

# ELL Stage V: Grades 9-12

## 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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### PROFICIENCY LEVEL DESCRIPTORS

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Standard 1: The student will identify and apply conventions of standard English in his or her communications.					
Standard English Conventions	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of parts of speech by:				
	Nouns (N)	<p>PE-1: defining a noun as a person, place, or thing; classifying singular common nouns.</p> <p>(math, science, social studies)</p>	<p>E-1: defining a noun; using definite and indefinite articles with singular common nouns.</p> <p>(math, science, social studies)</p>	<p>B-1: defining and classifying singular common and proper nouns, with definite and indefinite articles as appropriate.</p> <p>(math, science, social studies)</p>	<p>LI-1: using singular common and proper nouns, with definite and indefinite articles as appropriate.</p> <p>(math, science, social studies)</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	Nouns (N)	<p>PE-2: defining singular and plural as it relates to common nouns.</p> <p><small>(math, science, social studies)</small></p>	<p>E-2: classifying common nouns as singular or plural, with definite and indefinite articles.</p> <p><small>(math, science, social studies)</small></p>	<p>B-2: defining and classifying singular and plural common and proper nouns, with definite and indefinite articles as appropriate.</p> <p><small>(math, science, social studies)</small></p>	<p>LI-2: using singular or plural common and proper nouns, with definite and indefinite articles as appropriate.</p> <p><small>(math, science, social studies)</small></p>	<p>HI-2: justifying his/her use of singular versus plural nouns, common versus proper nouns, and definite versus indefinite articles. (e.g., I used "the president" versus "a president" because "the president" is referring to a specific person.)</p> <p><small>(math, science, social studies)</small></p>
		<p>PE-3: N/A</p> <p>Pre-Req: PE-1,2</p>	<p>E-3: distinguishing between regular and irregular plural nouns.</p>	<p>B-3: converting a given singular noun into an irregular plural noun, with definite and indefinite articles as appropriate.</p>	<p>LI-3: converting a singular noun into a regular or an irregular plural noun, with definite and indefinite articles as appropriate.</p>	<p>HI-3: using singular or plural common and proper nouns, with definite and indefinite articles as appropriate.</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	Nouns (N)	PE-4: N/A Pre-Req: PE-1,2	E-4: N/A Pre-Req: E-1,2,3	B-4: distinguishing between count and non-count nouns, with definite and indefinite articles as appropriate.	LI-4: using count and non-count nouns, with definite and indefinite articles as appropriate.	HI-4: using count and non-count nouns, with definite and indefinite articles and/or quantifiers as appropriate (i.e., May I have a bottle of water?)
		PE-5: N/A Pre-Req: PE-1,2	E-5: N/A Pre-Req: E-1,2,3	B-5: defining and listing collective nouns, with definite and indefinite articles as appropriate.	LI-5: using collective nouns, with definite and indefinite articles as appropriate.	HI-5: using collective nouns, with definite and indefinite articles as appropriate.
		PE-6: N/A Pre-Req: PE-1,2	E-6: defining possessive nouns; repeating phrases with singular possessive nouns.	B-6: producing a response to a prompt using a singular possessive noun (i.e., It is Mary's book.).	LI-6: using singular possessive nouns.	HI-6: distinguishing between plural nouns and singular possessive nouns.

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of parts of speech by:</b>						
<b>Standard English Conventions</b>	<b>Nouns (N)</b>	PE-7: N/A Pre-Req: PE-1,2	E-7: N/A Pre-Req: E-1,2,3	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.
		PE-8: N/A	E-8: N/A	B-8: defining gerunds as the present participle form of verb being used as a noun. (e.g., "I like running." "Running is fun.")	LI-8: using gerunds.	HI-8: using gerunds.
	<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 (i.e., to be) as verbs with instructional support.	B-1: defining and classifying physical action, mental action, and state of being (i.e., to be) as verbs.	LI-1: defining and classifying the physical action, mental action, and state of being (i.e., to be) verbs as the base form.	HI-1: defining and classifying physical action, mental action, and state of being (i.e., 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 with instructional support.	E-2: differentiating between past, present, and future by selecting the appropriate verb in a given sentence.	B-2: differentiating between past, present, and future by responding to a prompt.	LI-2: differentiating between past, present, and future by responding.	B-2: differentiating between past, present, and future by responding.
		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 verb with instructional support.	LI-4: identifying the infinitive verb.	HI-4: identifying the infinitive 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>						
Standard English Conventions	Verbs (V)	PE-5: repeating the forms of the irregular verbs (to be, to have, to do, and to go) in the simple present tense.	E-5: conjugating simple present tense irregular verbs (i.e., to be, to have, to do, and to go) with instructional support.	B-5: choosing the correct simple present tense irregular verb (i.e., to be, to have, to do, and to go) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-5: using simple present tense irregular verbs (i.e., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences with instructional support.	HI-5: using simple present tense irregular verbs (i.e., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences.
		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 (e.g., <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 and 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
Standard English Conventions	<b>The student will demonstrate knowledge of parts of speech by:</b>					
	Verbs (V)	PE-7: repeating present progressive tense verbs with instructional support.	E-7: defining the present participle; selecting the appropriate form of "to be" used with the present participle (e.g., <i>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 and 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-6,7	E-8: N/A  Pre-Req: E-6,7	BI-8: differentiating between the use of simple present and present progressive by selecting the appropriate verb in a given sentence.	LI-8: differentiating between the use of simple present and present progressive by responding to a prompt.	HI-8: differentiating between the use of simple present and present progressive verb tenses.

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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 with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>E-9: selecting the simple past tense regular verbs (<i>e.g., walk vs. walked</i>) with instructional support.</p> <p style="text-align: center;"><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 style="text-align: center;"><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 and with instructional support.</p> <p style="text-align: center;"><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 style="text-align: center;"><small>(math, science, social studies)</small></p>
		<p>PE-10: repeating the forms of irregular verbs (<i>e.g., to be, to have, to do, and to go</i>) in the simple past tense.</p>	<p>E-10: conjugating simple past tense of irregular verbs (<i>e.g., to be, to have, to do, and to go</i>) with instructional support.</p>	<p>B-10: choosing simple past tense irregular verbs (<i>e.g., to be, to have, to do, and to go</i>) to complete declarative, negative, and interrogative sentences with subject-verb agreement.</p>	<p>LI-10: using simple past tense irregular verbs (<i>e.g., to be, to have, to do, and to go</i>) to produce declarative, negative, and interrogative simple sentences with instructional support.</p>	<p>HI-10: using simple past tense irregular verbs (<i>e.g., to be, to have, to do, and 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 (e.g., <i>run</i> vs. <i>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 (e.g., <i>will</i> ) with instructional support.  <small>(math, science, social studies)</small>	E-12: selecting simple future tense (e.g., <i>will walk</i> versus <i>walked</i> , <i>talk</i> versus <i>will talk</i> ) with instructional support.  <small>(math, science, social studies)</small>	B-12: choosing simple future tense verb (e.g., <i>will</i> ) to complete declarative, negative, and interrogative sentence with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-12: producing declarative, negative, and interrogative simple sentences using the simple future tense (e.g., <i>will</i> ) 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 (e.g., <i>will</i> ) with subject-verb agreement.  <small>(math, science, social studies)</small>

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Standard English Conventions	<b>The student will demonstrate knowledge of parts of speech by:</b>				
	PE-13: N/A  Pre-Req: PE-7, 12	E-13: N/A  Pre-Req: E-7,12	B-13: 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-13: 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-13: 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.
Verbs (V)					

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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-14: repeating sentences using the linking verb “to be”. ( <i>e.g., He is tall.</i> )	E-14: using the linking verb “to be” in sentences with instructional support.	B-14: using linking verbs of sensation ( <i>e.g., taste, smell, sound, and feel</i> ) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.	LI-14: using linking verbs of sensation ( <i>e.g., taste, smell, sound, and feel</i> ) and linking verbs of being ( <i>e.g., act, seem, appear, look</i> ) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.	HI-14: using linking verbs of sensation ( <i>e.g., taste, smell, sound, and feel</i> ); linking verbs of being ( <i>e.g., act, seem, appear, look</i> ); and linking verbs of change ( <i>e.g., became, turned, has gone</i> ) to complete a declarative, negative, and interrogative sentence ( <i>e.g., The milk has gone bad.</i> ) with subject-verb agreement.
		PE-15: N/A  Pre-Req: PE-7,9	E-15: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.	B-15: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.	LI-15: producing declarative, negative, and interrogative simple sentences using the past progressive tense with subject-verb agreement and with instructional support.	HI-15: producing declarative, negative, and interrogative sentences using the past progressive tense 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-16: N/A  Pre-Req: PE-7,9	E-16: defining auxiliary (i.e., helping) verbs (e.g., <i>to be, to have, to do</i> ) with instructional support.	B-16: defining auxiliary (i.e., helping) verbs (e.g., <i>to be, to have, to do</i> )	LI-16: distinguishing between the auxiliary (i.e., helping) verb and the main verb.	HI-16: distinguishing between the auxiliary (i.e., helping) verb and the main verb.
		PE-17: N/A	E-17: listing modal auxiliary verbs (e.g., <i>will, can, could</i> ).	B-17: using modal auxiliary verbs (e.g., <i>will, can, could, may, might, must, should, would</i> ) in a sentence with subject-verb agreement using sentence frames.	LI-17: producing sentences using modal auxiliary verbs, negative modal auxiliary verbs (e.g., <i>cannot, should not</i> ), and present progressive modals with subject-verb agreement and with instructional support.	HI-17: producing sentences using modal auxiliary verbs, negative modal auxiliary verbs, and present and past progressive modals (e.g., <i>may have been talking</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-18: N/A	E-18: completing phrasal verbs (e.g., <i>turn off/on/in</i> ) in context with instructional support.	B-18: selecting phrasal verbs to complete sentences.	LI-18: producing sentences with phrasal verbs with instructional support.	HI-18: producing sentences with phrasal verbs.
		PE-19: N/A Pre-Req: PE-7,12	E-19: choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.	B-19: choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.	LI-19: producing declarative, negative, and interrogative simple sentences using the future progressive tense with subject-verb agreement and with instructional support.	HI-19: 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-20: N/A  Pre-Req: PE-9	E-20: N/A  Pre-Req: E-9	B-20: identifying the regular past participle; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-20: producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs with subject-verb agreement and with instructional support.	HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.
		PE-21: N/A  Pre-Req: PE-10	E-21: N/A  Pre-Req: E-10	B-21: identifying the irregular past participle; choosing an irregular 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 irregular present perfect tense verbs with subject-verb agreement and with instructional support.	HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect 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>						
<b>Standard English Conventions</b>	<b>Verbs (V)</b>	PE-22: N/A  Pre-Req: PE-10	E-22: N/A  Pre-Req: E-10	B-22: differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.	LI-22: differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.	HI-22: differentiating between the use of simple past tense and the present perfect tense.
		PE-23: N/A  Pre-Req: PE-1	E-23: N/A  Pre-Req: E-1	B-23: identifying non-action/stative verbs without a present progressive form. (e.g., <i>want, need, like</i> )	LI-23: 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-23: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (e.g., <i>want, need, like</i> ). (e.g., “ <i>I am longing for a vacation.</i> ” versus “ <i>I want a vacation.</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-24: N/A  Pre-Req: PE-1	E-24: N/A  Pre-Req: E-1	B-24: comparing action verbs with non-action/ stative verbs in context with instructional support. (e.g., <i>see/watch, hear/listen</i> )	LI-24: differentiating between the use of action verbs and non-action/stative verbs in context. (e.g., <i>see/watch, hear/listen</i> )	HI-24: differentiating between the use of action verbs and non-action/stative verbs in context. (e.g., <i>see/watch, hear/listen</i> ) in context.
		PE-25: N/A	E-25: N/A	B-25: N/A	LI-25: N/A	HI-25: comparing transitive verbs (e.g., <i>lay, raise</i> ) and intransitive verbs (e.g., <i>lie, rise</i> ) in context with instructional support.
		PE-26: N/A	E-26: N/A	B-26: choosing a past perfect tense verb (e.g., " <i>I had walked.</i> " versus " <i>I walked.</i> ") to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-26: producing declarative, negative, and interrogative simple sentences using past perfect tense verbs with subject-verb agreement and with instructional support.	HI-26: producing declarative, negative, and interrogative sentences using past 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-27: N/A	E-27: N/A	B-27: choosing a future perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (e.g., “I will have walked.” versus “I will walk.”)	LI-27: producing declarative, negative, and interrogative simple sentences using future perfect tense verbs with subject-verb agreement and with instructional support.	HI-27: producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement.
		PE-28: N/A	E-28: N/A	B-28: choosing a present perfect progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (e.g., “I have been swimming.” versus “I am swimming.”)	LI-28: producing declarative, negative, and interrogative simple sentences using present perfect progressive tense verbs (subject-verb agreement) with instructional support.	HI-28: producing declarative, negative, and interrogative sentences using present 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-29: N/A	E-29: N/A	B-29: choosing a past perfect progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (e.g., <i>"I had been swimming."</i> versus <i>"I was swimming."</i> )	LI-29: producing declarative, negative, and interrogative simple sentences using past perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-29: producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement.
		PE-30: N/A	PE-30: N/A	B-30: choosing a future perfect progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (e.g., <i>"I had been swimming."</i> versus <i>"I was swimming."</i> )	LI-30: producing declarative, negative, and interrogative simple sentences using future perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-30: producing declarative, negative, and interrogative sentences using future 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-31: N/A	E-31: N/A	B-31: N/A	LI-31: explaining the difference between the use of simple, progressive, and perfect verb tenses with instructional support.	HI-31: explaining the difference between the use of simple, progressive, and perfect verb tenses.
		PE-32: N/A	E-32: N/A	B-32: N/A	LI-32: identifying and orally producing the subjunctive mood to express a condition contrary to fact or to express a wish.	HI-32: identifying and orally producing the subjunctive mood to express a condition contrary to fact or to express a wish.
	Pronouns (PRO)	PE-1: defining pronouns; selecting singular personal subjective pronouns to complete a given sentence.	E-1: defining pronouns; and 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.

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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-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 the appropriate personal subjective and personal objective pronouns. (e.g., <i>I used "them" instead of "they" because...</i> )
		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 the appropriate adjective form of the personal possessive pronoun versus the objective form. (e.g., <i>I used "your" instead of "yours" because...</i> )

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<b>The student will demonstrate knowledge of parts of speech by:</b>						
Standard English Conventions	Pronouns (PRO)	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. (e.g., <i>whose and whom</i> )	LI-6: using interrogative pronouns.	HI-6: using and justifying the use of interrogative pronouns.

# ELL Stage V: Grades 9-12

## 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	Pronouns (PRO)	PE-7: N/A Pre-Req: PE-1,2,3	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; using reflexive and intensive pronouns.
		PE-8: N/A Pre-Req: PE-1,2,3	E-8: N/A Pre-Req: E-1,2,3	B-8: categorizing indefinite pronouns into singular and plural.	LI-8: stating when to use indefinite pronouns; using indefinite pronouns.	HI-8: using and justifying the use of indefinite pronouns.
		PE-9: N/A Pre-Req: PE-1,2,3	E-9: N/A Pre-Req: E-1,2,3	B-9: listing and selecting relative pronouns to complete a given sentence.	LI-9: stating when to use relative pronouns; using relative pronouns.	HI-9: using and justifying the use of relative pronouns.

# ELL Stage V: Grades 9-12

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

# ELL Stage V: Grades 9-12

## 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 a noun as a modifier ( <i>e.g., kitchen table</i> ) to complete a given sentence.	B-4: using a noun as a modifier.	LI-4: using a noun as a modifier.	HI-4: using a noun as a modifier.
		PE-5: N/A	E-5: selecting demonstrative adjectives to complete a given sentence.	B-5: using demonstrative adjectives.	LI-5: using demonstrative adjectives.	HI-5: using demonstrative adjectives.
		PE-6: N/A	E-6: N/A	B-6: defining and listing proper adjectives with a noun. ( <i>e.g., Italian man, French toast</i> )	LI-6: defining and using proper adjectives with nouns.	HI-6: defining and using proper adjectives with nouns.

# ELL Stage V: Grades 9-12

## 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-7: N/A	E-7: selecting indefinite adjectives to complete a given sentence. (e.g., <i>all, both, many</i> )	B-7: using indefinite adjectives with support.	LI-7: using indefinite adjectives.	HI-7: using indefinite adjectives.
		PE-8: N/A	E-8: listing comparative and superlative adjectives (e.g., <i>-er, -est</i> ); selecting a comparative or superlative adjective to complete a given sentence. <small>(math, science, social studies)</small>	B-8: using comparative and superlative adjectives with support. (e.g., <i>-er, -est, more/most/less/least</i> ) <small>(math, science, social studies)</small>	LI-8: using comparative and superlative adjectives; listing irregular comparative and superlative adjectives. (e.g., <i>bad, worse, worst</i> ) <small>(math, science, social studies)</small>	HI-8: using comparative and superlative adjectives, including irregular adjectives. <small>(math, science, social studies)</small>
		PE-9: N/A	E-9: N/A	B-9: defining the participle as an adjective; selecting a present or past participle to complete a given sentence.	LI-9: using present and past participles as adjectives with support.	HI-9: using participles as adjectives.

# ELL Stage V: Grades 9-12

## 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)	<p>PE-1: repeating classroom directions with "when" adverbs. (e.g., <i>first, next, then</i>; "First take out your book.")</p> <p>(math, science, social studies)</p>	<p>E-1: define an adverb; selecting "when" adverbs to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>B-1: using "when" adverbs with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-1: using "when" adverbs.</p> <p>(math, science, social studies)</p>	<p>HI-1: using "when" adverbs.</p> <p>(math, science, social studies)</p>
		<p>PE-2: repeating classroom/school rules with "frequency" adverbs. (e.g., <i>always, never, sometimes</i>; "Always bring a pencil to class.")</p> <p>(math, science, social studies)</p>	<p>E-2: selecting "frequency" adverbs to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>B-2: using "frequency" adverbs with instructional support.</p> <p>(math, science, social studies)</p>	<p>LI-2: using "frequency" adverbs.</p> <p>(math, science, social studies)</p>	<p>HI-2: using "frequency" adverbs.</p> <p>(math, science, social studies)</p>
		<p>PE-3: N/A</p>	<p>E-3: selecting "how"/degree adverbs to complete a given sentence. (e.g., <i>quick versus quickly</i>)</p> <p>(science)</p>	<p>B-3: convert adjectives into "how"/degree adverbs with instructional support.</p> <p>(science)</p>	<p>LI-3: using "how"/degree adverbs. (e.g., <i>quickly ran, too cold, very quick</i>)</p> <p>(science)</p>	<p>HI-3: using "how"/degree adverbs.</p> <p>(science)</p>

# ELL Stage V: Grades 9-12

## 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-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.
		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 comparative and superlative adjectives, including irregular adverbs.
		PE-6: N/A	E-6: selecting conjunctive adverbs to complete a given sentence. ( <i>e.g., also, therefore</i> )	B-6: using conjunctive adverbs with instructional support. ( <i>e.g., also, therefore</i> )	LI-6: using conjunctive adverbs.	HI-6: using conjunctive adverbs.

# ELL Stage V: Grades 9-12

## 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-7: N/A	E-7: selecting conjunctive adverbs to complete a given sentence. (e.g., <i>also, therefore</i> )	B-7: using conjunctive adverbs with instructional support. (e.g., <i>also, therefore</i> )	LI-7: using conjunctive adverbs.	HI-7: using conjunctive adverbs.
		PE-8: N/A	E-8: listing and selecting intensifier adverbs to complete a given sentence with instructional support. (e.g., <i>too, not, very, some, any</i> )	B-8: using intensifier adverbs in a complete sentence. (e.g., <i>too, not, very, some, any</i> )	LI-8: using intensifier adverbs. (e.g., <i>too, not, very, some, any</i> )	HI-8: using intensifier adverbs. (e.g., <i>too, not, very, some, any</i> )
		PE-9: N/A	E-9: using adverbs to show cause and effect with instructional support. (e.g., <i>because of</i> )	B-9: using adverbs to show cause and effect with instructional support.	LI-9: using adverbs to show cause and effect.	HI-9: using adverbs to show cause and effect.

# ELL Stage V: Grades 9-12

## 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>Adverbs (ADV)</b>	PE-10: N/A	E-10: N/A	B-10: using the contrast adverb “while” with instructional support.	LI-10 producing contrast adverbs with instructional support. (e.g., <i>while, although, whereas</i> )	HI-10: producing contrast adverbs.
	<b>Prepositions (PREP)</b>	PE-1: selecting and physically demonstrating prepositions of location to complete a given sentence. <small>(math, science, social studies)</small>	E-1: using prepositions of location with instructional support. <small>(math, science, social studies)</small>	B-1: using prepositions of location. <small>(math, science, social studies)</small>	LI-1: using prepositions of location. <small>(math, science, social studies)</small>	HI-1: using prepositions of location. <small>(math, science, social studies)</small>
		PE-2: selecting and physically demonstrating prepositions of direction to complete a given sentence. <small>(math, science, social studies)</small>	E-2: using prepositions of direction with instructional support. <small>(math, science, social studies)</small>	B-2: using prepositions of direction. <small>(math, science, social studies)</small>	LI-2: using prepositions of direction. <small>(math, science, social studies)</small>	HI-2: using prepositions of direction. <small>(math, science, social studies)</small>

# ELL Stage V: Grades 9-12

## 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>	<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>
		<p>PE-4: N/A</p> <p>Pre-Req: PE-1,2,3</p>	<p>E-4: selecting and physically demonstrating prepositions of action and movement to complete a given sentence.</p>	<p>B-4: using prepositions of action and movement (including compound prepositions) with instructional support.</p>	<p>LI-4: using prepositions of action and movement (including compound prepositions).</p>	<p>HI-4: using prepositions of action and movement (including compound prepositions).</p>
		<p>PE-5: N/A</p>	<p>E-5: N/A</p>	<p>B-5: selecting a preposition of opposition to complete a given sentence.</p> <p>(math, science, social studies)</p>	<p>LI-5: using prepositions of opposition with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-5: using prepositions of opposition.</p> <p>(math, science, social studies)</p>

# ELL Stage V: Grades 9-12

## 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-6: N/A Pre-Req: PE-1,2,3	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.
		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.
		PE-8: N/A	E-8: N/A	B-8: selecting prepositions + gerunds to complete a given sentence with support.	LI-8: selecting prepositions + gerunds to complete a given sentence.	HI-8: using prepositions + gerunds.

# ELL Stage V: Grades 9-12

## 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	Conjunctions (C)	<p>PE-1: selecting coordinating conjunctions (and, or), which combine nouns, verbs, adjectives, to complete a given sentence.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>E-1: selecting coordinating conjunctions (and, or, but, yet), which combine nouns, verbs, adjectives, phrases, or clauses, to complete a given sentence.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>B-1: using coordinating conjunctions, which combine nouns, verbs, adjectives, phrases, or clauses, in a sentence.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>LI-1: defining and differentiating coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>HI-1: defining and justifying the use of coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>
		<p>PE-2: NA</p>	<p>E-2: selecting correlative conjunctions to complete a given sentence. (e.g., <i>both...and, either...or</i>)</p>	<p>B-2: using correlative conjunctions in a sentence. (e.g., <i>both...and, either...or, neither...nor, not only...but also</i>)</p>	<p>LI-2: defining and differentiating correlative conjunctions.</p>	<p>HI-2: defining and differentiating between correlative conjunctions.</p>
		<p>PE-3: N/A</p>	<p>E-3: selecting subordinating conjunctions to complete a given sentence.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>B-3: using subordinating conjunctions in a sentence.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>LI-3: defining and differentiating subordinating conjunctions.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>	<p>HI-3: defining and differentiating subordinating conjunctions.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>

# ELL Stage V: Grades 9-12

## 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-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: N/A	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.
		PE-2: defining interjections as words expressing emotion and repeating with intonation.	E-2: selecting interjections that relate to a given situation.	B-2: using interjections in appropriate context.	LI-2: using interjections in appropriate context.	HI-2: using interjections in appropriate context.

# ELL Stage V: Grades 9-12

## Language Strand

		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>Phrase Construction (PH)</b>	PE-1: producing a noun phrase ( <i>e.g., adjective + noun</i> ) with instructional support.	E-1: using a joined noun phrase to complete a sentence frame.	B-1: using a joined noun phrase in a complete sentence.	LI-1: using a joined noun phrase to complete a sentence frame.	HI-1: using a joined noun phrase to complete a sentence frame.
		PE-2: producing a joined noun phrase ( <i>e.g., noun + conjunction + noun</i> ) with instructional support.	E-2: using a verb phrase to complete a sentence frame.	B-2: using a verb phrase in a complete sentence.	LI-2: using a verb phrase in a complete sentence.	HI-2: using a verb phrase in a complete sentence.
		PE-3: producing a verb phrase ( <i>e.g., verb + adverb, adverb + verb</i> ) with instructional support.	E-3: using a joined verb phrase to complete a sentence frame.	B-3: using a joined verb phrase in a complete sentence.	LI-3: using a joined verb phrase in a complete sentence.	HI-3: using a joined verb phrase in a complete sentence.

# ELL Stage V: Grades 9-12

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Phrase Constructions (PH)	PE-4: producing a joined verb phrase (e.g., <i>verb + conjunction + verb</i> ) with instructional support.	E-4: using a prepositional phrase to complete a sentence frame.	B-4: using a prepositional phrase in a complete sentence.	LI-4: using a prepositional phrase in a complete sentence.	HI-4: using a prepositional phrase in a complete sentence.
		PE-5: producing a prepositional phrase (e.g., <i>on the table, at the store, etc.</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 with instructional support.	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-3,4	E-6: N/A Pre-Req: E-3,4	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 V: Grades 9-12

## Language Strand

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

# ELL Stage V: Grades 9-12

## Language Strand

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

# ELL Stage V: Grades 9-12

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Phrase Construction (PH)	PE-13: N/A	E-13: using noun clause markers to complete a sentence frame. <i>(e.g., that, whether, how, whichever)</i>	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 V: Grades 9-12

## Language Strand

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

# ELL Stage V: Grades 9-12

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Phrase Construction (PH)	PE-19: N/A	E-19: N/A	B-19: using an adverb clause to complete a sentence frame. (e.g., <i>subordinating conjunction + clause: "...because he is tired."</i> )	LI-19: using an adverb clause in a complete sentence. (e.g., <i>subordinating conjunction + clause: "...because he is tired."</i> )	HI-19: using an adverb clause in a complete sentence. (e.g., <i>subordinating conjunction + clause: "...because he is tired."</i> )
		PE-20: N/A	E-20: N/A	B-20: using an adverb clause to complete a sentence frame. (e.g., <i>subordinating conjunction + clause: "...because he is tired."</i> )	LI-20: using an adverb clause in a complete sentence. (e.g., <i>subordinating conjunction + clause: "...because he is tired."</i> )	HI-20: using an adverb clause in a complete sentence. (e.g., <i>subordinating conjunction + clause: "...because he is tired."</i> )
	Sentence Construction (SC)	PE-1: selecting a subject from a picture to complete a given sentence. (e.g., <i>noun/pronoun: singular or plural</i> )  (math, science, social studies)	E-1: selecting a subject to complete a given sentence. (e.g., <i>singular, plural, or compound subject</i> )  (math, science, social studies)	B-1: selecting a subject to complete a given sentence. (e.g., <i>singular, plural, compound subject, or collective nouns</i> )  (math, science, social studies)	LI-1: selecting a subject to complete a given sentence. (e.g., <i>singular, plural, compound subject, or collective nouns</i> )  (math, science, social studies)	HI-1: selecting a subject ( <i>singular, plural, compound subject, or collective nouns</i> ) to complete a given sentence.  (math, science, social studies)

# ELL Stage V: Grades 9-12

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
Standard English Conventions		<b>The student will demonstrate knowledge of sentence construction by:</b>					
		<b>Sentence Construction (SC)</b>	<p>PE-2: identifying the simple predicate of a given sentence.</p> <p>(math, science, social studies)</p>	<p>E-2: identifying the predicate of a given sentence.</p> <p>(math, science, social studies)</p>	<p>B-2: identifying the predicate in all sentence construction patterns.</p> <p>(math, science, social studies)</p>	<p>LI-2: identifying the predicate in all sentence construction patterns.</p> <p>(math, science, social studies)</p>	<p>HI-2: identifying the predicate in all sentence construction patterns.</p> <p>(math, science, social studies)</p>
		<p>PE-3: producing sentences with a subject and verb (S-V) with subject-verb agreement with instructional support.</p> <p>(math, science, social studies)</p>	<p>E-3: producing sentences with subject, linking verb, and predicate adjective complement (S-V-C) with subject-verb agreement using a sentence frame.</p> <p>(math, science, social studies)</p>	<p>B-3: producing sentences with subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-3: producing sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>HI-3: producing sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	

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## Language Strand

		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: producing sentences in the negative S-V construction (<i>subject + linking verb + not + verb</i>) with subject-verb agreement using a sentence frame.</p> <p>(math, science, social studies)</p>	<p>E-4: producing sentences in the negative construction (<i>subject + linking verb + not + complement</i>) with subject, verb, and predicate adjective complement (S-V-C) with subject-verb agreement using a sentence frame.</p> <p>(math, science, social studies)</p>	<p>B-4: producing sentences in the negative construction with subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-4: producing sentences in the negative construction with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>HI-4: producing sentences in the negative construction with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.</p> <p>(math, science, social studies)</p>
		<p>PE-5: producing sentences with a subject, verb, and direct 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 direct 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 direct object (S-V-O) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-5: producing complete sentences with a subject, verb, and direct object (S-V-O) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>HI-5: producing complete sentences with a subject, verb, and direct object (S-V-O) with subject-verb agreement.</p> <p>(math, science, social studies)</p>

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## Language Strand

		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-6: producing sentences in the negative construction (<i>subject + auxiliary verb + not + main verb</i>) 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.</p> <p>(math, science, social studies)</p>
		<p>PE-7: N/A</p>	<p>E-7: producing sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement, using a sentence frame.</p> <p>(math, science, social studies)</p>	<p>B-7: producing sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>LI-7: producing complete sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement.</p> <p>(math, science, social studies)</p>	<p>HI-7: producing complete sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement.</p> <p>(math, science, social studies)</p>

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## Language Strand

		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-8: N/A	E-8: producing sentences with a subject, verb, indirect object, and direct object (S-V-IO-DO) with subject-verb agreement, using a sentence frame.  <small>(math, science, social studies)</small>	B-8: producing sentences with a subject, verb, indirect object, and direct object (S-V-IO-DO) with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-8: producing complete sentences with a subject, verb, indirect object, and direct object (S-V-IO-DO) with subject-verb agreement.  <small>(math, science, social studies)</small>	HI-8: producing complete sentences with a subject, verb, indirect object, and direct object (S-V-IO-DO) with subject-verb agreement.  <small>(math, science, social studies)</small>
		PE-9: N/A	E-9: producing sentences with a subject, verb, and prepositional phrase (S-V-P) 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 (S-V-P) with subject-verb agreement.  <small>(math, science, social studies)</small>	LI-9: producing sentences with a subject, verb, and prepositional phrase (S-V-P) with subject-verb agreement.  <small>(math, science, social studies)</small>	HI-9: producing sentences with a subject, verb, and prepositional phrase (S-V-P) with subject-verb agreement.  <small>(math, science, social studies)</small>

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## Language Strand

		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)	PE-10: N/A	E-10: N/A	B-10: producing sentences with a subject, verb, object and prepositional phrase (S-V-O-P) with subject-verb agreement, using a sentence frame.  <small>(math, science, social studies)</small>	LI-10: producing sentences with a subject, verb, and prepositional phrase (S-V-O-P) with subject-verb agreement.  <small>(math, science, social studies)</small>	HI-10: producing sentences with a subject, verb, and prepositional phrase (S-V-O-P) with subject-verb agreement.  <small>(math, science, social studies)</small>
		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.
		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.

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## Language Strand

		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)	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>(independent clause + conjunction + independent clause)</i> <small>(math, science, social studies)</small>	B-14: producing compound sentences. <i>(independent clause + conjunction + independent clause)</i> <small>(math, science, social studies)</small>	LI-14: producing compound sentences. <i>(independent clause + conjunction + independent clause)</i> <small>(math, science, social studies)</small>	HI-14: producing compound sentences. <i>(independent clause + conjunction + independent clause)</i> <small>(math, science, social studies)</small>
		PE-15: N/A	E-15: producing compound sentences with two given independent clauses. <i>(independent clause; conjunctive adverb + independent clause)</i>	B-15: producing compound sentences with semicolons. <i>(independent clause; conjunctive adverb + independent clause)</i>	LI-15: producing compound sentences with semicolon. <i>(independent clause; conjunctive adverb + independent clause)</i>	HI-15: producing compound sentences with semicolon. <i>(independent clause; conjunctive adverb + independent clause)</i>

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## Language Strand

		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)	PE-16: N/A	E-16: N/A	B-16: selecting a reflexive pronoun to complete a sentences frame.	LI-16: producing sentences using reflexive pronouns.	HI-16: producing sentences using reflexive pronouns.
		PE-17: N/A	E-17: N/A	B-17: N/A	LI-17: converting a given sentence in the active voice to a sentence in the passive voice.  <small>(social studies)</small>	HI-17: producing sentences using the passive voice.  <small>(social studies)</small>
		PE-18: N/A	E-18: N/A	B-18: completing a present real conditional sentence frame. (If/When + simple present... + comma + simple present...)	LI-18: producing sentences in the present real conditional.	HI-18: producing sentences in the present real conditional.

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## Language Strand

		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)	PE-19: N/A	E-19: N/A	B-19: N/A	LI-19: completing a present future conditional sentence frame. (If + subject + present tense verb..., subject + will + present tense verb...)	HI-19: producing sentences in the present future conditional. (If + subject + present tense verb..., subject + will + present tense verb...)
		PE-20: repeating one- or two-word imperative sentences. (e.g., <i>Stop. Sit down.</i> )	E-20: producing imperative sentences. (e.g., <i>Open the door. Close the book.</i> )	B-20: producing imperative sentences. (e.g., <i>Put the markers in the box.</i> )	LI-20: producing imperative sentences. (e.g., <i>"Stop." "Open the door." "Put the markers in the box."</i> )	HI-20: producing imperative sentences.
		PE-21: N/A	E-21: N/A	B-21: producing sentences with interjections. (e.g., <i>"Ouch, that hurt!"</i> )	LI-21: producing sentences with interjections. (e.g., <i>"Ouch, that hurt!"</i> )	HI-21: producing sentences with interjections. (e.g., <i>"Ouch, that hurt!"</i> )

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## Language Strand

		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)	PE-22: N/A	E-22: N/A	B-22: N/A	LI-22: producing sentences in the subjunctive mood. (e.g., “ <i>Jack recommended that Jill stop.</i> ”)	HI-22: producing sentences in the subjunctive mood.
		PE-23: N/A	E-23: N/A	B-23: N/A	LI-23: completing a sentence frame consisting of an independent clause + relative pronoun + dependent clause to form a complex sentence.	HI-23: producing a complex sentence consisting of independent clause + relative pronoun + dependent clause.
		PE-24: N/A	E-24: N/A	B-24: N/A	LI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence.	HI-24: producing a complex sentence consisting of a dependent clause + comma + independent clause.

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	<b>The student will demonstrate knowledge of sentence construction by:</b>					
	Sentence Construction (SC)	PE-25: N/A	E-25: N/A	B-25: N/A	LI-25: N/A	HI-25: completing a complex sentence frame consisting of an adverbial phrase and independent clause.
		PE-26: N/A	E-26: N/A	B-26: N/A	LI-26: N/A	HI-26: completing a compound-complex sentence frame consisting of two independent clauses and one or more dependent clauses.

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## Language Strand

		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)				<b>Additional:</b>	<ul style="list-style-type: none"> <li>• completing a habitual past “state of being” sentence frame. <i>(subject + “used to” + simple present...)</i></li> <li>• completing a habitual past “repeated action” sentence frame. <i>(When (subject) (simple past tense verb), (subject) would (simple present tense verb)...)</i></li> <li>• producing present habitual (e.g., <i>If it rains, I have my umbrella.</i>)</li> <li>• producing sentences in the present unreal conditional.</li> <li>• producing sentences in the present unreal conditional</li> </ul>

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-1: repeating single word question with inflection. (e.g., "Who?" "Today?")  <small>(math, science, social studies)</small>	E-1: producing single word question with inflection.  <small>(math, science, social studies)</small>	B-1: producing single word question with inflection.  <small>(math, science, social studies)</small>	LI-1: producing single word and declarative sentences asking a question with inflection. (e.g., <i>This is my pencil?</i> )  <small>(math, science, social studies)</small>	HI-1: producing single word and declarative sentences asking a question with inflection.  <small>(math, science, social studies)</small>
		PE-2: producing questions in the simple present tense that require a yes or no response using a sentence frame. ("to do" + <i>subject + verb?</i> )  <small>(math, science, social studies)</small>	E-2: producing questions in the simple present tense that require a yes or no response.  <small>(math, science, social studies)</small>	B-2: producing questions in the simple present tense that require a yes or no response.  <small>(math, science, social studies)</small>	LI-2: producing questions in the simple present tense that require a yes or no response.  <small>(math, science, social studies)</small>	HI-2: producing questions in the simple present tense that require a yes or no response.  <small>(math, science, social studies)</small>

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## Language Strand

		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>	<p>PE-3: producing questions, beginning with various forms of “to be” and containing a complement, which require yes or no responses, using sentence frames. (“to be” + subject + complement?)</p> <p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><small>(math, science, social studies)</small></p>
		<p>PE-4: N/A</p>	<p>E-4: producing questions in the present progressive tense that require a yes or no response using sentence frames. (“to be” + subject + verb + ing?).</p>	<p>B-4: producing questions in the present progressive tense that require a yes or no response.</p>	<p>LI-4: producing questions in the present progressive tense that require a yes or no response.</p>	<p>HI-4: producing questions in the present progressive tense that require a yes or no response.</p>

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## Language Strand

		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-5: N/A	E-5: producing questions in the simple past tense that require a yes or no response using sentence frames. ("to do" + subject + verb).  <small>(math, science, social studies)</small>	B-5: producing questions in the simple past tense that require a yes or no response.  <small>(math, science, social studies)</small>	LI-5: producing questions in the simple past tense that require a yes or no response.  <small>(math, science, social studies)</small>	HI-5: producing questions in the simple past tense that require a yes or no response.  <small>(math, science, social studies)</small>
		PE-6: N/A	E-6: producing questions in the simple future tense that require a yes or no response using sentence frames. ("will" + subject + verb).  <small>(math, science, social studies)</small>	B-6: producing questions in the simple future tense that require a yes or no response.  <small>(math, science, social studies)</small>	LI-6: producing questions in the simple future tense that require a yes or no response.  <small>(math, science, social studies)</small>	HI-6: producing questions in the simple future tense that require a yes or no response.  <small>(math, science, social studies)</small>

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-7: N/A	E-7: producing questions in the past progressive tense that require a yes or no response using sentence frames. ("to be" + subject + verb + ing + "when" ...?)	B-7: producing questions in the past progressive tense that require a yes or no response.	LI-7: producing questions in the past progressive tense that require a yes or no response.	HI-7: producing questions in the past progressive tense that require a yes or no response.
		PE-8: N/A	E-8: producing questions in the future progressive tense that require a yes or no response using sentence frames. ("Will" + subject + "be" + verb + ing + "when" ...?)	B-8: producing questions in the future progressive tense that require a yes or no response.	LI-8: producing questions in the future progressive tense that require a yes or no response.	HI-8: producing questions in the future progressive tense that require a yes or no response.
		PE-9: N/A	E-9: N/A	B-9: producing questions in the present perfect tense that require a yes or no response using sentence frames. ("to have" + subject + past participle...?)	LI-9: producing questions in the present perfect tense that require a yes or no response.	HI-9: producing questions in the present perfect tense that require a yes or no response.

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	<b>The student will demonstrate knowledge of sentence construction by:</b>					
	Questions (Q)	PE-10: N/A	E-10: N/A.	B-10: producing questions in the past perfect tense that require a yes or no response using sentence frames. ("Had" + subject + past participle...?)	LI-10: producing questions in the past perfect tense that require a yes or no response.	HI-10: producing questions in the past perfect tense that require a yes or no response.
		PE-11: N/A	E-11: N/A	B-11: producing questions in the future perfect tense that require a yes or no response using sentence frames. ("Will" + subject + "have" + past participle + time phrase?)	LI-11: producing questions in the future perfect tense that require a yes or no response.	HI-11: producing questions in the future perfect tense that require a yes or no response.

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-12: N/A	E-12: N/A	B-12: producing questions in the present perfect progressive tense that require a yes or no response using sentence frames. ("to have" + subject + been + verb + ing + time phrase?)	LI-12: producing questions in the present perfect progressive tense that require a yes or no response.	HI-12: producing questions in the present perfect progressive tense that require a yes or no response.
		PE-13: N/A	E-13: N/A	B-13: producing questions in the past perfect progressive tense that require a yes or no response using sentence frames. ("Had" + subject + been+ verb + ing + time phrase?)	LI-13: producing questions in the past perfect progressive tense that require a yes or no response.	HI-13: producing questions in the past perfect progressive tense that require a yes or no response.

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-14: N/A	E-14: N/A	B-14: producing questions in the future perfect progressive tense that require a yes or no response using sentence frames. (“Will” + subject + “have been”+ verb + ing + event/time phrase?)	LI-14: producing questions in the future perfect progressive tense that require a yes or no response.	HI-14: producing questions in the future perfect progressive tense that require a yes or no response.
		PE-15: completing interrogative sentences 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 sentences 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-16: producing interrogative sentences beginning with “where.”  <small>(math, science, social studies)</small>

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-17: completing interrogative sentences frames beginning with "who."  <small>(math, science, social studies)</small>	E-17: producing interrogative sentences beginning with "who."  <small>(math, science, social studies)</small>	B-17: producing interrogative sentences beginning with "who" and "whom."  <small>(math, science, social studies)</small>	LI-17: producing interrogative sentences beginning with "who" and "whom."  <small>(math, science, social studies)</small>	HI-17: producing interrogative sentences beginning with "who" and "whom."  <small>(math, science, social studies)</small>
		PE-18: N/A	E-18: completing interrogative sentences frames beginning with "when."  <small>(math, science, social studies)</small>	B-18: producing interrogative sentences beginning with "when."  <small>(math, science, social studies)</small>	LI-18: producing interrogative sentences beginning with "when."  <small>(math, science, social studies)</small>	HI-18: producing interrogative sentences beginning with "when."  <small>(math, science, social studies)</small>
		PE-19: N/A	E-19: completing interrogative sentences frames beginning with "why."  <small>(math, science, social studies)</small>	B-19: producing interrogative sentences beginning with "why."  <small>(math, science, social studies)</small>	LI-19: producing interrogative sentences beginning with "why."  <small>(math, science, social studies)</small>	HI-19: producing interrogative sentences beginning with "why."  <small>(math, science, social studies)</small>

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-20: N/A	E-20: completing interrogative sentences 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>

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-23: N/A	E-23: completing interrogative “to be” + “there” + subject + prepositional phrase sentence frames	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 Yes/No questions beginning with a modal auxiliary verb by using sentence frames.	LI-24: producing Yes/No questions beginning with a modal auxiliary verb.	LI-24: producing Yes/No questions beginning with a modal auxiliary verb.

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## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-25: N/A	E-25: N/A	B-25: N/A	LI-25: N/A	HI-25: producing questions in the <i>present real conditional</i> beginning with the modal auxiliary verb, followed by a conditional dependent clause beginning with "if". (e.g., "Would you drive us to the movie if we gave you gas money?")
		PE-26: N/A	E-26: N/A	B-26: N/A	LI-26: N/A	HI-26: producing a question in the <i>future real conditional</i> beginning with the modal auxiliary verb "will", followed by a conditional dependent clause beginning with "if". (e.g., "Will you drive us to the movie if we give you gas money?")

# ELL Stage V: Grades 9-12

## Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of sentence construction by:</b>						
Standard English Conventions	Questions (Q)	PE-27: N/A	E-27: producing questions, which include the negative construction, beginning with a contraction.  <small>(math, science, social studies)</small>	B-27: producing questions, which include the negative construction, using contractions.  <small>(math, science, social studies)</small>	LI-27: producing questions, which include the negative construction, using contractions.  <small>(math, science, social studies)</small>	HI-27: producing questions, which include the negative construction, using contractions.  <small>(math, science, social studies)</small>
		PE-28: N/A	E-28: N/A	B-28: producing tag questions using a sentence frame. <i>(e.g., "You did your homework, didn't you?")</i>	LI-28: producing tag questions.	HI-28: producing tag questions.

# ELL Stage V: Grades 9-12

## 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 and identifying the meaning of sight words with instructional support.  (math, science, social studies)	B-2: identifying the meaning/usage of sight words and applying them in context.  (math, science, social studies)	LI-2: identifying the meaning/usage of sight words and applying them in context.  (math, science, social studies)	HI-2: identifying the meaning/usage of sight words and applying them 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 V: Grades 9-12

## 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 and symbols.</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 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: recognizing, with visual cues, that two words can make a compound word.</p> <p>(math, science, social studies)</p>	<p>E-5: determining the meaning of compound words.</p> <p>(math, science, social studies)</p>	<p>B-5: determining the meaning of compound words.</p> <p>(math, science, social studies)</p>	<p>LI-5: determining the meaning of compound words.</p> <p>(math, science, social studies)</p>	<p>HI-5: determining the meaning of compound words.</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 contexts.</p>	<p>HI-6: applying contractions in contexts.</p>

# ELL Stage V: Grades 9-12

## Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	<b>The student will demonstrate knowledge of vocabulary by:</b>				
	PE-7: identifying that words have base/root words and affixes (i.e., prefixes and suffixes) with support.	E-7: identifying the meaning of common prefixes and suffixes added to base/root words.	B-7: determining the meaning of vocabulary, using linguistic Anglo-Saxon base/root words and affixes.	LI-7: determining the meaning of vocabulary, using base/root words and affixes (e.g., <i>Latin, Greek, Anglo-Saxon</i> ).	HI-7: analyzing how affixes change base/root words. (e.g., <i>adding -ly to quick makes it an adverb instead of an adjective.</i> )
	PE-8: recognizing by common abbreviations. (e.g., <i>Mr., Dr.</i> )	E-8: recognizing and stating the words represented by content area abbreviations and acronyms. (e.g., <i>in., min., ASAP, NASA</i> )	B-8: stating the words represented by abbreviations.	LI-8: stating the words represented by abbreviations in context.	HI-8: stating the words represented by abbreviations in context.
	PE-9: identifying word pairs as synonyms and antonyms.	E-9: determining the meaning of synonyms and antonyms to complete word pairs. (e.g., <i>hot/cold, little/small</i> )	B-9: analyzing words based on a continuum of intensity. (e.g., <i>tiny, small, medium, big, huge, enormous, gigantic</i> )	LI-9: analyzing words based on a continuum of intensity.	HI-9: analyzing words based on a continuum of intensity.

# ELL Stage V: Grades 9-12

## 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: N/A	B-10: determining the relationship of a word pair. (i.e., analogy)	LI-10: analyzing the relationship of a word pair. (i.e., analogy)	HI-10: completing and justifying analogies.
	PE-11: N/A	E-11: differentiating the meaning of a set of homonyms with instructional support. (e.g., <i>weed, we'd; red, read; two, too, to</i> ) <small>(math, science, social studies)</small>	B-11: identifying the meaning of individual words within a set of homonyms. <small>(math, science, social studies)</small>	LI-11: applying knowledge of homonyms in context. <small>(math, science, social studies)</small>	HI-11: applying knowledge of homonyms in context. <small>(math, science, social studies)</small>
	PE-12: N/A	E-12: pronouncing a homograph in context with instructional support. <small>(math, science, social studies)</small>	B-12: pronouncing a homograph in context based on meaning. <small>(math, science, social studies)</small>	LI-12: applying knowledge of homographs in context. <small>(math, science, social studies)</small>	HI-12: applying knowledge of homographs in context. <small>(math, science, social studies)</small>

# ELL Stage V: Grades 9-12

## 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: analyzing the parts and spelling of a word to derive meaning with instructional support.  <small>(math, science, social studies)</small>	B-13: analyzing the parts and spelling of a word to derive meaning.  <small>(math, science, social studies)</small>	LI-13: analyzing the parts and spelling of a word to derive meaning.  <small>(math, science, social studies)</small>	HI-13: analyzing the parts and spelling of a word to derive meaning.  <small>(math, science, social studies)</small>
	PE-14: N/A  Pre-Req: PE-13	E-14: using semantic clues ( <i>e.g., sentence and paragraph context, the organizational pattern of the text</i> ) to derive meaning of words in context with instructional support.	B-14: using semantic clues ( <i>e.g., sentence and paragraph context, the organizational pattern of the text</i> ) to derive meaning of words in context.	LI-14: using semantic clues ( <i>e.g., sentence and paragraph context, the organizational pattern of the text</i> ) to derive meaning of words in context.	HI-14: using semantic clues ( <i>e.g., sentence and paragraph context, the organizational pattern of the text</i> ) to derive meaning of words in context.
	PE-15: N/A  Pre-Req: PE-13	E-15: determining the meaning of words through the use of multiple strategies.  <small>(math, science, social studies)</small>	B-15: determining the meaning of words through the use of multiple strategies in short passages.  <small>(math, science, social studies)</small>	LI-15: determining the meaning of words through the use of multiple strategies in adapted grade-level text.  <small>(math, science, social studies)</small>	HI-15: determining the meaning of words through the use of multiple strategies in reading content area text.  <small>(math, science, social studies)</small>

# ELL Stage V: Grades 9-12

## 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: using reference materials, print and/or electronic, to identify meanings of words, with instructional support.  <small>(math, science, social studies)</small>	B-16: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.  <small>(math, science, social studies)</small>	LI-16: using reference materials, print and/or electronic, to identify meaning, spelling, pronunciation, and usage of words.  <small>(math, science, social studies)</small>	HI-16: using reference materials, print and/or electronic, to identify meaning, spelling, pronunciation, and usage of words.  <small>(math, science, social studies)</small>
	PE-17: N/A	E-17: identifying the meaning of denotative and connotative.  <small>(math, science, social studies)</small>	B-17: distinguishing between the denotative and connotative meanings of words in short passages.  <small>(math, science, social studies)</small>	LI-17: distinguishing between the denotative and connotative meanings of words in adapted grade-level text.  <small>(math, science, social studies)</small>	HI-17: distinguishing between the denotative and connotative meanings of grade-level words in content area text.  <small>(math, science, social studies)</small>
	PE-18: N/A	E-18: defining <i>idiom</i> with instructional support.	B-18: identifying the meaning of an idiom (e.g., <i>raining cats and dogs, feeling blue</i> ).	LI-18: distinguishing the literal and figurative meanings of idioms.	HI-18: distinguishing the literal and figurative meanings of idioms in content area text.  <small>(math, science, social studies)</small>

# ELL Stage V: Grades 9-12

## Language Strand

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	<b>The student will demonstrate knowledge of vocabulary by:</b>				
	PE-19: N/A	E-19: N/A	B-19: identifying figurative language (e.g., <i>similes</i> , <i>metaphors</i> , <i>personification</i> ) with instructional support.	LI-19: distinguishing the literal and intended meaning of figurative language.	LI-19: distinguishing the literal and intended meaning of figurative language in a variety of content area text.  (math, science, social studies)
	PE-20: N/A	E-20: N/A	B-20: recognizing cross-categorical academic vocabulary. (e.g., <i>describe</i> , <i>explain</i> , <i>evaluate</i> , <i>paragraph</i> )  (math, science, social studies)	LI-20: identifying and applying cross-categorical academic vocabulary. (e.g., <i>describe</i> , <i>explain</i> , <i>evaluate</i> , <i>paragraph</i> )  (math, science, social studies)	HI-20: identifying and applying cross-categorical academic vocabulary. (e.g., <i>describe</i> , <i>explain</i> , <i>evaluate</i> , <i>paragraph</i> )  (math, science, social studies)