ELL Stage I: Kindergarten

Listening and Speaking

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

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

Emergent

A student at this level is able to respond using isolated words, strings of nouns and verbs, and functional phrases with linguistic support.

Basic

A student at this level consistently responds using grammatically correct phrases and simple sentences in social and academic settings with linguistic support.

Low Intermediate

A student at this level consistently expresses and responds using grammatically correct simple sentences in social and academic settings.

High Intermediate

A student at this level consistently expresses and responds using grammatically correct simple sentences, including details, in social and academic settings.

Proficient

The student will demonstrate competency in Listening and Speaking based on the knowledge, skills, and abilities specified in the Performance Indicators at the High Intermediate level in order to access grade-level academic content.

ELL Stage I: Kindergarten

Listening and Speaking

Comprehension of Oral Communications	**Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.**				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	PE-1: distinguishing between individual phonemes dictated by the teacher.	E-1: distinguishing between similar individual phonemes dictated by the teacher.	B-1: distinguishing between similar sounding words dictated by the teacher.	LI-1: distinguishing between similar sounding phrases dictated by the teacher.	HI-1: distinguishing between similar sounding sentences dictated by the teacher.
	PE-2: counting the number of words dictated by the teacher with assistance. (math)	E-2: counting the number of words in a short phrase dictated by the teacher. (math)	B-2: counting the number of words said in a repetitive sentence dictated by the teacher. (math)	LI-2: counting the number of words said in complete sentences dictated by the teacher. (math)	HI-2: counting the number of words said in complete sentences dictated by the teacher. (math)
	PE-3: responding to read-alouds, using a variety of physical actions (*e.g., matching objects, pointing to an answer*) or by drawing pictures. (math, science, social studies)	E-3: identifying information/details from read-alouds using key words and phrases. (math, science, social studies)	B-3: responding to read-alouds by identifying main ideas/concepts and details using complete sentences. (math, science, social studies)	LI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences. (math, science, social studies)	HI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences. (math, science, social studies)

ELL Stage I: Kindergarten

Listening and Speaking

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate understanding of oral communications by:				
PE-4: sequencing a series of pictures from information shared in read-alouds, presentations, and conversations. (math, science, social studies)	E-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations. (math, science, social studies)	B-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations. (math, science, social studies)	LI-4: using sentence frames to sequence events from read-alouds, presentations, and conversations. (math, science, social studies)	HI-4: sequencing events from read-alouds, presentations, and conversations. (math, science, social studies)
PE-5: following one-word commands for classroom activities that are accompanied by picture cues. (math, science)	E-5: following one-step directions for classroom activities that are accompanied by picture cues. (math, science)	B-5: following two-step directions for classroom activities that are accompanied by picture cues. (math, science)	LI-5: following multiple-step directions which include prepositions. (math, science)	HI-5: following multiple-step directions which include prepositions. (math, science)

Comprehension of Oral Communications

ELL Stage I: Kindergarten

Listening and Speaking

Comprehension of Oral Communications	**Standard 1**: The student will listen actively to the ideas of others in order to acquire new knowledge.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	PE-6: responding to conversations using memorized responses. (*e.g., introductions, requests, courtesies*) (science, social studies)	E-6: responding to comments and questions in social conversations. (science, social studies)	B-6: responding to comments and questions in social conversations by sharing one's experiences and expressing one's thoughts. (science, social studies)	LI-6: responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts. (science, social studies)	HI-6: responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts. (science, social studies)

ELL Stage I: Kindergarten

Listening and Speaking

Standard 2: The student will express orally his or her own thinking and ideas.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will communicate orally by:				
PE-1: repeating the names of upper and lower case alphabet letters in order with accurate pronunciation.	E-1: repeating the names of upper and lower case alphabet letters in random order with accurate pronunciation.	B-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.	LI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.	HI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.
PE-2: repeating individual phonemes in sequential order using accurate articulation.	E-2: repeating individual phonemes in random order using accurate articulation.	B-2: producing individual phonemes in random order, using accurate articulation with instructional support.	LI-2: producing individual phonemes of his or her name and the names of others using accurate articulation.	HI-2: producing all individual phonemes in words from print using accurate articulation.
PE-3: repeating the initial sounds (not letters) of his or her name and the names of others using accurate articulation.	E-3: repeating initial and final sounds (not letters) of his or her name and the names of others using accurate articulation.	B-3: producing initial and final sounds of words with instructional support using accurate articulation.	LI-3: producing initial and final sounds of words using accurate articulation.	HI-3: producing initial and final sounds of words using accurate articulation.

Delivery of Oral Communications

ELL Stage I: Kindergarten

Listening and Speaking

	Standard 2: The student will express orally his or her own thinking and ideas.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will communicate orally by:				
Delivery of Oral Communications	PE-4: repeating short vowel sounds using accurate articulation.	E-4: producing short vowel sounds using accurate articulation with instructional support.	B-4: producing short vowel sounds using accurate articulation.	LI-4: producing and blending the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation with instructional support.	HI-4: producing and blending the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.
	PE-5: N/A	E-5: repeating long vowel sounds using accurate articulation.	B-5: producing long vowel sounds using accurate articulation with instructional support.	LI-5: producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation with instructional support.	HI-5: producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.
	PE-6: repeating cardinal numbers in order with accurate pronunciation. (math)	E-6: naming all cardinal numbers in random order with accurate pronunciation. (math)	B-6: naming ordinal numbers sequentially with accurate pronunciation with instructional support. (math)	LI-6: naming cardinal and ordinal numbers randomly with accurate pronunciation. (math)	HI-6: naming and distinguishing between cardinal and ordinal numbers with accurate pronunciation. (math)

ELL Stage I: Kindergarten

Listening and Speaking

Standard 2: The student will express orally his or her own thinking and ideas.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will communicate orally by:				
PE-7: repeating one- or two-word social greetings and farewells. (social studies)	E-7: responding to social greetings and farewells using words or phrases with instructional support. (social studies)	B-7: responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support. (social studies)	LI-7: initiating conversations and responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support. (social studies)	HI-7: initiating conversations and responding to social interactions using complete sentences. (social studies)
PE-8: using isolated words accompanied by gestures to communicate basic needs.	E-8: using isolated words or strings of two to three words accompanied by gestures to communicate basic needs.	B-8: using key words, phrases, and complete sentences to communicate basic needs with instructional support.	LI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.	HI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs.

(Row label along left side: Delivery of Oral Communications)

ELL Stage I: Kindergarten

Listening and Speaking

Delivery of Oral Communications	**Standard 2**: The student will express orally his or her own thinking and ideas.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will communicate orally by:				
	PE-9: repeating familiar objects, people, and events with instructional support. (math, science, social studies)	E-9: naming familiar objects, people, and events with instructional support. (math, science, social studies)	B-9: naming objects, people, and events with instructional support. (math, science, social studies)	LI-9: naming and describing objects, people, and events. (math, science, social studies)	HI-9: naming and describing objects, people, and events. (math, science, social studies)
	PE-10: repeating rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation.	E-10: reciting rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation, with instructional support.	B-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation with instructional support.	LI-10: producing rhyming words and short, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.	HI-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.

ELL Stage I: Kindergarten

Reading

PROFICIENCY LEVEL DESCRIPTORS
Pre-Emergent
The student at this level has no ability to comprehend text independently read in English. The student understands that environmental print (signs, universal symbols, graphics and labels in the environment) conveys meaning.
Emergent
The student at this level has a limited ability to comprehend text independently read in English. The student is developing phonemic awareness and sound/symbol relationships. The student can participate in text chorally read aloud that is highly predictable, uses repetitive syntax and linguistic redundancy.
Basic
The student at this level has a limited ability to decode and comprehend text in English. The student is developing phonemic awareness and sound/symbol relationships. The student at this level demonstrates the one-to-one correlation between the printed and spoken word. The student can participate in text read aloud that is highly predictable, uses repetitive syntax and linguistic redundancy. From text read aloud, the student can identify key information elicited from the teacher.

ELL Stage I: Kindergarten

Reading

Low Intermediate

The student at this level has a limited ability to decode and comprehend text in English. The student demonstrates knowledge of phonemic awareness and sound/symbol relationships. The student can independently identify key information from text read aloud.

High Intermediate

The student at this level has the ability to decode and comprehend text in English. The student demonstrates knowledge of phonemic awareness and sound/symbol relationships. The student can independently identify key information and details from text read aloud.

Proficient

The student will demonstrate competency in Reading based on the knowledge, skills, and abilities specified in the Performance Indicators at the High Intermediate level in order to access grade-level academic content.

ELL Stage I: Kindergarten

Reading

Standard 1: The student will demonstrate understanding of print concepts of the English language.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The Student will demonstrate knowledge of print concepts by:				
PE-1: holding the book right side up and turning pages in the correct direction.	E-1: recognizing left to right and top to bottom directionality of reading.	B-1: identifying the front cover, back cover, and title page of a book to establish directionality.	LI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books with instructional support.	HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
PE-2: recognizing that environmental print and symbols represent and convey meaning.	E-2: recognizing that print represents spoken language and conveys meaning.	B-2: recognizing that sentences are made up of separate words.	LI-2: recognizing that words are represented by a sequence of letters.	HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
PE-3: recognizing common print conventions with instructional support. (*e.g., periods*)	E-3: recognizing common print conventions with instructional support. (*e.g., periods and question marks*)	B-3: recognizing common print conventions with instructional support. (*e.g., periods, question marks, capital letters and quotation marks*)	LI-3: recognizing common print conventions. *(e.g., periods, question marks, capital letters and quotation marks)*	HI-3: naming common print conventions.

(left margin label: Print Concepts)

ELL Stage I: Kindergarten

Reading

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

<table>
<tr><td rowspan="2" style="writing-mode: vertical-lr">Phonemic Awareness/Decoding</td><td rowspan="2" style="writing-mode: vertical-lr">Phonemic Awareness</td><td>Pre-Emergent</td><td>Emergent</td><td>Basic</td><td>Low Intermediate</td><td>High Intermediate</td></tr>
<tr><td colspan="5">The student will demonstrate knowledge of phonemic awareness by:</td></tr>
</table>

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Phonemic Awareness/Decoding	Phonemic Awareness	PE-1: identifying the initial sound (not letter) of a spoken word.	E-1: identifying the initial and final sounds (not letters) of a spoken word.	B-1: discriminating between initial, medial, and final spoken sounds within a word.	LI-1: segmenting one-syllable words into its phonemes, with instructional support.	HI-1: segmenting one-syllable words into its phonemes.
		PE-2: identifying pictures that begin with the same given initial sound.	E-2: comparing two to three pictures and identifying those with the same initial sound.	B-2: sorting groups of pictures that begin with the same initial sounds.	LI-2: orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.	HI-2: orally producing groups of words that begin with the same initial sounds (alliteration).
		PE-3: N/A	E-3: N/A	B-3: N/A	LI-3: blending initial, medial, and final spoken sounds to produce words.	HI-3: blending two or three spoken syllables to produce words.

ELL Stage I: Kindergarten

Reading

Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of phonemic awareness by:				
PE-4: repeating rhymes with instructional support.	E-4: distinguishing spoken rhyming words from non-rhyming words.	B-4: identifying rhyming words in response to an oral prompt.	LI-4: producing rhyming words in response to an oral prompt.	HI-4: orally forming words by substituting simple onsets *(/c/)* with given rimes *(/at/)*.
The student will demonstrate knowledge of decoding by:				
PE-5: distinguishing letters from numbers and symbols.	E-5: matching upper case and lower case letters.	B-5: matching and naming upper case letters to lower case letters.	LI-5: matching and naming upper case and lower case letters with different fonts.	HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.

(Row label left side: **Phonemic Awareness/Decoding**, sub-labels: **Phonemic Awareness**, **Decoding**)

(math)

ELL Stage I: Kindergarten

Reading

Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of decoding by:				
PE-6: repeating letter sounds represented by the single lettered consonants.	E-6: repeating letter sounds represented by the single lettered consonants and vowels.	B-6: producing letter sounds represented by the single lettered consonants and vowels with support.	LI-6: producing letter sounds represented by the single lettered consonants.	HI-6: producing letter sounds represented by the single lettered consonants and vowels.
PE-7: repeating high frequency words. (science, social studies, math)	E-7: recognizing high frequency words. (science, social studies, math)	B-7: reading high frequency words with instructional support. (science, social studies, math)	LI-7: reading high frequency words with automaticity. (science, social studies, math)	HI-7: reading high frequency words with automaticity in context. (science, social studies, math)
PE-8: repeating words within word families.	E-8: recognizing that a new word is created when an initial letter is changed (i.e., word families).	B-8: producing new words when an initial letter is changed (i.e., word families) with instructional support.	LI-8: producing new words when initial sound(s), including blends, are changed (i.e., word families).	HI-8: producing new words when initial sound(s), including diagraphs, are changed (i.e., word families).

Phonemic Awareness/Decoding — *Decoding*

ELL Stage I: Kindergarten

Reading

Phonemic Awareness/Decoding						
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of phonemic awareness by:				
	Decoding	PE-9: N/A	E-9: N/A	B-9: recognizing that a new word is created when a specific letter is changed, added, or removed.	LI-9: decoding a new word when a specific letter is changed, added, or removed with instructional support.	HI-9: decoding a new word when a specific letter is changed, added, or removed.
		PE-10: repeating initial, medial, and final sounds of common CVC words.	E-10: producing isolated initial, medial and final sounds of common CVC words with instructional support.	B-10: blending common CVC words with instructional support.	LI-10: decoding common CVC words with instructional support.	HI-10: decoding common CVC words.

ELL Stage I: Kindergarten

Reading

Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.				
Pre-Emergent	**Emergent**	**Basic**	**Low Intermediate**	**High Intermediate**
The student will demonstrate knowledge of reading comprehension by:				
PE-1: N/A	E-1: N/A	B-1: participating in teacher guided discussions about whether a literary selection, heard or read, is real or fantasy. (math, science, social studies)	LI-1: determining whether a literary selection, heard or read, is real or fantasy, with instructional support. (math, science, social studies)	HI-1: determining whether a literary selection, heard or read, is real or fantasy. (math, science, social studies)
PE-2: participating in teacher guided discussions about the title, cover illustrations, and text.	E-2: responding to teacher guided prompts to make predictions about the title, cover illustrations, and text.	B-2: making predictions based on the title, cover illustrations, and text.	LI-2: making and confirming predictions based on the title, cover illustrations, and text with instructional support.	HI-2: making and confirming predictions based on the title, cover illustrations, and text.

Comprehending Text

Fiction/Non-Fiction

ELL Stage I: Kindergarten

Reading

Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	**Fiction/Non-Fiction**	PE-3: answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy. *(math, science, social studies)*	E-3: answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy. *(math, science, social studies)*	B-3: answering comprehension questions to respond to text heard or read. *(math, science, social studies)*	LI-3: using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read. *(math, science, social studies)*	HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. *(math, science, social studies)*
		PE-4: sequencing a series of given pictures to retell a story or event, with instructional support. *(math, science, social studies)*	E-4: sequencing a series of given pictures to retell a story or event. *(math, science, social studies)*	B-4: sequencing a series of given pictures to retell a story or event using key words. *(math, science, social studies)*	LI-4: sequencing a story or event in complete sentences. *(math, science, social studies)*	HI-4: sequencing a story or event including the beginning, middle, and end using transition words. *(e.g., first, next, last)* *(math, science, social studies)*

The student will demonstrate knowledge of reading comprehension by:

ELL Stage I: Kindergarten

Reading

Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:					
Fiction/Non-Fiction	PE-5: repeating facts or events from text read aloud. (math, science, social studies)	E-5: illustrating facts or events from text read aloud. (science, social studies)	B-5: participating in teacher guided discussions to restate facts from text read aloud. (science, social studies)	LI-5: identifying facts from text read aloud, with instructional support. (science, social studies)	HI-5: identifying facts from text read aloud. (science, social studies)
Fiction	PE-6: retelling a story using illustrations. (math, science, social studies)	E-6: retelling a story using illustrations. (math, science, social studies)	B-6: retelling a story with a beginning, middle, and end. (math, science, social studies)	LI-6: retelling a story or event with a beginning, middle, and end in complete sentences. (math, science, social studies)	HI-6: retelling a story including the beginning, middle, and end using transition words (*e.g., first, next, last*) in complete sentences. (math, science, social studies)

(Left vertical label: Comprehending Text)

ELL Stage I: Kindergarten

Reading

Comprehending Text						
	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of reading comprehension by:					
	Fiction	PE-7: participating in teacher guided discussions of the main characters in a story read aloud. (social studies)	E-7: responding to teacher guided prompts to identifying the main characters of the story in a story read aloud. (social studies)	B-7: identifying the main characters of a story heard or read. (social studies)	LI-7: describing the main characters of a story with instructional support. (social studies)	HI-7: describing the main characters of a story. (social studies)
		PE-8: participating in teacher guided discussions of the setting in a story read aloud. (social studies)	E-8: responding to teacher guided prompts to identifying the setting of the story in a story read aloud. (social studies)	B-8: identifying the setting of a story heard or read. (social studies)	LI-8: describing the setting of a story with instructional support. (social studies)	HI-8: describing the setting of a story. (social studies)

ELL Stage I: Kindergarten

Reading

Comprehending Text		Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of reading comprehension by:				
	Fiction	PE-9: N/A	E-9:N/A	B-9: identifying the key events of a story heard or read.	LI-9: describing the key events of a story with instructional support.	HI-9: describing the key events of a story.
	Non-Fiction	PE-10: participating in teacher guided discussions about information from a completed graphic organizer. (math, science, social studies)	E-10: responding to teacher guided prompts about information from a completed graphic organizer. (math, science, social studies)	B-10: locating information from a completed graphic organizer. (math, science, social studies)	LI-10: locating information from a completed graphic organizer. (math, science, social studies)	HI-10: locating information from a completed graphic organizer. (math, science, social studies)

ELL Stage I: Kindergarten

Reading

Comprehending Text		Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of reading comprehension by:				
	Non-Fiction	PE-11: N/A	E-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures. (math, science)	B-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures. (math, science)	LI-11: following short two-to-three-step written directions for classroom routines and academic activities that are accompanied by pictures. (math, science)	HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. (science)
		PE-12: recognizing signs, labels, symbols, and captions within the environment, with instructional support. (math, science, social studies)	E-12: recognizing signs, labels, symbols, and captions within the environment. (math, science, social studies)	B-12: interpreting signs, labels, symbols, and captions within the environment with instructional support. (math, science, social studies)	LI-12: interpreting signs, labels, symbols, and captions within the environment. (math, science, social studies)	HI-12: creating signs, labels, symbols, and captions within the environment. (math, science, social studies)

ELL Stage I: Kindergarten

Writing

PROFICIENCY LEVEL DESCRIPTORS
Pre-Emergent
The student at this level has no ability to write in English, but may use scribbles, swirls, and drawings to represent meaning.
Emergent
The student at this level has a limited ability to write in English. The student relays short messages by drawing or using imative writing or dictating key words to an adult. The student is able to write letters of the alphabet and first name with instructional support.
Basic
The student at this level has a limited ability to write in English. The student relays messages by drawing, dictating to an adult, or writing key, self-selected words. The student is able to write letters of the alphabet and first name with instructional support. The student organizes writing from left to right and top to bottom with instructional support.

ELL Stage I: Kindergarten

Writing

Low Intermediate

The student at this level has a limited ability to write in English. The student writes messages by applying sound/symbol relationships to spell simple words, utilizing basic writing conventions. The student is able to write letters of the alphabet with instructional support and correctly write and capitalize first name.

High Intermediate

The student at this level has the ability to write in English with few errors that impede reader's comprehension. The student writes messages and short stories by applying sound/symbol relationships of simple words, utilizing writing conventions.

Proficient

The student will demonstrate competency in Writing based on the knowledge, skills, and abilities specified in the Performance Indicators at the High Intermediate level in order to access grade-level academic content.

ELL Stage I: Kindergarten

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.					
	Pre-Emergent	**Emergent**	**Basic**	**Low Intermediate**	**High Intermediate**
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
Narrative	PE-1: drawing to express ideas.	E-1: drawing and dictating to express ideas.	B-1: drawing and using experimental writing to express ideas.	LI-1: writing narratives using simple sentences including sight words, phonetic spelling, and CVC words to express ideas with instructional support.	HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.
Expository	PE-2: drawing to describe or inform with instructional support. (*e.g., labels, lists, observations, journals, summaries*) (math, science, social studies)	E-2: drawing and dictating to describe, explain or inform with instructional support. (math, science, social studies)	B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform. (math, science, social studies)	LI-2: writing expository responses using phrases or simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform. (math, science, social studies)	HI-2: writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform. (math, science, social studies)

Writing Applications (row label, left side)

ELL Stage I: Kindergarten

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.				
Pre-Emergent	**Emergent**	**Basic**	**Low Intermediate**	**High Intermediate**
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
PE-3: illustrating directions or information related to real world tasks, with instructional support. (math, science, social studies)	E-3: illustrating and dictating directions or information related to real world tasks with instructional support. (math, science, social studies)	B3: participating in shared writing to provide directions or information related to real world tasks. (math, science, social studies)	LI-3: writing to provide directions or information related to real world tasks using phrases or simple sentences that include sight words, CVC words, and phonetic spelling. (math, science, social studies)	HI-3: writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling. (math, science, social studies)
PE-4: participating in shared writing of friendly letters or thank you notes. (social studies)	E-4: participating in shared writing of friendly letters or thank you notes using a template. (social studies)	B-4: participating in guided writing that includes friendly letters or thank you notes. (social studies)	LI-4: writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling with instructional support. (social studies)	HI-4: writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling. (social studies)

Writing Applications — Functional

ELL Stage I: Kindergarten

Writing

		Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.				
Writing Applications	**Literary Response**	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
		PE-5: responding with drawings to literary selections.	E-5: responding with shared writing and/or drawings to literary selections.	B-5: responding to literary selections with drawings, dictation or writing key, self-selected words.	LI-5: responding to literary selections by writing key, self-selected words, or simple sentences.	HI-5: responding to literary selections by writing simple sentences.

ELL Stage I: Kindergarten
Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions		The student will identify and apply conventions of standard English in his or her written communications by:				
	Penmanship	PE-1: writing a minimum of 5 letters of the alphabet with instructional support.	E-1: Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.	B-1: writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.	LI-1: writing legibly and with correct formation, a minimum of 22 lower case and upper case letters of the alphabet.	HI-1: writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.
	Spelling	PE-2: writing letters as teacher models letter and sound. (*e.g., from the phoneme to the grapheme*).	E-2: writing letters of given sounds.	B-2: applying letter-sound relationships to write beginning sounds of words.	LI-2: applying letter-sound relationships to write beginning and ending sounds of simple words.	HI-2: applying letter-sound relationships to write simple CVC words and attempt more complex words.
		PE-3: exploring classroom resources to spell words. (*e.g. word walls, grammar walls, graphic organizers*) (math, science, social studies)	E-3: Locating classroom resources to spell words. (math, science, social studies)	B-3: Using classroom resources to spell words with instructional support. (math, science, social studies)	LI-3: Using classroom resources to spell words with prompting. (math, science, social studies)	HI-3: using resources throughout the classroom to spell words. (math, science, social studies)

ELL Stage I: Kindergarten

Writing

Standard 2: 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 identify and apply conventions of standard English in his or her written communications by:				
	Capitalization	PE-4: modeling and tracing student's own first name.	E-4: writing student's own first name with instructional support.	B-4: using a capital letter to write student's own first name.	LI-4: using capital letters to write student's own name with instructional support.	HI-4: using capital letters to write student's own name.
		PE-5: participating in whole group instruction introducing capital letters. (math, social studies)	E-5: practicing capital letters in modeled writing. (math, social studies)	B-5: using a capital letter at the beginning of sentences and proper nouns with instructional support. (math, social studies)	LI-5: using a capital letter at the beginning of sentences and proper nouns with instructional support. (math, social studies)	HI-5: using a capital letter at the beginning of sentences and proper nouns. (math, social studies)

ELL Stage I: Kindergarten

Writing

		Standard 2: The student will identify and apply conventions of standard English in his or her communications.				
Standard English Conventions	**Punctuation**	**Pre-Emergent**	**Emergent**	**Basic**	**Low Intermediate**	**High Intermediate**
		The student will identify and apply conventions of standard English in his or her written communications by:				
		PE-6: participating in whole group instruction introducing ending punctuation marks. (math, science, social studies)	E-6: practicing the use of ending punctuation in modeled writing. (math, science, social studies)	B-6: using ending punctuation with instructional support. (math, science, social studies)	LI-6: using ending punctuation with instructional support. (math, science, social studies)	HI-6: using ending punctuation. (math, science, social studies)
		PE-7: practicing left to right directionality in modeled writing.	E-7: using left to right directionality in writing with instructional support.	B-7: using left to right directionality in writing with instructional support.	LI-7: using left to right directionality in writing with instructional support.	HI-7: using left to right directionality in writing.
		PE-8: practicing the placing of spaces between words in modeled writing.	E-8: practicing the placing of spaces between words in modeled writing.	B-8: using the placing of spaces between words with instructional support.	LI-8: using the placing of spaces between words.	HI-8: using the placing of spaces between words.

ELL Stage I: Kindergarten
Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:				
PE-9: participating in whole group instruction introducing simple declarative sentences. (math, science, social studies)	E-9: participating in whole group instruction introducing simple declarative sentences with subject-verb agreement. (math, science, social studies)	B-9: participating in teacher guided shared writing that includes simple declarative sentences with subject-verb agreement. (math, science, social studies)	LI-9: writing simple declarative sentences (*e.g., S-V, S-V-C*) with subject-verb agreement and with teacher guidance. (math, science, social studies)	HI-9: using prompt, write simple declarative sentences (*e.g., S-V, S-V-C*) with subject-verb agreement. (math, science, social studies)
PE-10: N/A	E-10: N/A	B-10: participating in teacher guided shared writing that includes yes/no questions beginning with "to be". (math, science, social studies)	LI-10: writing yes/no questions beginning with "to be" with support. (math, science, social studies)	HI-10: writing yes/no questions beginning with "to be". (math, science, social studies)

Standard English Conventions

Grammar/Parts of Speech

ELL Stage I: Kindergarten

Writing

Standard English Conventions		Standard 2: The student will identify and apply conventions of standard English in his or her communications.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will identify and apply conventions of standard English in his or her written communications by:				
	Grammar/Parts of Speech	PE-11: N/A	E-11: N/A	B-11: participating in teacher guided shared writing that includes interrogative sentences (*e.g., Who… What… When…*) in a variety of writing applications.	LI-11: using interrogative sentences in a variety of writing applications, with instructional support.	HI-11: using interrogative sentences in a variety of writing applications.

ELL Stage I: Kindergarten

Writing

	Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
Writing Process/Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	PE-1: participating in class discussion by drawing pictures about the ideas generated. (math, science, social studies)	E-1: participating in class discussion by drawing pictures about the ideas generated. (math, science, social studies)	B-1: generating ideas through class discussion by drawing pictures about the ideas generated. (math, science, social studies)	LI-1: generating ideas through class discussion by drawing pictures in graphic organizers. (*e.g., storyboard*) (math, science, social studies)	HI-1: generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (*e.g., storyboard*) (math, science, social studies)
	PE-2: participating in class discussion for writing purpose. (science, social studies)	E-2: communicating ideas by drawing, or dictating for a purpose. (science, social studies)	B-2: creating a group draft by drawing or dictating for a specific purpose. (science, social studies)	LI-2: creating a draft by selecting ideas from prewriting activities for a specific purpose. (science, social studies)	HI-2: experimenting with writing a draft for a specific purpose. (science, social studies)

ELL Stage I: Kindergarten

Writing

Writing Process/Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	**Standard 3**: Students use the steps of the writing process as a writing piece moves toward completion.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
	PE-3: adding detail to drawings with teacher prompting. (science, social studies)	E-3: adding detail to drawings with teacher prompting. (science, social studies)	B-3: revising original group draft by adding additional details. (science, social studies)	LI-3: revising original draft for clarity by adding additional details with teacher prompting. (science, social studies)	HI-3: revising original draft for clarity by adding additional details to improve audience understanding. (science, social studies)
	PE-4: participating in whole group editing to include capital letters, and ending punctuation. (science, social studies)	E-4: participating in whole group editing to include capital letters, spaces between words and ending punctuation. (science, social studies)	B-4: participating in editing during shared writing to include left to right, capital letters, spaces between words, and ending punctuation. (science, social studies)	LI-4: reviewing the draft for errors in conventions with prompting, including left to right, capital letters at the beginning of sentences and names, spaces between words and ending punctuation. (science, social studies)	HI-4: experimenting with reviewing the draft for errors in conventions including left to right, return sweep, capital letters at the beginning of sentences and names, spaces between words and ending punctuation. (science, social studies)

ELL Stage I: Kindergarten

Writing

Writing Process/Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency	**Standard 3**: Students use the steps of the writing process as a writing piece moves toward completion.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
	PE-5: contributing a page to a group writing project for an intended audience. (math, science, social studies)	E-5: contributing a page to a group writing project for an intended audience. (math, science, social studies)	B-5: finalizing a piece of group writing for an intended audience. (math, science, social studies)	LI-5: finalizing an original piece of writing with instructional support for an intended audience. (math, science, social studies)	HI-5: finalizing an original piece of writing for an intended audience. (math, science, social studies)

ELL Stage I: Kindergarten

Language Strand

- The Language Strand is comprised of the grammar and vocabulary skills that ELLs need to acquire at each proficiency level.

- The Language Strand will drive the instruction in grammar and vocabulary. The time allocations of the SEI models, created by the Arizona ELL Task Force, reflect this instruction.

- The Standard English Conventions standard focuses on acquiring the knowledge of the grammatical structures of the English language.

- The vocabulary standard focuses on acquiring general, academic, and content vocabulary, while understanding word relationships and pragmatics.

- The Listening and Speaking, Reading, and Writing Domains provide performance indicators for the application of the grammar and vocabulary skills.

ELL Stage I: Kindergarten

Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:				

Standard English Conventions

Nouns (N)

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-1: repeating articles with singular nouns.	E-1: selecting articles (*e.g., a, the*) for singular nouns with instructional support.	B-1: selecting articles (*e.g., a, the)* for singular and plural nouns with instructional support.	LI-1: selecting articles (*e.g., a, an, the)* for singular and plural nouns.	HI-1: selecting articles (*e.g., a, an, the)* for singular and plural nouns.
PE-2: repeating singular common nouns. (math, science, social studies)	E-2: naming singular common nouns. (math, science, social studies)	B-2: orally listing common nouns (singular, plural which includes the ending sound for the suffix) and singular proper nouns. (math, science, social studies)	LI-2: sorting common nouns (singular and plural) and singular proper nouns. (math, science, social studies)	HI-2: explaining differences between common and proper nouns in context (singular and plural). (math, science, social studies)

Verbs (V)

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-1: repeating simple present tense verbs with instructional support. (math, science, social studies)	E-1: selecting simple present tense verbs (*e.g., jump, jumps*) with instructional support. (math, science, social studies)	B-1: using the simple present tense verbs with subject-verb agreement with instructional support. (math, science, social studies)	LI-1: using the simple present tense verbs with subject-verb agreement. (math, science, social studies)	HI-1: using the simple present tense verbs with subject-verb agreement. (math, science, social studies)

ELL Stage I: Kindergarten

Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.				
Pre-Emergent	**Emergent**	**Basic**	**Low Intermediate**	**High Intermediate**
The student will demonstrate knowledge of parts of speech by:				
PE-2: repeating present tense forms of the verb 'to be'. (*e.g., am, is, are*)	E-2: conjugating the present tense of the verb 'to be' (*e.g., am, is, are*) with instructional support.	B-2: conjugating the present tense of the verb 'to be' (*e.g., am, is, are*).	LI-2: using the present tense of the verb "to be" (*e.g., am, is, are*) with instructional support.	HI-2: using the present tense of the verb "to be" (*e.g., am, is, are*).
PE-3: repeating and acting out present progressive verbs.	E-3 selecting present progressive verbs to complete sentences (*e.g., "I am…" and "You are…"*) with instructional support.	B-3: using the present progressive verb tense with instructional support.	LI-3: using the present progressive verb tense with instructional support.	HI-3: using the present progressive verb tense.
PE-4: repeating simple past tense verbs with instructional support.	E-4: selecting simple past tense verbs with instructional support.	B-4: using simple past tense verbs with subject-verb agreement with instructional support.	LI-4: using the simple past tense verbs with subject-verb agreement.	HI-4: using the simple past tense verbs with subject-verb agreement, including common irregular verbs (*e.g., go, see, come*).

Standard English Conventions

Verbs (V)

ELL Stage I: Kindergarten

Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.				
Pre-Emergent	**Emergent**	**Basic**	**Low Intermediate**	**High Intermediate**
The student will demonstrate knowledge of parts of speech by:				
PE-5: repeating simple future tense verbs (*e.g., will*) with instructional support.	E-5: selecting simple future tense verbs *(e.g., will)* with instructional support.	B-5: using simple future tense verbs *(e.g., will)* with subject-verb agreement with instructional support.	LI-5: using the simple future tense verbs *(e.g., will)* with subject-verb agreement.	HI-5: using the simple future tense verbs *(e.g., will)* with subject-verb agreement.
PE-6: N/A	E-6: defining past, present, and future.	B-6: differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.	LI-6: differentiating between past, present, and future verb tenses by responding to a prompt.	HI-6: differentiating between past, present, and future verb tenses.
PE-7: repeating and acting out imperative verbs. *(e.g., Walk. Stop.)*	E-7: repeating and acting out imperative verbs. *(e.g., Sit down. Line up.)*	B-7: using imperative verbs with instructional support. *(e.g., Go away. Help me.)*	LI-7: using imperative verbs. *(e.g., Open the door. Close the book.)*	HI-7: using imperative verbs. *(e.g., Put the markers in the box.)*

Standard English Conventions

Verbs (V)

ELL Stage I: Kindergarten

Language Strand

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

ELL Stage I: Kindergarten

Language Strand

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:					
Adverbs (ADV)	PE-1: following oral directions that use first, then, next.	E-1: using the "when" adverb *(e.g., first, then, next)* with instructional support.	B-1: using "when" adverbs *(e.g., first, then, next)*.	LI-1: using "when" adverbs *(e.g., first, then, next, after, before, finally)* with instructional support.	HI-1: using the "when" adverbs *(e.g., first, then, next, after, before, finally)* and "frequency" adverbs (always, never, and sometimes*)* in context with instructional support.
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)
Prepositions (PREP)	PE-1: repeating and physically demonstrating commands that indicate prepositions of location *(e.g., on, in)*.	E-1: naming prepositions of location *(e.g., on, in)* from a given prompt.	B-1: naming prepositions of location *(e.g., on, in)* from a given prompt.	LI-1: selecting prepositions of location *(e.g., on, in, near, behind)* to complete a given sentence.	HI-1: using prepositions of location *(e.g., up, down, over)*.
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

ELL Stage I: Kindergarten

Language Strand

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

ELL Stage I: Kindergarten

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard 1: The student will identify and apply conventions of standard English in his or her communications.						
Standard English Conventions						
	The student will demonstrate knowledge of parts of speech by:					
	Conjunctions (C)	PE-1: repeating noun and verb phrases joined by conjunctions. (*e.g., and, or)* (math, science, social studies)	E-1: selecting conjunctions (*e.g., and, or)* to join noun and verb phrases with instructional support. (math, science, social studies)	B-1: selecting conjunctions (*e.g., and, or)* to join noun and verb phrases. (math, science, social studies)	LI-1: differentiating between the conjunctions *and* and *or*. (math, science, social studies)	HI-1: using conjunctions *(e.g., and, or)* in sentences. (math, science, social studies)
	Phrase and Clause (PH/CL)	PE-1: repeating noun phrases with visual support. *(e.g. adjective + noun)*	E-1: producing noun phrases from a visual prompt with instructional support.	B-1: producing noun phrases from a visual prompt.	LI-1: using a noun phrase in sentence frames.	HI-1: using a noun phrase in a complete sentence.
		PE-2: repeating joined noun phrases with visual support. (e.g., *adjective + noun)*	E-2: producing joined noun phrases from a visual prompt with instructional support.	B-2: producing joined noun phrases from a visual prompt.	LI-2: using a joined noun phrase in sentence frames.	HI-2: using a joined noun phrase in a complete sentence.

ELL Stage I: Kindergarten

Language Strand

		Standard 1: The student will identify and apply conventions of standard English in his or her communications.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of sentence construction by:				
Standard English Conventions	Phrase and Clause (PH/CL)	PE-3: repeating and physically demonstrating verb phrases with visual support. (e.g., *Verb + adverb: "walks slowly" or adverb + verb: "always talks"*)	E-3: producing verb phrases from a visual model with instructional support.	B-3: producing verb phrases with instructional support.	LI-3: using a verb phrase in sentence frames.	HI-3: using a verb phrase in a complete sentence.
		PE-4: repeating and physically demonstrating joined verb phrases with visual support. (*e.g., verb + adverb: "walks slowly" or adverb + verb: "always talks"*)	E-4: producing joined verb phrases from a visual model with instructional support.	B-4: producing joined verb phrases with instructional support. *(e.g., verb + coordinating conjunction + verb: "walks and talks")*	LI-4: using a joined verb phrase in sentence frames.	HI-4: using a joined verb phrase in a complete sentence.
		PE-5: repeating and physically demonstrating prepositional phrases with visual support.	E-5: producing prepositional phrases from a visual model with instructional support.	B-5: producing prepositional phrases with instructional support.	LI-5: using a prepositional phrase in sentence frames.	HI-5: using a prepositional phrase in a complete sentence.

ELL Stage I: Kindergarten

Language Strand

		Standard 1: The student will identify and apply conventions of standard English in his or her communications.				
Standard English Conventions	**Sentence Construction (SC)**		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of sentence construction by:				
		PE-1: repeating a sentence and identifying the subject.	E-1: selecting a subject (singular or plural) from a picture with instructional support.	B-1: selecting a subject (singular or plural) from a picture.	LI-1: selecting a subject (singular or plural) to complete a given sentence with instructional support.	HI-1: selecting a subject (singular or plural) to complete given sentences.
		PE-2: repeating a sentence containing a subject and a verb (S-V).	E-2: completing a fill-in-the-blank sentence by providing a subject or a verb (S-V). *(math, science, social studies)*	B-2: forming a sentence using a given subject and verb (S-V). *(math, science, social studies)*	LI-2: forming a sentence using given subjects and verbs (S-V). *(math, science, social studies)*	HI-2: producing sentences using S-V construction with subject-verb agreement. *(math, science, social studies)*
		PE-3: repeating a sentence using a pronoun, "to be" verb, and noun construction *(S-V-C).*	E-3: completing a given S-V-C constructed sentence with a pronoun as the subject.	B-3: forming a sentence with S-V-C construction with a given pronoun, forms of "to be", and noun. *(e.g., It is a bug.)*	LI-3: forming a sentence with S-V-C construction with a given pronouns, "to be" verbs, and nouns. *(e.g., It is a bug.)*	HI-3: producing sentences with a pronoun as the subject using S-V-C construction with subject-verb agreement.

Note: The "math, science, social studies" notation appears in each cell of the PE-2/E-2/B-2/LI-2/HI-2 row.

ELL Stage I: Kindergarten

Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:				
PE-4: repeating a sentence using a noun, "to be" verb, and noun construction (S-V-C). (math, science, social studies)	E-4: completing a given S-V-C constructed sentence with a noun as the subject. (math, science, social studies)	B-4: forming a sentence with S-V-C construction with given nouns and forms of "to be". *(e.g., "A spider is a bug.")* (math, science, social studies)	LI-4: forming a sentence with S-V-C construction with given nouns and forms of "to be". (math, science, social studies)	HI-4: producing sentences with a noun as the subject using S-V-C construction with subject-verb agreement. (math, science, social studies)
PE-5: repeating a sentence using a plural noun, "to be" verb, and noun construction (S-V-C). (math, science, social studies)	E-5: completing a given S-V-C constructed sentence with a plural noun as the subject. (math, science, social studies)	B-5: forming a sentence with S-V-C construction with given plural nouns and "to be". *(e.g., "Spiders are bugs.")* (math, science, social studies)	LI-5: forming a sentence with S-V-C construction with given plural nouns and "to be". (math, science, social studies)	HI-5: producing sentences with a plural noun as the subject using S-V-C construction with subject-verb agreement. (math, science, social studies)

Standard English Conventions

Sentence Construction (SC)

ELL Stage I: Kindergarten

Language Strand

Standard English Conventions	Sentence Construction (SC)	**Standard 1**: The student will identify and apply conventions of standard English in his or her communications.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of sentence construction by:				
		PE-6: repeating a sentence using a noun, "to be" verb, and adjective. (math, science, social studies)	E-6: completing a given S-V-C constructed sentence with an adjective as the complement. (math, science, social studies)	B-6: forming an S-V-C constructed sentence with a given noun, a "to be" verb, and an adjective. (math, science, social studies)	LI-6: forming an S-V-C constructed sentence with a given adjective as the complement. (math, science, social studies)	HI-6: producing S-V-C constructed sentences with adjectives as the complements with subject-verb agreement. (math, science, social studies)
		PE-7: repeating a sentence using a noun, "to be" verb, and prepositional phrase. (math, science, social studies)	E-7: completing a given S-V-C constructed sentence with a noun, "to be" verb, and prepositional phrase. (math, science, social studies)	B-7: forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase. (math, science, social studies)	LI-7: forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase. (math, science, social studies)	HI-7: producing S-V-C constructed sentences with nouns, "to be" verbs, and prepositional phrases with subject-verb agreement. (math, science, social studies)

ELL Stage I: Kindergarten

Language Strand

Standard English Conventions	Sentence Construction (SC)	Standard 1: The student will identify and apply conventions of standard English in his or her communications.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of sentence construction by:				
		PE-8: N/A	E-8: repeating a sentence containing a subject, verb, and prepositional phrase. (math, science, social studies)	B-8: completing a fill-in-the-blank sentence by providing a subject, verb, and prepositional phrase. (math, science, social studies)	LI-8: forming a sentence using a given completing a fill-in-the-blank sentence by providing subject, verb, and prepositional phrase. (math, science, social studies)	HI-8: producing sentences using a subject, verb, and prepositional phrase. (math, science, social studies)
		PE-9: repeating a sentence using "to be" and "not" to form a sentence in the negative construction. (math, science, social studies)	E-9: completing a given sentence using "to be" and "not" to form a sentence in the negative construction. (math, science, social studies)	B-9: completing a fill-in-the-blank sentence by providing "to be" and "not" to form a sentence in the negative construction. (math, science, social studies)	LI-9: forming a sentence using "to be" and "not" to form a sentence in the negative construction. (math, science, social studies)	HI-9: producing sentences using "to be" and "not" to form sentences in the negative construction. (math, science, social studies)

ELL Stage I: Kindergarten

Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate

(Standard English Conventions) *(Sentence Construction (SC))*

The student will demonstrate knowledge of sentence construction by:

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-10: repeating a sentence using "to be" and "not" to form a sentence in the negative construction. (math, science, social studies)	E-10: completing a given sentence using "to be" and "not" to form a sentence in the negative construction. (math, science, social studies)	B-10: completing a fill-in-the-blank sentence by providing "to be" and "not" to form a sentence in the negative construction. (math, science, social studies)	LI-10: forming a sentence using "to be" and "not" to form a sentence in the negative construction. (math, science, social studies)	HI-10: producing sentences using "to be" and "not" to form sentences in the negative construction. (math, science, social studies)
PE-11: repeating an imperative sentence using an imperative verb.	E-11: completing a fill-in-the-blank imperative sentence by providing an imperative verb.	B-11: forming an imperative sentence using a given imperative verb.	LI-11: forming an imperative sentence using a given imperative verb.	HI-11: producing imperative sentences using imperative verbs.

ELL Stage I: Kindergarten

Language Strand

<table>
<tr>
<td rowspan="5">Standard English Conventions</td>
<td colspan="6">Standard 1: The student will identify and apply conventions of standard English in his or her communications.</td>
</tr>
<tr>
<td rowspan="4">Questions (Q)</td>
<td>Pre-Emergent</td>
<td>Emergent</td>
<td>Basic</td>
<td>Low Intermediate</td>
<td>High Intermediate</td>
</tr>
<tr>
<td colspan="5">The student will demonstrate knowledge of sentence construction by:</td>
</tr>
<tr>
<td>PE-1: repeating single word questions with inflection. (e.g., *What? Who?)*

(math, science, social studies)</td>
<td>E-1: completing simple question sentence frames using picture prompts.

(math, science, social studies)</td>
<td>B-1: forming simple questions, using inflection when produced orally, using sentence frames.

(math, science, social studies)</td>
<td>LI-1: forming simple questions, using inflection when produced orally.

(math, science, social studies)</td>
<td>HI-1: forming simple questions, using inflection when produced orally.

(math, science, social studies)</td>
</tr>
<tr>
<td>PE-2: N/A</td>
<td>E-2: N/A</td>
<td>B-2: forming yes/no questions beginning with "to be" using sentence frames.

(math, science, social studies)</td>
<td>LI-2: producing yes/no questions beginning with "to be" with inflection.

(math, science, social studies)</td>
<td>HI-2: producing yes/no questions beginning with "to be" with inflection.

(math, science, social studies)</td>
</tr>
</table>

ELL Stage I: Kindergarten

Language Strand

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

Vocabulary (row label)

ELL Stage I: Kindergarten

Language Strand

	Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of vocabulary by:				
Vocabulary	PE-4: repeating common antonyms. (math, science, social studies)	E-4: repeating common synonyms and antonyms. (math, science, social studies)	B-4: recognizing common synonyms and antonyms. (math, science, social studies)	LI-4: completing synonym and antonym word pairs. (math, science, social studies)	HI-4: completing synonym and antonym word pairs. (math, science, social studies)
	PE-5: repeating key words, symbols or operations that represent grade specific academic vocabulary with visual support. (math, science, social studies)	E-5: recognizing key words, symbols or operations that represent grade specific academic vocabulary with visual support. (math, science, social studies)	B-5: selecting key words, symbols or operations that represent grade specific academic vocabulary with instructional support. (math, science, social studies)	LI-5: selecting key words, symbols or operations that represent grade specific academic vocabulary within a given context. (math, science, social studies)	HI-5: using key words, symbols or operations that represent grade specific academic vocabulary within a given context. (math, science, social studies)
	PE-6: repeating vocabulary words with visual support. (math, science, social studies)	E-6: associating vocabulary words and their meaning with instructional support. (math, science, social studies)	B-6: associating vocabulary words and their meaning. (math, science, social studies)	LI-6: determining word meaning within context with instructional support. (math, science, social studies)	HI-6: determining word meaning within context. (math, science, social studies)