declarative, negative, and interrogative simple sentences using past perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-31: producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement.

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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-32: N/A	E-32: N/A	B-32: choosing a future perfect progressive tense verb (e.g., “I had been swimming.” versus “I was swimming.”) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-32: producing declarative, negative, and interrogative simple sentences using future perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-32: producing declarative, negative, and interrogative sentences using future perfect progressive tense verbs with subject-verb agreement.
		PE-33: N/A	E-33: N/A	B-33: N/A	LI-33: explaining the difference between the use of simple, progressive, and perfect verb tenses, with instructional support.	HI-33: explaining the difference between the use of simple, progressive, and perfect verb tenses.

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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: defining pronouns; selecting singular personal subjective pronouns to complete a given sentence.	E-1: defining pronouns; selecting singular and plural personal subjective pronouns to complete a given sentence.	B-1: using personal subjective pronouns.	LI-1: using personal subjective pronouns.	HI-1: using and justifying the appropriate personal subjective pronouns based upon the antecedent,.
		PE-2: listing and selecting personal singular objective pronouns to complete a given sentence.	E-2: listing and selecting singular and plural personal objective pronouns to complete a given sentence.	B-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.	LI-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.	HI-2: using and justifying (e.g., <i>I used "them" instead of "they" because...</i> ) the appropriate personal subjective and personal objective pronouns.
		PE-3: defining possessive pronouns; selecting singular personal possessive pronouns to complete a given sentence.	E-3: defining possessive pronouns; selecting singular and plural personal possessive pronouns to complete a given sentence.	B-3: stating when to use personal possessive pronouns; using personal possessive pronouns.	LI-3: stating when to use the adjective form of the personal possessive pronoun versus the objective form (e.g., <i>my versus mine</i> ); using personal possessive pronouns.	HI-3: using and justifying (e.g., <i>I used "your" instead of "yours" because...</i> ) the appropriate adjective form of the personal possessive pronoun versus the objective form.

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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>Pronouns (PRO)</b>	PE-4: N/A Pre-Req: PE-1,2,3	E-4: categorizing personal subjective, personal objective, and personal possessive pronouns.	B-4: selecting personal subjective, personal objective, and personal possessive pronouns to complete a given sentence.	LI-4: differentiating between personal subjective, personal objective, and personal possessive pronouns and their placement in sentences.	HI-4: differentiating between personal subjective, personal objective, and personal possessive pronouns and their placement in sentences.
		PE-5: N/A	E-5: selecting demonstrative pronouns to complete a given sentence.	B-5: using demonstrative pronouns.	LI-5: using demonstrative pronouns.	HI-5: using and justifying demonstrative pronouns.
		PE-6: selecting interrogative pronouns who and what to complete a given sentence.	E-6: using interrogative pronouns who, what, and which.	B-6: using interrogative pronouns (including whose and whom).	LI-6: using interrogative pronouns.	HI-6: using and justifying interrogative pronouns.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Pronouns (PRO)</b>	PE-7: N/A	E-7: listing and selecting reflexive pronouns to complete a given sentence.	B-7: listing and selecting reflexive and intensive pronouns to complete a given sentence.	LI-7: using reflexive and intensive pronouns.	HI-7: stating when to use reflexive and intensive pronouns and using reflexive and intensive pronouns.
		PE-8: N/A	E-8: N/A	B-8: categorizing indefinite pronouns into singular and plural.	LI-8: stating when to use indefinite pronouns and using indefinite pronouns.	HI-8: using and justifying the use of indefinite pronouns.
		PE-9: N/A	E-9: N/A	B-9: listing and selecting relative pronouns to complete a given sentence.	LI-9: stating when to use relative pronouns and using relative pronouns.	HI-9: using and justifying the use of relative pronouns.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Adjectives (ADJ)</b>	<p>PE-1: naming and sorting adjectives by size, color, shape, and quantity with nouns.</p> <p>(math, science, social studies)</p>	<p>E-1: defining adjectives and selecting adjectives to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>B-1: producing a series of adjectives in the correct order (i.e., quantity/size/shape/color).</p> <p>(math, science, social studies)</p>	<p>LI-1: producing a series of adjectives in the correct order (i.e., quantity/size/shape/color).</p> <p>(math, science, social studies)</p>	<p>HI-1: producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color).</p> <p>(math, science, social studies)</p>
		<p>PE-2: selecting singular possessive adjectives to complete a given sentence.</p>	<p>E-2: selecting a singular or plural possessive adjective to complete a given sentence.</p>	<p>B-2: using possessive adjectives.</p>	<p>LI-2: using possessive adjectives.</p>	<p>HI-2: using possessive adjectives.</p>
		<p>PE-3: N/A</p> <p>Pre-Req: PE-1</p>	<p>E-3: selecting sensory/personality adjectives to complete a given sentence.</p>	<p>B-3: using sensory/personality adjectives.</p>	<p>LI-3: using sensory/personality adjectives.</p>	<p>HI-3: using sensory/personality adjectives.</p>

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Adjectives (ADJ)	PE-4: N/A	E-4: selecting demonstrative adjectives to complete a given sentence.	B-4: using demonstrative adjectives.	LI-4: using demonstrative adjectives.	HI-4: using demonstrative adjectives.
		PE-5: N/A	E-5: N/A	B-5: defining and listing proper adjectives with a noun (e.g., <i>Italian man</i> , <i>French toast</i> ).	LI-5: defining and using proper adjectives with nouns.	HI-5: defining and using proper adjectives with nouns.
		PE-6: N/A	E-6: selecting indefinite adjectives (e.g., <i>all</i> , <i>both</i> , <i>many</i> ) to complete a given sentence.	B-6: using indefinite adjectives with support.	LI-6: using indefinite adjectives.	HI-6: using indefinite adjectives.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Adjectives (ADJ)</b>	PE-7: N/A	E-7: listing comparative and superlative adjectives (e.g., -er, -est); selecting a comparative or superlative adjective to complete a given sentence.	B-7: using comparative and superlative (e.g., -er and -est, more/most/less/least) adjectives with support.	LI-7: using comparative and superlative adjectives; listing irregular comparative and superlative (e.g., bad, worse, worst) adjectives.	HI-7: using regular and irregular comparative and superlative adjectives.
		PE-8: N/A	E-8: N/A	B-8: defining the participle as an adjective; selecting a present or past participle to complete a given sentence.	LI-8: using present and past participles as adjectives with support.	HI-8: using participles as adjectives.
	<b>Adverbs (ADV)</b>	PE-1: repeating classroom directions with "when" adverbs (e.g., first, next, then) (e.g., First take out your book.)  (math, science, social studies)	E-1: define an adverb; selecting "when" adverbs to complete a given sentence.  (math, science, social studies)	B-1: using "when" adverbs with instructional support.  (math, science, social studies)	LI-1: using "when" adverbs.  (math, science, social studies)	HI-1: using "when" adverbs.  (math, science, social studies)

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Adverbs (ADV)	PE-2: repeating classroom/school rules with "frequency" adverbs ( <i>e.g., always, never, sometimes</i> ) ( <i>e.g., Always bring a pencil to class.</i> )	E-2: selecting "frequency" adverbs to complete a given sentence.	B-2: using "frequency" adverbs with instructional support.	LI-2: using "frequency" adverbs.	HI-2: using "frequency" adverbs.
		PE-3: N/A	E-3: selecting "how" adverbs ( <i>e.g., quick versus quickly</i> ) to complete a given sentence. <small>(science)</small>	B-3: convert adjectives into "how" adverbs with instructional support. <small>(science)</small>	LI-3: using "how" adverbs. <small>(science)</small>	HI-3: using "how" adverbs. <small>(science)</small>
		PE-4: N/A	E-4: selecting "where" adverbs to complete a given sentence.	B-4: using "where" adverbs with instructional support.	LI-4: using "where" adverbs.	HI-4: using "where" adverbs.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Adverbs (ADV)	PE-5: N/A	E-5: selecting comparative and superlative adverbs to complete a given sentence.	B-5: using comparative and superlative adverbs with instructional support.	LI-5: using comparative and superlative adverbs.	HI-5: using regular and irregular comparative and superlative adverbs.
		PE-6 N/A	E-6: selecting conjunctive adverbs ( <i>e.g., also, therefore</i> ) to complete a given sentence.	B-6: using conjunctive adverbs ( <i>e.g., also, therefore</i> ) with instructional support.	LI-6: using conjunctive adverbs.	HI-6: using conjunctive adverbs.
		PE-7: N/A	E-7: listing and selecting intensifier adverbs ( <i>e.g., too, not, very, some, any</i> ) to complete a given sentence with instructional support.	B-7: using intensifier adverbs ( <i>e.g., too, not, very, some, any hardly, barely, enough</i> ) with instructional support.	LI-7: using intensifier adverbs ( <i>e.g., too, not, very, some, any hardly, barely, enough</i> ).	HI -7: using intensifier adverbs ( <i>e.g., too, not, very, some, any hardly, barely, enough</i> ).

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Adverbs (ADV)	PE-8: N/A	E-8: using adverbs to show cause and effect (because of) with instructional support.	B-8: using adverbs to show cause and effect.	LI-8: using adverbs to show cause and effect.	HI-8: using adverbs to show cause and effect.
		PE-9: N/A	E-9: N/A	B-9: using the contrast adverb "while" with instructional support.	LI-9: producing contrast adverbs (e.g., <i>while</i> , <i>although</i> , <i>whereas</i> ) with instructional support.	HI-9: producing contrast adverbs.
		PE-10: N/A	E-10: N/A	B-10: listing and selecting conditional adverbs (e.g., <i>if</i> , <i>unless</i> ) with instructional support.	LI-10: using conditional adverbs with instructional support.	HI-10: using conditional adverbs.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Prepositions (PREP)	<p>PE-1: selecting and physically demonstrating prepositions of location to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>E-1: using prepositions of location with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-1: using prepositions of location.</p> <p>(math, science, social studies)</p>	<p>LI-1: using prepositions of location.</p> <p>(math, science, social studies)</p>	<p>HI-1: using prepositions of location.</p> <p>(math, science, social studies)</p>
		<p>PE-2: selecting and physically demonstrating prepositions of direction to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>E-2: using prepositions of location with instructional support.</p> <p>(math, science, social studies)</p>	<p>B-2: using prepositions of direction.</p> <p>(math, science, social studies)</p>	<p>LI-2: using prepositions of direction.</p> <p>(math, science, social studies)</p>	<p>HI-2: using prepositions of direction.</p> <p>(math, science, social studies)</p>
		<p>PE-3: selecting prepositions of time to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>E-3: selecting prepositions of time to complete a given sentence and justifying selection.</p> <p>(math, science, social studies)</p>	<p>B-3: using prepositions of time with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-3: using prepositions of time.</p> <p>(math, science, social studies)</p>	<p>HI-3: using prepositions of time.</p> <p>(math, science, social studies)</p>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Prepositions (PREP)</b>	PE-4: N/A Pre-Req: PE-1,2,3	E-4: selecting and physically demonstrating prepositions of action and movement to complete a given sentence.	B-4: using prepositions of action and movement (including compound prepositions) with instructional support.	LI-4: using prepositions of action and movement (including compound prepositions).	HI-4: using prepositions of action and movement (including compound prepositions).
		PE-5: N/A	E-5: N/A	B-5: selecting a preposition of opposition to complete a given sentence.  <small>(math, science, social studies)</small>	LI-5: using prepositions of opposition with instructional support.  <small>(math, science, social studies)</small>	HI-5: using prepositions of opposition.  <small>(math, science, social studies)</small>
		PE-6: N/A	E-6: defining prepositions.	B-6: differentiating among prepositions of location, direction, and time.	LI-6: differentiating among prepositions of action and movement, location, direction, and time.	HI-6: differentiating among prepositions of location, direction, time, action and movement, and opposition.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Prepositions (PREP)	PE-7: N/A	E-7: N/A	B-7: listing and selecting propositions of cause and effect, exception and contrast to complete a given sentence.	LI-7: using propositions of cause and effect, exception and contrast.	HI-7: using propositions of cause and effect, exception and contrast.
	Conjunctions (C)	PE-1: selecting coordinating conjunctions (i.e., and, or), which combine nouns, verbs, adjectives, to complete a given sentence.	E-1: selecting coordinating conjunctions (e.g., and, or, but, yet), which combine nouns, verbs, adjectives, phrases, or clauses, to complete a given sentence.	B-1: using coordinating conjunctions, which combine nouns, verbs, adjectives, phrases, or clauses, in a sentence.	LI-1: defining and differentiating coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.	HI-1: defining and justifying the use of coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.
		PE-2: NA	E-2: NA	B-2: selecting correlative conjunctions to complete a given sentence.	LI-2: defining and differentiating correlative conjunctions.	HI-2: defining and differentiating correlative conjunctions.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Conjunctions (C)</b>	PE-3: N/A	E-3: selecting subordinating conjunctions to a complete a given sentence.  <small>(math, science, social studies)</small>	B-3: using subordinating conjunctions in a sentence.  <small>(math, science, social studies)</small>	LI-3: defining and differentiating subordinating conjunctions.  <small>(math, science, social studies)</small>	HI-3: defining and differentiating subordinating conjunctions.  <small>(math, science, social studies)</small>
		PE-4: N/A	E-4: N/A	B-4: N/A	LI-4: identifying subordinating conjunctions to begin a clause introducing a complete sentence.	HI-4: identifying and orally producing subordinating conjunctions to begin a clause introducing a complete sentence.
	<b>Interjections (I)</b>	PE-1: defining interjections as words expressing emotion and repeating with intonation.	E-1: selecting interjections that relate to a given situation.	B-1: using interjections in appropriate context.	LI-1: using interjections in appropriate context.	HI-1: using interjections in appropriate context.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-1: producing a noun phrase (adjective + noun) with instructional support.	E-1: using a noun phrase ( <i>e.g., red bird, this cup, kitchen table</i> ) to complete a sentence frame.	B-1: using a noun phrase in a complete sentence.	LI-1: using a noun phrase in a complete sentence.	HI-1: using a noun phrase in a complete sentence.
		PE-2: producing a joined noun phrase (i.e., noun + conjunction + noun) with instructional support.	E-2: using a joined noun phrase to complete a sentence frame.	B-2: using a joined noun phrase in a complete sentence.	LI 2: using a joined noun phrase in a complete sentence.	HI-2: using a joined noun phrase in a complete sentence.
		PE-3: producing a verb phrase (i.e., verb + adverb, adverb + verb) with instructional support.	E-3: using a verb phrase to complete a sentence frame.	B-3: using a verb phrase in a complete sentence.	LI-3: using a verb phrase in a complete sentence.	HI-3: using a verb phrase in a complete sentence.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-4: producing a joined verb phrase (i.e., verb + conjunction + verb) with instructional support.	E-4: using a joined verb phrase to complete a sentence frame.	B-4: using a joined verb phrase in a complete sentence.	LI-4: using a joined verb phrase in a complete sentence.	HI-4: using a joined verb phrase in a complete sentence.
		PE-5: producing a prepositional phrase (e.g., <i>on the table</i> , <i>at the store</i> ) with instructional support.	E-5: using a prepositional phrase to complete a sentence frame.	B-5: using a prepositional phrase in a complete sentence.	LI-5: using a prepositional phrase in a complete sentence.	HI-5: using a prepositional phrase in a complete sentence.
		PE-6: N/A Pre-Req: PE-3	E-6: N/A. Pre-Req: E-3	B-6: using an infinitive verb phrase to complete a sentence frame.	LI-6: using an infinitive verb phrase in a complete sentence.	HI-6: using an infinitive verb phrase in a complete sentence.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-7: N/A	E-7: using a “when” adverbial phrase (e.g., <i>the next day, after opening the door</i> ) to complete a sentence frame.	B-7: using an adverbial phrase in a complete sentence.	LI-7: using an adverbial phrase in a complete sentence.	HI-7: using an adverbial phrase in a complete sentence.
		PE-8: NA	E-8: using an auxiliary and/or modal auxiliary verb phrase (e.g., <i>did go, must go, should have gone</i> ) to complete a sentence frame.	B-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.	LI-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.	HI-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
		PE-9: N/A	E-9: N/A	B-9: using an adverb + an adjective (e.g., <i>too hot, very cold</i> ) to complete a sentence frame.	LI-9: using an adverb + an adjective (e.g., <i>too hot, very cold</i> ) in a sentence.	HI-9: using an adverb + an adjective (e.g., <i>too hot, very cold</i> ) in a sentence.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-10: N/A	E-10: N/A	B-10: using a linking verb + adjective complement to complete a sentence.	LI-10: using a linking verb + adjective complement to complete a sentence.	HI-10: using a linking verb + adjective complement to complete a sentence.
		PE-11: N/A	E-11: N/A	B-11: using a linking verb + noun complement to complete a sentence.	LI-11: using a linking verb + noun complement to complete a sentence.	HI-11: using a linking verb + noun complement to complete a sentence.
		PE-12: N/A	E-12: N/A	B-12: producing a participial phrase (i.e., participle + modifiers) to complete a sentence frame.	LI-12: using a participial phrase in a complete sentence.	HI-12: using a participial phrase in a complete sentence.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-13: N/A	E-13: using noun clause markers ( <i>e.g., that, whether, how, whichever</i> ) to complete sentence frames.	B-13: using noun clauses to complete a sentence frame.	LI-13: using noun clauses in a complete sentence.	HI-13: using noun clauses in a complete sentence.
		PE-14: N/A	E-14: N/A	B-14: using a gerund phrase to complete a sentence frame.	LI-14: using a gerund phrase in a complete sentence.	HI-14: using a gerund phrase in a complete sentence.
		PE-15: N/A	E-15: N/A	B-15: N/A	LI-15: using subordinating conjunctions in introductory clauses.	HI-15: using subordinating conjunctions in introductory clauses.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Phrase and Clause Construction (PH/CL)	PE-16: N/A	E-16: N/A	B-16: N/A	LI-16: using restrictive clauses using that (e.g., “ <i>The dog that has spots is...</i> ”) to complete a sentence frame.	HI-16: using restrictive clauses using that (e.g., “ <i>The dog that has spots is...</i> ”) in complete a sentence.
		PE-17: N/A	E-17: N/A	B-17: N/A	LI-17: using non-restrictive clauses beginning with who/which (e.g., “ <i>Jack, who is tall is...</i> ”) to complete a sentence frame.	HI-17: using non-restrictive clauses beginning with who/which (e.g., “ <i>Jack, who is tall is...</i> ”) in a complete a complete sentence.
		PE-18: N/A	E-18: N/A	B-18: N/A	LI-18: using an adjective clause (e.g., “ <i>... who is a writer</i> ”) to complete a sentence frame.	HI-18: using an adjective clause (e.g., “ <i>... who is a writer</i> ”) in a complete a sentence.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Phrase and Clause Construction (PH/CL)</b>	PE-19: N/A	E-19: N/A	B-19: N/A	LI-19: using an adverb clause (i.e., subordinating conjunction + clause) (e.g., "... because he is tired") to complete a sentence frame.	HI-19: using an adverb clause (i.e., subordinating conjunction + clause) (e.g., "... because he is tired") to complete a sentence.
	<b>Sentence Construction (SC)</b>	PE-1: selecting a subject (e.g., <i>noun, pronoun, singular, plural</i> ) from a picture to complete a given sentence. <small>(math, science, social studies)</small>	E-1: selecting a subject (e.g., <i>singular, plural, compound</i> ) to complete a given sentence. <small>(math, science, social studies)</small>	B-1: identifying the subject (e.g., <i>singular, plural, compound, collective nouns</i> ) in a sentence. <small>(math, science, social studies)</small>	LI-1: identifying the subject (e.g., <i>singular, plural, compound, collective nouns</i> ) in a sentence. <small>(math, science, social studies)</small>	HI-1: identifying the subject (e.g., <i>singular, plural, compound, collective nouns</i> ) in a sentence. <small>(math, science, social studies)</small>
		PE-2: identifying the simple predicate of a given sentence.	E-2: identifying the predicate of a given sentence.	B-2: identifying the predicate in all sentence construction patterns.	LI-2: identifying the predicate in all sentence construction patterns.	HI-2: identifying the predicate in all sentence construction patterns.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Sentence Construction (SC)</b>	PE-3: producing sentences with a subject and verb (S-V) with subject-verb agreement with instructional support.	E-3: producing sentences with a subject, linking verb, and predicate adjective complement (S-V-C) with subject-verb agreement using a sentence frame.	B-3: producing sentences with subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.	LI-3: producing sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.	HI-3: producing sentences with a subject, linking verb, complement (S-V-C) with subject-verb agreement.
		PE-4: producing sentences in the negative S-V construction (i.e., subject + linking verb + not + verb) with subject-verb agreement using a sentence frame.  <small>(math, science, social studies)</small>	E-4: producing sentences in the negative construction with subject, verb and predicate adjective complement (i.e., subject + linking verb + not + complement) with subject-verb agreement using a sentence frame.  <small>(math, science, social studies)</small>	B-4: producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-4: producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.  <small>(math, science, social studies)</small>	HI-4: producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.  <small>(math, science, social studies)</small>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Sentence Construction (SC)</b>	<p>PE-5: producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement, using a sentence frame.</p> <p>(math, science, social studies)</p>	<p>E-5: producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>B-5: producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-5: producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>HI-5: producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-6: producing sentences in the negative construction (i.e., subject + auxiliary verb + not + main verb) with subject-verb agreement, using a sentence frame.</p> <p>(math, science, social studies)</p>	<p>E-6: producing sentences in the negative construction with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>B-6: producing sentences in the negative construction with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-6: producing sentences in the negative construction with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>HI-6: producing sentences in the negative construction with subject-verb agreement.</p> <p>(math, science, social studies)</p>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Sentence Construction (SC)</b>	PE-7: N/A	E-7: producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with a sentence frame.  <small>(math, science, social studies)</small>	B-7: producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-7: producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.  <small>(math, science, social studies)</small>	HI-7: producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.  <small>(math, science, social studies)</small>
		PE-8: N/A	E-8: producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with a sentence frame.  <small>(math, science, social studies)</small>	B-8: producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-8: producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.  <small>(math, science, social studies)</small>	HI-8: producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.  <small>(math, science, social studies)</small>

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Sentence Construction (SC)	PE-9: N/A	E-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement, using a sentence frame.  <small>(math, science, social studies)</small>	B-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.  <small>(math, science, social studies)</small>	HI-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.  <small>(math, science, social studies)</small>
		PE-10: N/A	E-10: producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement using a sentence frame.	B-10: producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.	LI-10: producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.	HI-10: producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.
		PE-11: N/A	E-11: inserting an adverb within a given sentence to modify the verb.	B-11: producing sentences with an adverb to modify the verb.	LI-11: producing sentences with an adverb to modify the verb.	HI-11: producing sentences with an adverb to modify the verb.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Sentence Construction (SC)	PE-12: N/A	E-12: inserting an adverb within a given sentence to modify an adjective.	B-12: producing sentences with an adverb to modify an adjective.	LI-12: producing sentences with an adverb to modify an adjective.	HI-12: producing sentences with an adverb to modify an adjective.
		PE-13: N/A	E-13: inserting an adverb within a given sentence to modify an adverb.	B-13: producing sentences with an adverb to modify an adverb.	LI-13: producing sentences with an adverb to modify an adverb.	HI-13: producing sentences with an adverb to modify an adverb.
		PE-14: N/A	E-14: producing compound sentences with two given independent clauses. (i.e., independent clause + conjunction + independent clause). <small>(math, science, social studies)</small>	B-14: producing compound sentences. (i.e., independent clause + conjunction + independent clause). <small>(math, science, social studies)</small>	LI-14: producing compound sentences. (i.e., independent clause + conjunction + independent clause). <small>(math, science, social studies)</small>	HI-14: producing compound sentences. (i.e., independent clause + conjunction + independent clause). <small>(math, science, social studies)</small>

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	<b>The student will demonstrate knowledge of parts of speech by:</b>					
	Sentence Construction (SC)	PE-15: N/A	E-15: producing compound sentences with two given independent clauses. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).	B-15: producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).	LI-15: producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).	HI-15: producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).

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# ELL Stage IV: Grades 6-8

## Language Strand

		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>Sentence Construction (SC)</b>				Additional:	<ul style="list-style-type: none"> <li>Producing sentences with the habitual past "state of being" sentence frame (subject + used to + simple present).</li> <li>Producing sentences with the habitual past "repeated action" sentence frame. (when + subject + simple past + comma + subject + "would" + simple present).</li> </ul>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Sentence Construction (SC)</b>	PE-16: N/A	E-16: N/A	B-16: NA	LI-16: constructing sentences using present habitual tense (e.g., "If it rains, I have my umbrella.").	HI-16: constructing sentences using present habitual tense (e.g., "If it rains, I have my umbrella.").
		PE-17: N/A	E-17: N/A	B-17: selecting a reflexive pronoun to complete a sentence frame.	LI-17: producing sentences using reflexive pronouns.	HI-17: producing sentences using reflexive pronouns.
		PE-18: N/A	E-18: N/A	B-18: N/A	LI-18: converting a given sentence in the active voice to a sentence in the passive voice.  <small>(social studies)</small>	HI-18: producing sentences using the passive voice.  <small>(social studies)</small>

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Sentence Construction (SC)	PE-19: N/A	E-19: N/A	B-19: completing a present real conditional sentence frame (i.e., If/When + simple present + comma + simple present.).	LI-19: producing sentences in the present real conditional.	HI-19: producing sentences in the present real conditional.
		PE-20: repeating one- or two-word imperative sentences. (e.g., Stop. Sit down.)	E-20: producing imperative sentences. (e.g., Open the door. Close the book.)	B-20: producing imperative sentences. (e.g., Put the markers in the box.)	LI-20: producing imperative sentences. (e.g., Sit down. Put the markers in the box.)	HI-20: producing imperative sentences.
		PE-21: N/A	E-21: N/A	B-21 producing sentences with interjections. (e.g., "Ouch, that hurt.")	LI-21: producing sentences with interjections. (e.g., "Ouch, that hurt.")	HI-21: producing sentences with interjections. (e.g., "Ouch, that hurt.")

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Sentence Construction (SC)	PE-22: N/A	E-22: N/A	B-22: N/A	LI-22: N/A	HI-22: producing sentences in the subjunctive mood. (e.g., "Jack recommended that Jill stop.")
					Additional:	<ul style="list-style-type: none"> <li>Producing sentences in the present unreal conditional.</li> <li>Constructing sentences with the present future conditional tense. (e.g., "If it snows, I will go skiing.")</li> </ul>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Sentence Construction (SC)</b>	PE-23: N/A	E-23: N/A	B-23: N/A	LI-23: N/A	HI-23: completing a sentence frame consisting of an independent clause + relative pronoun + dependent clause to form a complex sentence.
		PE-24: N/A	E-24: N/A	B-24: N/A	LI-24: N/A	HI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence.
	<b>Questions (Q)</b>	PE-1: repeating single word questions with inflection. (e.g., <i>What? Who?</i> )  (math, science, social studies)	E-1: producing single word questions with inflection.  (math, science, social studies)	B-1: producing single word questions with inflection.  (math, science, social studies)	LI-1: producing single word and declarative sentences asking a question with inflection. (e.g., <i>This is my pencil?</i> )  (math, science, social studies)	HI-1: producing single word and declarative sentences asking a question with inflection.  (math, science, social studies)

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	<p>PE-2: completing Yes/No questions in the simple present tense using sentence frames. (e.g., <i>to do + subject + verb?</i>)</p> <p><small>(math, science, social studies)</small></p>	<p>E-2: producing Yes/No questions in the simple present tense.</p> <p><small>(math, science, social studies)</small></p>	<p>B-2: producing Yes/No questions in the simple present tense.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-2: producing Yes/No questions in the simple present tense.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-2: producing Yes/No questions in the simple present tense.</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses using a sentence frame. (e.g., <i>"to be"+ subject + complement?</i>)</p> <p><small>(math, science, social studies)</small></p>	<p>E-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.</p> <p><small>(math, science, social studies)</small></p>	<p>B-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.</p> <p><small>(math, science, social studies)</small></p>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	PE-4: N/A	E-4: producing questions in the present progressive tense, which require a yes or no response, using sentence frames. (e.g. "to be" + subject + verb + ing?)	B-4: producing questions in the present progressive tense, which require a yes or no response.	LI-4: producing questions in the present progressive tense, which require a yes or no response.	HI-4: producing questions in the present progressive tense, which require a yes or no response.
		PE-5: producing questions in the simple past tense, which require a yes or no response, using sentence frames. (e.g., "to do" + subject + verb?) <small>(math, science, social studies)</small>	E-5: producing questions in the simple past tense, which require a yes or no response using sentence frames. (e.g., "to do" + subject + verb?) <small>(math, science, social studies)</small>	B-5: producing questions in the simple past tense, which require a yes or no response. <small>(math, science, social studies)</small>	LI-5: producing questions in the simple past tense, which require a yes or no response. <small>(math, science, social studies)</small>	HI-5: producing questions in the simple past tense, which require a yes or no response. <small>(math, science, social studies)</small>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	<p>PE-6: producing questions in the simple future tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + verb?)</p> <p>(math, science, social studies)</p>	<p>E-6: producing questions in the simple future tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + verb?)</p> <p>(math, science, social studies)</p>	<p>E-6: producing questions in the simple future tense, which require a yes or no response.</p> <p>(math, science, social studies)</p>	<p>LI-6: producing questions in the simple future tense, which require a yes or no response.</p> <p>(math, science, social studies)</p>	<p>HI-6: producing questions in the simple future tense, which require a yes or no response.</p> <p>(math, science, social studies)</p>
		<p>PE-7: N/A</p>	<p>E-7: producing questions in the past progressive tense, which require a yes or no response, using sentence frames (e.g., "to be" + subject + verb + ing + "when" ...?)</p>	<p>B-7: producing questions in the past progressive tense, which require a yes or no response.</p>	<p>LI-7: producing questions in the past progressive tense, which require a yes or no response.</p>	<p>HI-7: producing questions in the past progressive tense, which require a yes or no response.</p>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	PE-8: N/A	E-8: producing questions in the future progressive tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + "be" +verb + ing + "when" ...?)	B-8: producing questions in the future progressive tense, which require a yes or no response.	LI-8: producing questions in the future progressive tense, which require a yes or no response.	HI-8: producing questions in the future progressive tense, which require a yes or no response.
		PE-9: N/A	E-9: N/A	B-9: producing questions in the present perfect tense, which require a yes or no response, using sentence frames. (e.g., "To have" + subject + past participle +...?)	LI-9: producing questions in the present perfect tense, which require a yes or no response.	HI-9: producing questions in the present perfect tense, which require a yes or no response.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	PE-10: N/A	E-10: N/A	B-10: producing questions in the past perfect tense, which require a yes or no response, using sentence frames. (e.g., "To have" + subject + past participle + ...?)	LI-10: producing questions in the past perfect tense, which require a yes or no response.	HI-10: producing questions in the past perfect tense, which require a yes or no response.
		PE-11: N/A	E-11: N/A	B-11: producing questions in the future perfect tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + "have" + past participle + time phrase + ...?)	LI-11: producing questions in the future perfect tense, which require a yes or no response.	HI-11: producing questions in the future perfect tense, which require a yes or no response.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	PE-12: N/A	E-12: N/A	B-12: producing questions in the present perfect progressive tense, which require a yes or no response, using sentence frames. <i>(e.g., "To have" + subject + been + verb + ing + time phrase +?)</i>	LI-12: producing questions in the present perfect progressive tense, which require a yes or no response.	HI-12: producing questions in the present perfect progressive tense, which require a yes or no response.
		PE-13: N/A	E-13: N/A	B-13: producing questions in the past perfect progressive tense, which require a yes or no response, using sentence frames. <i>(e.g., "Had" + subject + "been" + verb + ing + time phrase?)</i>	LI-13: producing questions in the past perfect progressive tense, which require a yes or no response.	HI-13: producing questions in the past perfect progressive tense, which require a yes or no response.

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	PE-14: N/A	E-14: N/A	B-14: producing questions in the future perfect progressive tense, which require a yes or no response, using sentence frames. <i>(e.g., "Will" + subject + "have been" + verb + ing + event/time phrase?)</i>	LI-14: producing questions in the future perfect progressive tense, which require a yes or no response.	HI-14: producing questions in the future perfect progressive tense, which require a yes or no response.
		PE-15: completing interrogative sentence frames beginning with "what."  <small>(math, science, social studies)</small>	E-15: producing interrogative sentences beginning with "what."  <small>(math, science, social studies)</small>	B-15: producing interrogative sentences beginning with "what."  <small>(math, science, social studies)</small>	LI-15: producing interrogative sentences beginning with "what."  <small>(math, science, social studies)</small>	HI-15: producing interrogative sentences beginning with "what."  <small>(math, science, social studies)</small>
		PE-16: completing interrogative sentence frames beginning with "where."  <small>(math, science, social studies)</small>	E-16: producing interrogative sentences beginning with "where."  <small>(math, science, social studies)</small>	B-16: producing interrogative sentences beginning with "where."  <small>(math, science, social studies)</small>	LI-16: producing interrogative sentences beginning with "where."  <small>(math, science, social studies)</small>	HI-17: producing interrogative sentences beginning with "where."  <small>(math, science, social studies)</small>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	<p>PE-17 completing interrogative sentence frames beginning with “who.”</p> <p>(math, science, social studies)</p>	<p>E-17: producing interrogative sentences beginning with “who.”</p> <p>(math, science, social studies)</p>	<p>B-17: producing interrogative sentences beginning with “who.”</p> <p>(math, science, social studies)</p>	<p>LI-17: producing interrogative sentences beginning with “who” and “whom.”</p> <p>(math, science, social studies)</p>	<p>HI-17: producing interrogative sentences beginning with “who” and “whom.”</p> <p>(math, science, social studies)</p>
		<p>PE-18: N/A</p>	<p>E-18: completing interrogative sentence frames beginning with “when.”</p> <p>(math, science, social studies)</p>	<p>B-18: producing interrogative sentences beginning with “when.”</p> <p>(math, science, social studies)</p>	<p>LI-18: producing interrogative sentences beginning with “when.”</p> <p>(math, science, social studies)</p>	<p>HI-18: producing interrogative sentences beginning with “when.”</p> <p>(math, science, social studies)</p>
		<p>PE-19: N/A</p>	<p>E-19: completing interrogative sentence frames beginning with “why.”</p> <p>(math, science, social studies)</p>	<p>B-19: producing interrogative sentences beginning with “why.”</p> <p>(math, science, social studies)</p>	<p>LI-19: producing interrogative sentences beginning with “why.”</p> <p>(math, science, social studies)</p>	<p>HI-19: producing interrogative sentences beginning with “why.”</p> <p>(math, science, social studies)</p>

# ELL Stage IV: Grades 6-8

## Language Strand

		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>Questions (Q)</b>	PE-20: N/A	E-20: completing interrogative sentence frames beginning with "how."  <small>(math, science, social studies)</small>	B-20: producing interrogative sentences beginning with "how."  <small>(math, science, social studies)</small>	LI-20: producing interrogative sentences beginning with "how."  <small>(math, science, social studies)</small>	HI-20: producing interrogative sentences beginning with "how."  <small>(math, science, social studies)</small>
		PE-21: N/A	E-21: N/A	B-21: producing interrogative sentences beginning with "which."  <small>(math, science, social studies)</small>	LI-21: producing interrogative sentences beginning with "which."  <small>(math, science, social studies)</small>	HI-21: producing interrogative sentences beginning with "which."  <small>(math, science, social studies)</small>
		PE-22: N/A	E-22: N/A	B-22: producing interrogative sentences beginning with "whose."  <small>(math, science, social studies)</small>	LI-22: producing interrogative sentences beginning with "whose."  <small>(math, science, social studies)</small>	HI-22: producing interrogative sentences beginning with "whose."  <small>(math, science, social studies)</small>

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Questions (Q)	PE-23: N/A	E-23: N/A	B-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.	LI-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.	HI-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.
		PE- 24: N/A	E-24: N/A	B-24: producing a question beginning with a modal auxiliary verb.	LI-24: producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with “if”. <i>(e.g., Would you drive us to the movie, if we gave you gas money?)</i>	HI-24: producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with “if”. <i>(e.g., Would you drive us to the movie, if we gave you gas money?)</i>
		PE-25:	E-25: producing questions, which include the negative construction, beginning with a contraction.	B-25: producing questions, which include the negative construction, using contractions.	LI-25: producing questions, which include the negative construction, using contractions.	HI-25: producing questions, which include the negative construction, using contractions.

# ELL Stage IV: Grades 6-8

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	<b>The student will demonstrate knowledge of parts of speech by:</b>					
	Questions (Q)	PE-26: N/A	E-26: N/A	B-26: producing tag questions using a sentence frame. (e.g., <i>You did your homework, didn't you?</i> )	LI-26: producing tag questions.	HI-26: producing tag questions.

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# ELL Stage IV: Grades 6-8

## Language Strand

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

# ELL Stage IV: Grades 6-8

## Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Vocabulary</b>	<b>The student will demonstrate knowledge of vocabulary by:</b>				
	<p>PE-4: identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-4: identifying grade-specific academic vocabulary including key words, symbols, or operations.</p> <p>(math, science, social studies)</p>	<p>B-4: categorizing grade-specific academic vocabulary and symbols by content.</p> <p>(math, science, social studies)</p>	<p>LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.</p> <p>(math, science, social studies)</p>
	<p>PE-5: identifying that two words can make a compound word using visual support.</p> <p>(math, science, social studies)</p>	<p>E-5: comprehending the meaning of compound words.</p> <p>(math, science, social studies)</p>	<p>B-5: comprehending the meaning of academic compound words (landslide, benchmark, sharecropper).</p> <p>(math, science, social studies)</p>	<p>LI-5: applying knowledge of academic compound words in context.</p> <p>(math, science, social studies)</p>	<p>HI-5: analyzing compound words in context.</p> <p>(math, science, social studies)</p>
	<p>PE-6: recognizing contractions and the words that comprise common contractions.</p>	<p>E-6: recognizing contractions and the words that comprise contractions.</p>	<p>B-6: using contractions and identifying the words that comprise contractions.</p>	<p>LI-6: applying contractions in context.</p>	<p>HI-6: applying contractions in context.</p>

# ELL Stage IV: Grades 6-8

## Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Vocabulary</b>	<b>The student will demonstrate knowledge of vocabulary by:</b>				
	<p>PE-7: identifying that words have base/root words and affixes (prefixes and suffixes) with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-7: identifying the meaning of common affixes added to base/root words.</p> <p>(math, science, social studies)</p>	<p>B-7: determining the meaning of Anglo-Saxon base/root words and affixes to understand content area vocabulary.</p> <p>(math, science, social studies)</p>	<p>LI-7 determining the meaning of base/root words and affixes to understand content area vocabulary.</p> <p>(math, science, social studies)</p>	<p>HI-7: analyzing the effect of affixes on base/root words (e.g., <i>adding -ful to beauty makes it an adjective</i>).</p> <p>(math, science, social studies)</p>
	<p>PE-8: associating and stating the words represented by common abbreviations (e.g., <i>Mr. = mister</i>).</p> <p>(math, science, social studies)</p>	<p>E-8: recognizing and stating the words represented by common abbreviations and acronyms (e.g., <i>Ave., NFL</i>).</p> <p>(math, science, social studies)</p>	<p>B-8: recognizing and stating the words represented by content area abbreviations and acronyms (e.g., <i>adj., min., NASA</i>).</p> <p>(math, science, social studies)</p>	<p>LI-8: stating the words represented by abbreviations and acronyms.</p> <p>(math, science, social studies)</p>	<p>HI-8 stating the words represented by abbreviations and acronyms.</p> <p>(math, science, social studies)</p>
	<p>PE-9: identifying common synonyms and antonyms with visual support.</p> <p>(math, science, social studies)</p>	<p>E-9: identifying common synonyms and antonyms.</p> <p>(math, science, social studies)</p>	<p>B-9: explaining the relationship between common synonyms and/or antonyms.</p> <p>(math, science, social studies)</p>	<p>LI-9: determining the relationship of a pair of words (analogy).</p> <p>(math, science, social studies)</p>	<p>HI-9: completing and explaining analogous relationships (e.g., <i>hot : cold :: small : ____</i>).</p> <p>(math, science, social studies)</p>

# ELL Stage IV: Grades 6-8

## Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Vocabulary</b>	<b>The student will demonstrate knowledge of vocabulary by:</b>				
	PE-10: N/A	E-10: identifying common homonyms with instructional support.  <small>(math, science, social studies)</small>	B-10: defining common homonyms (e.g., <i>your, you're. there, their, they're</i> ) in context.  <small>(math, science, social studies)</small>	LI-10: applying knowledge of homonyms in context.  <small>(math, science, social studies)</small>	HI-10: applying knowledge of homonyms in context.  <small>(math, science, social studies)</small>
	PE- 11: N/A.	E-11: pronouncing a homograph in context, with instructional support.  <small>(math, science, social studies)</small>	B-11: pronouncing a homograph in context based on meaning.  <small>(math, science, social studies)</small>	LI-11: determining the meanings of a homograph.  <small>(math, science, social studies)</small>	HI-11: applying knowledge of homographs in context.  <small>(math, science, social studies)</small>
	PE-12: N/A	E-12: determining the appropriate definition of a multiple-meaning word in context, with visual support.  <small>(math, science, social studies)</small>	B-12: determining the appropriate definition of a multiple-meaning word in context.  <small>(math, science, social studies)</small>	LI-12: determining the appropriate definition of a multiple-meaning word in context with visual support.  <small>(math, science, social studies)</small>	HI-12: determining the appropriate definition of a multiple-meaning word in context with visual support.  <small>(math, science, social studies)</small>

# ELL Stage IV: Grades 6-8

## Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Vocabulary</b>	<b>The student will demonstrate knowledge of vocabulary by:</b>				
	PE-13: determining the meaning of words using visual support.  <small>(math, science, social studies)</small>	E-13: determining the meaning of words using word parts and context clues.  <small>(math, science, social studies)</small>	B-13: applying knowledge of words in context to determine meaning of grade-level content words.  <small>(math, science, social studies)</small>	LI-13: analyzing grade-level content words in context to determine meaning with instructional support.  <small>(math, science, social studies)</small>	HI-13: analyzing grade-level content words in context to determine meaning.  <small>(math, science, social studies)</small>
	PE-14: N/A	E-14: using reference materials, print and/or electronic, to identify meanings of words, with instructional support.  <small>(math, science, social studies)</small>	B-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.  <small>(math, science, social studies)</small>	LI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.  <small>(math, science, social studies)</small>	HI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.  <small>(math, science, social studies)</small>
	PE-15: N/A	E-15: defining the term <i>idiom</i> with instructional support.	B-15: identifying idioms in text with visual support.	LI-15: identifying the meaning of idioms.	HI-15: distinguishing the literal and figurative meanings of idioms.

# ELL Stage IV: Grades 6-8

## Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Vocabulary</b>	<b>The student will demonstrate knowledge of vocabulary by:</b>				
	PE-16: N/A	E-16: N/A	B-16: defining metaphors and similes.	LI-13: distinguishing between metaphors and similes.	HI-13: determining the intended meaning of figurative language.
	PE-17: N/A	E-14: interpreting the words that signal chronological sequence ( <i>e.g., first...next...last</i> ).  <small>(math, science, social studies)</small>	B-14: interpreting the words that signal description ( <i>e.g., such as, as in</i> ) and compare and contrast ( <i>e.g., either...or</i> ).  <small>(math, science, social studies)</small>	LI-14: interpreting clauses that signal description ( <i>e.g., such as, as in</i> ) compare and contrast ( <i>e.g., either...or</i> ).  <small>(math, science, social studies)</small>	HI-14: interpreting the words and clauses that signal chronological sequence, description, cause and effect, and problem and solution.  <small>(math, science, social studies)</small>