ELL Stage IV: Grades 6-8

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 comprehend key words in conversations on topics of immediate personal relevance. The student has a limited vocabulary and is able to respond using single words and phrases. Errors in phonology and syntax will impede the comprehension and production of language.

Basic

A student at this level is able to comprehend information shared in social and academic conversations. The student responds using phrases and sentences. Limited vocabulary and errors in phonology and syntax will impede the production of language.

Low Intermediate

A student at this level is able to comprehend information shared in social and academic conversations. The student initiates and responds to conversations using expanded vocabulary in varied sentence structures. Minimal errors in phonology and syntax may impede the production of language.

High Intermediate

A student at this level is able to comprehend information shared in social and academic conversations. The student initiates and responds to conversations using expanded vocabulary in varied sentences structures. The student demonstrates control of productive language. Minimal errors in phonology and syntax do not impede communication.

ELL Stage IV: Grades 6-8

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 phonemes in the initial, medial and final positions of words.	E-1: distinguishing phonemes in the initial, medial and final positions of words.	B-1: distinguishing between individual phonemes (*e.g., minimal pairs, minimal phrases, rhyming and non-rhyming words*).	LI-1: distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (*e.g., The base is nearby. The vase is nearby*.)	HI-1: distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences.
PE-2: segmenting sentences into words.	E-2: segmenting multi-syllabic words into syllables. (/but/ter/fly/)	B-2: N/A	LI-2: N/A	HI-2: N/A
PE-3: repeating the main idea from read-alouds (nonfiction and fiction) by using visual aids and sentence frames. (math, science, social studies)	E-3: retelling the main idea and details from read-alouds (nonfiction and fiction) in complete sentences. (math, science, social studies)	B-3: responding to read-alouds (nonfiction and fiction) by identifying main ideas and details in complete sentences. (math, science, social studies)	LI-3: summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in complete sentences. (math, science, social studies)	HI-3: making inferences and drawing conclusions using evidence from read-alouds (nonfiction and fiction) in complete sentences. (math, science, social studies)

ELL Stage IV: Grades 6-8

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-4: restating the main idea of presentations (*e.g., lecture, video, guest speaker*) by using visual aids and sentence frames. (math, science, social studies)	E-4: identifying the main idea of presentations. (math, science, social studies)	B-4: retelling the main ideas and key points/details of presentations. (math, science, social studies)	LI-4: summarizing the main ideas and key points/details of presentations. (math, science, social studies)	HI-4: making inferences and drawing conclusions from presentations. (math, science, social studies)
PE-5: sequencing a series of pictures from information presented in read-alouds, presentations, and conversations. (math, science, social studies)	E-5: using sentence frames to sequence events from information presented in read-alouds, presentations, and conversations. (math, science, social studies)	B-5: sequencing events from information presented in read-alouds, presentations, and conversations. (math, science, social studies)	LI-5: sequencing events from information presented in read-alouds, presentations, and conversations. (math, science, social studies)	HI-5: sequencing events from information presented in read-alouds, presentations, and conversations. (math, science, social studies)

ELL Stage IV: Grades 6-8

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: following instructions/directions consisting of one or two steps for with visual cues and gestures. (math, science, social studies)	E-6: following multi-step instructions/directions which include prepositional phrases. (math, science, social studies)	B-6: following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary. (math, science, social studies)	LI-6: following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary. (math, science, social studies)	HI-6: producing the final steps to complete a set of teacher initiated instructions for familiar processes or procedures. (math, science, social studies)
PE-7: responding to social conversations using memorized responses (*e.g., introductions, requests, courtesies*).	E-7: responding to social conversations by rephrasing/ repeating information and asking questions.	B-7: responding to social conversations by rephrasing/ repeating information, asking questions, and expressing one's thoughts.	LI-7: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts.	HI-7: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts.

ELL Stage IV: Grades 6-8

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-8: responding to academic content ideas and concepts by using key words, phrases, and gestures. (math, science, social studies)	E-8: responding to academic content ideas and concepts by using key words in complete sentences. (math, science, social studies)	B-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences. (math, science, social studies)	LI-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences. (math, science, social studies)	HI-8: offering and justifying opinions and ideas in response to questions and statements in academic discourse. (math, science, social studies)
PE-9: repeating import content area presentations and discussions using visual aids and sentence frames. (math, science, social studies)	E-9: retelling important main idea from content area presentations and discussions. (math, science, social studies)	B-9: determining main ideas and supporting details from content area presentations and discussions. (math, science, social studies)	LI-9: summarizing main ideas and supporting details from content area presentations and discussions. (math, science, social studies)	HI-9: making inferences and drawing conclusions using evidence from content area presentations and discussions. (math, science, social studies)
PE-10: recognize appropriate tone and/or attitudinal nuances of an oral presentation by using phrases, key words, and gestures.	E-10: responding appropriately to tone and/or attitudinal nuances of an oral presentation by using phrases, key words, and gestures.	B-10: identifying the tone and/or attitudinal nuances of an oral presentation by using simple sentences, phrases, key words and gestures.	LI-10: .summarizing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.	HI-10: analyzing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.

ELL Stage IV: Grades 6-8

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-1: articulating the 44 phonemes and vowel sounds with verbal modeling and visual cues.	E-1: producing beginning, middle, and final sounds in a word.	B-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress with instructional support.	LI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress.	HI-1: producing sentences with accurate pronunciation, intonation, and stress.
PE-2: reciting the alphabet, cardinal and ordinal numbers, commands, names, and teacher's name. (math)	E-2: reciting repeated-patterned speech. (math, science, social studies)	B-2: reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing. (math, science, social studies)	LI-2: reciting poems, chants, and tongue twisters, with appropriate rhythm, rate, phrasing, and expression. (math, science, social studies)	HI-2: presenting dialogue, skits, and drama using appropriate rhythm, rate, phrasing, and expression. (math, science, social studies)
PE-3: expressing likes, dislikes, needs, wants and abilities in complete sentences with instructional support.	E-3: expressing likes, dislikes, needs, wants and abilities using complete sentences.	B-3: expressing personal needs and emotions in complete sentences.	LI-3: expressing personal needs and emotions in complete sentences.	HI-3: expressing and justifying personal needs and emotions in complete sentences.

ELL Stage IV: Grades 6-8

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-4: expressing basic social conventions such as greetings, farewells and courtesies in complete sentences.	E-4: introducing others and expressing basic social conventions, such as greetings, farewells and courtesies, using complete sentences.	B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs, using complete sentences.	LI-4: participating in formal and informal conversation tasks using complete sentences.	HI-4: participating in formal and informal conversation tasks using complete sentences.
PE-5: sharing a personal experience using sentence frames.	E-5: sharing a personal experience/story using complete sentences.	B-5: sharing a personal experience/story supported by details and examples in complete sentences.	LI-5: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	HI-5: sharing a personal experience/ story with descriptive language and supported by details and examples in complete sentences.

ELL Stage IV: Grades 6-8

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-6: N/A	E-6: making predictions about academic content using sentence frames. (math, science, social studies)	B-6: making predictions about academic content using complete sentences. (math, science, social studies)	LI-6: making predictions and inferences about academic content using complete sentences with instructional support. (math, science, social studies)	HI-6: making predictions and inferences about academic content using complete sentences. (math, science, social studies)
PE-7: repeating two- step directions and instructions. (math, science, social studies)	E-7: giving two-step directions and instructions. (math, science, social studies)	B-7: giving multiple step directions and instructions. (math, science, social studies)	LI-7: issuing multiple step directions and instructions including time, location and movement. (math, science, social studies)	HI-7: issuing a sequence of steps to carry out a familiar process using academic vocabulary. (math, science, social studies)
PE-8: repeating an appropriate response to a given formal and informal situation.	E-8: determining the appropriate response to given formal and informal situations.	B-8: providing an appropriate response to given formal and informal situations.	L-8: providing an appropriate response to given formal and informal situations.	H-8: providing and justifying an appropriate response to given formal and informal situations.

ELL Stage IV: Grades 6-8

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: presenting personal narratives with use of visual aids and sentence frames.	E-9: preparing and presenting personal narratives using complete sentences, which may include the use of transition words and visual aids.	B-9: preparing and presenting personal narratives supported by details and using complete sentences, which may include the use of transition words and visual aids.	LI-9: preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.	HI-9: preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.
	PE-10: NA	E-10: NA	B-10: preparing and presenting a report using functional text using complete sentences.	LI-10: preparing and delivering an expository report on academic content in including clear main ideas, supporting details, and a recognizable conclusion using complete sentences.	HI-10: preparing and delivering a persuasive report on academic content stating a clear position with support evidence using complete sentences.

ELL Stage IV: Grades 6-8

Reading

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student at this level has no ability to comprehend text independently read in English. The student may be able to understand universal symbols and graphics associated with text. The student may be able to distinguish between letters and words. The student recognizes that spoken words are represented by written language.

Emergent

The student at this level has a limited ability to comprehend text independently read in English. The student is developing phonemic awareness and decodes words using letter-sound knowledge. The student can read and comprehend text with repetitive, predictable patterns. The student's fluency will impede comprehension.

Basic

The student at this level has the ability to decode and comprehend text independently read in English. The student relies on visuals, organizational features, and contextual clues to comprehend text. The student uses sound/symbol relationships and syllabication rules to decode. The student's fluency may impede comprehension.

Low Intermediate

The student at this level has the ability to comprehend text by reading fluently in English. The student relies on organizational features and contextual clues to comprehend a variety of fiction and nonfiction genres. The student can identify key information and details in text.

High Intermediate

The student at this level has the ability to comprehend text by reading fluently in English. The student relies on organizational features and contextual clues to comprehend a variety of fiction and nonfiction genres. The student can identify and summarize key information and details in text.

ELL Stage IV: Grades 6-8

Reading

Print Concepts

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: demonstrating left to right, top to bottom directionality and return sweep, holding a book right side up and turning pages in the correct direction.	E-1: demonstrating the one to one correlation between spoken and printed word.	B-1: N/A	LI-1: N/A	HI-1: N/A
PE-2: identifying and distinguishing between printed letters (upper and lower case) and words.	E-2: identifying letters, words, and sentences and their distinguishing features (*e.g., capitalization, internal and ending punctuation*).	B-2: recognizing the distinguishing features of a paragraph (*e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences*).	LI-2: N/A	HI-2: N/A

ELL Stage IV: Grades 6-8

Reading

Print Concepts

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-3: identifying organizational features of a book (*e.g., title, author, and table of contents*) with instructional support. (math, science, social studies)	E-3: identifying organizational features of a book, a dictionary and a newspaper with instructional support. (math, science, social studies)	B-3: locating specific information using the organizational features of a book, a dictionary and a newspaper. (math, science, social studies)	LI-3: N/A	HI-3: N/A
PE-4: alphabetizing a series of words to the first letter. (math, science, social studies)	E-4: alphabetizing a series of words to the third letter. (math, science, social studies)	B-4: alphabetizing a series of words. (math, science, social studies)	LI-4: alphabetizing a series of words. (math, science, social studies)	HI-4: alphabetizing a series of words. (math, science, social studies)

ELL Stage IV: Grades 6-8

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
Phonemic Awareness/Decoding		**The student will demonstrate knowledge of phonemic awareness by:**				
	Phonemic Awareness	PE-1: distinguishing initial, final and medial sounds in single syllable words.	E-1: producing groups of words that begin with the same initial, final and medial sounds in single and two-syllable words.	B-1: N/A	LI-1: N/A	HI-1: N/A
		PE-2: segmenting a word into phonemes (/d/…/o/…/g/) and substituting initial, final and medial sounds to form new words.	E-2: segmenting regularly spelled two-syllable words and common CVC words by applying the most common letter-sound correspondences, including the sounds represented by: single letters, consonant blends, consonant digraphs, vowel digraphs and diphthongs.	B-2: segmenting syllables of multi-syllabic words (/but/ter/fly/).	LI-2: N/A	HI-2: N/A

ELL Stage IV: Grades 6-8

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:					
Phonemic Awareness	PE-3: blending initial, medial, and final spoken phonemes to produce words.	E-3: blending two or three spoken syllables to produce words including the phonemes represented by consonant blends, diagraphs, diphthongs, and r-controlled vowels.	B-3: N/A	LI-3: N/A	HI-3: N/A
	PE-4: distinguishing spoken rhyming words from non-rhyming words.	E-4: orally forming words by substituting simple onset (/c/) with given rimes (/at/).	B-4: producing rhyming words and creating new words when a specific sound is changed, added or removed.	LI-4: N/A.	HI-4: N/A

ELL Stage IV: Grades 6-8

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 decoding by:					
Decoding	PE-5: Identifying and naming the upper and lower case letters of the alphabet.	E-5: N/A	B-5: N/A	LI-5: N/A	HI-5: N/A
	PE-6: producing letter sounds represented by the single lettered consonants and vowels graphemes to decode common CVC words.	E-6: decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (*e.g., th, sh, ck*) and diphthongs (*e.g., ea, ie, ee*) and r-controlled vowels.	B-6: applying knowledge of spelling pattern exceptions.	LI-6: N/A	HI-6: N/A

ELL Stage IV: Grades 6-8

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 decoding by:					
Decoding	PE-7: reading a newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (*e.g., think to thank*).	E-7: reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position (*e.g., face to place*).	B-7: N/A	LI-7: N/A	HI-7: N/A
	PE-8: reading one-syllable words, using letter-sound knowledge.	E-8: applying knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (*e.g., su/per, sup/per, fam/i/ly*). (math, science, social studies)	B-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)	LI-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)	HI-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)

ELL Stage IV: Grades 6-8

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.

The student will demonstrate knowledge of decoding by:

Decoding

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-9: reading one syllable words using letter-sound knowledge.	E-9: applying knowledge of basic syllabication rules when decoding one or two-syllable words and compound words. (math, science, social studies)	B-9: reading one-syllable and multi-syllabic words using syllabication rules. (math, science, social studies)	LI-9: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text to derive meaning. (math, science, social studies)	HI-9: N/A
PE-10: identifying base words (clean, walk) and inflectional endings (-s, -ed, -ing). (math, science, social studies)	E-10: reading base words and inflectional endings (-s, -ed, -ing) and identifying their functions; (tense, plurality, comparison and part of speech). (math, science, social studies)	B-10: reading words with appropriate pronunciation and applying knowledge of parts of speech and the function of inflectional endings. (math, science, social studies)	LI-10: applying knowledge of inflectional endings to include regular and irregular forms of words in content area text. (math, science, social studies)	HI-10: N/A

ELL Stage IV: Grades 6-8

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.

The student will demonstrate knowledge of decoding by:

Decoding

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-11: reading words with common prefixes and suffixes with instructional support. (math, science, social studies)	E-11: applying knowledge of affixes to base words in context. (math, science, social studies)	B-11: applying knowledge of affixes to base words in context. (math, science, social studies)	LI-11: applying knowledge of affixes to base words in context. (math, science, social studies)	HI-11: applying knowledge of affixes to base words in context. (math, science, social studies)
PE-12: recognizing and repeating high frequency words. (math, science, social studies)	E-12: reading high frequency words. (math, science, social studies)	B-12: reading high frequency words. (math, science, social studies)	LI-12: reading high frequency words. (math, science, social studies)	HI-12: reading high frequency words. (math, science, social studies)
PE-13: recognizing common contractions.	E-13: reading common contractions.	B-13: reading contractions.	LI-13: reading contractions.	HI-13: reading contractions.

ELL Stage IV: Grades 6-8

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 decoding by:					
Decoding	PE-14: recognizing word order (syntax) in sentences (*e.g., She lives in a shoe. Cats have nine lives*.)	E-14: applying knowledge of word order (syntax) to confirm decoding of text.	B-14: applying knowledge of word order (syntax) to confirm decoding of text.	LI-14: applying knowledge of word order (syntax) to confirm decoding of text. (social studies)	HI-14: applying knowledge of word order (syntax) to confirm decoding of text. (social studies)

ELL Stage IV: Grades 6-8

Reading

Fluency	**Standard 3: The student will read with fluency and accuracy.**				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate fluency and accuracy by:				
	PE-1: reading aloud sight words, sentences, and familiar patterned text (*e.g., poems, chants*).	E-1: reading aloud passages from familiar text, observing phrasing, punctuation and expression.	B-1: reading aloud passages from unfamiliar text, observing phrasing, punctuation and expression.	LI-1: reading aloud passages from familiar content area text, observing phrasing, punctuation and expression.	HI-1: reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression.

ELL Stage IV: Grades 6-8

Reading

Standard 4: 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:					
Comprehending Text	Fiction/Non-Fiction	PE-1: N/A	E-1: designating text as fiction or nonfiction. (math, science, social studies)	B-1: distinguishing between fiction and nonfiction. (math, science, social studies)	LI-1: comparing and contrasting fiction with nonfiction. (math, science, social studies)	HI-1: comparing and contrasting fiction with nonfiction. (math, science, social studies)
		PE-2: N/A	E-2: N/A	B-2: N/A	LI-2: identifying forms of literature (*e.g., poetry, novel, short story, biography, autobiography, drama*) based upon their characteristics. (science, social studies)	HI-2: identifying forms of literature (*e.g., poetry, novel, short story, biography, autobiography, drama*) based upon their characteristics. (science, social studies)
		PE-3: making predictions based on cover, title and illustrations with instructional support.	E-3: making predictions based on cover, title, illustrations and text.	B-3: predicting what might happen next in a reading selection.	LI-3: predicting text content using prior knowledge and text features (*e.g., illustrations, titles, topic sentences, and key words*).	HI-3: generating and confirming predictions about text for accuracy.

ELL Stage IV: Grades 6-8

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

Fiction/Non-Fiction

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:					
	PE-4: answering yes/no questions about text (heard or read) with instructional support. (math, science, social studies)	E-4: answering yes/no questions about text in complete sentences. (math, science, social studies)	B-4: answering who, what, where, when, why, which and how questions about text. (math, science, social studies)	LI-4: answering literal and personal response questions about text. (math, science, social studies)	HI-4: answering literal, inferential and personal response questions about text. (math, science, social studies)
	PE-5: N/A Pre-Req: PE-4	E-5: N/A Pre-Req: E-4	B-5: asking who, what, where, when, why, which and how questions about text. (math, science, social studies)	LI-5: generating clarifying questions about text. (math, science, social studies)	HI-5: generating clarifying questions about text. (math, science, social studies)
	PE-6: retelling a story or event (heard or read) by sequencing pictures. (math, science, social studies)	E-6: retelling a story or event by sequencing event using transition words with instructional support. (math, science, social studies)	B-6: retelling a literary selection by sequencing events using transition words. (math, science, social studies)	LI-6: retelling a literary selection by sequencing events using transition words. (math, science, social studies)	HI-6: retelling a literary selection by sequencing events using transition words. (math, science, social studies)

ELL Stage IV: Grades 6-8

Reading

Comprehending Text

Standard 4: 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-7: N/A	E-7: making connections between reading experiences and life experiences (text-to-self). (science, social studies)	B-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text). (science, social studies)	LI-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text). (science, social studies)	HI-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text). (science, social studies)
	PE-8: identifying the topic from text heard or read. (math, science, social studies)	E-8: identifying the main idea and two-to-three details. (math, science, social studies)	B-8: summarizing the main idea and supporting details from text. (math, science, social studies)	LI-8: summarizing the main idea and supporting details from text using academic vocabulary. (math, science, social studies)	HI-8: summarizing the main idea and supporting details from text using academic vocabulary. (math, science, social studies)

ELL Stage IV: Grades 6-8

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

The student will demonstrate knowledge of reading comprehension by:

Fiction/Non-Fiction

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-9: N/A	E-9: identifying signal words (*e.g., first, next, finally)* that indicate chronological order. (math, science, social studies)	B-9: locating sequential/ chronological order signal words (*e.g., first, next, finally, today, now)* in text. (math, science, social studies)	LI-9: locating sequential/ chronological order signal words (*e.g., first, next, finally, today, now, meanwhile, not long ago)* in text. (math, science, social studies)	HI-9: locating sequential/ chronological order signal words (*e.g., first, next, finally, today, now, meanwhile, not long ago)* in text. (math, science, social studies)
PE-10: NA	E-10: identifying signal words in text that indicate comparison/contrast (*e.g., similarly, on the other hand, however, yet, in spite of*). (science, social studies)	B-10: locating signal words in text that indicate comparison/contrast (*e.g., similarly, on the other hand, however, yet, in spite of*). (science, social studies)	LI-10: locating signal words in text that indicate comparison/contrast (*e.g., similarly, on the other hand, however, yet, in spite of*). (science, social studies)	HI-10: locating signal words in text that indicate comparison/ contrast (*e.g., similarly, on the other hand, however, yet, in spite of*). (science, social studies)

ELL Stage IV: Grades 6-8

Reading

Standard 4: 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:				
Comprehending Text	Fiction/Non-Fiction	PE-11: NA	E-11: identifying signal words in text that indicate cause and effect (*e.g., as a result of, consequently, so that, because of, since*). (science, social studies)	B-11: locating signal words in text that indicate cause and effect (*e.g., as a result of, consequently, so that, because of, since*). (science, social studies)	LI-11: locating signal words in text that indicate cause and effect. (*e.g., as a result of, consequently, so that, because of, since*). (science, social studies)	HI-11: locating signal words in text that indicate cause and effect (*e.g., as a result of, consequently, so that, because of, since*). (science, social studies)
		PE-12: NA	E-12: identifying the author's main purpose (*e.g., to inform, to persuade, to entertain*). (social studies)	B-12: identifying the author's main purpose (*e.g., to inform, to persuade, to entertain*). (social studies)	LI-12: determining the author's main purpose (*e.g., to inform, to persuade, to entertain*). (social studies)	HI-12: determining the author's stated or implied purpose (*e.g., to inform, to persuade, to entertain*). (social studies)

ELL Stage IV: Grades 6-8

Reading

Standard 4: 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:						
Comprehending Text	Fiction/Non-Fiction	PE-13: NA	E-13: identifying the cause and effect relationship between two related events in a literary selection, with instructional support. (science, social studies)	B-13: identifying the cause and effect relationship between two related events in a literary selection. (science, social studies)	LI-13: determining the cause and effect relationship between two related events in a literary selection. (science, social studies)	HI-13: determining the cause and effect relationship between two related events in a literary selection. (science, social studies)
		PE-14: NA	E-14: NA	B-14: drawing conclusions from information implied or inferred in a literary selection. (social studies)	LI-14: drawing conclusions from information implied or inferred in a literary selection. (social studies)	HI-14: drawing conclusions from information implied or inferred in a literary selection. (social studies)
	Fiction	PE-15: identifying characters within a fictional text heard or read.	E-15: identifying major characters within a fictional text.	B-15: distinguishing between major and minor characters within a fictional text.	LI-15: describing the characteristics of the major and minor characters within a fictional text.	HI-15: analyzing the motivations of the major and minor characters within a fictional text.

ELL Stage IV: Grades 6-8

Reading

Comprehending Text

Standard 4: 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-16: comparing and contrasting two characters within a fictional text heard or read, with instructional support.	E-16: comparing and contrasting two characters within a fictional text with instructional support.	B-16: comparing and contrasting two characters within a fictional text.	LI-16: comparing and contrasting two characters within a fictional text.	HI-16: comparing, contrasting, and describing the connections between two characters within a fictional text.
	PE-17: identifying the setting within a fictional text heard or read.	E-17: identifying the setting within a fictional text.	B-17: describing the various settings within a fictional text.	LI-17: distinguishing between settings within a fictional text.	HI-17: analyzing the settings within a fictional text.
	PE-18: comparing and contrasting two settings within a fictional text heard or read.	E-18: comparing and contrasting two settings within a fictional text.	B-18: comparing and contrasting two settings within a fictional text.	LI-18: comparing and contrasting two settings within a fictional text.	HI-18: comparing, contrasting, and describing the connections between two settings within a fictional text.

ELL Stage IV: Grades 6-8

Reading

Standard 4: 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:					
Comprehending Text	Fiction	PE-19: N/A	E-19: identifying the plot (sequence of events) in a fictional text heard or read.	B-19: identifying the main problem or conflict of a plot in a fictional text.	LI-19: identifying the plot and its components (*e.g., main events, conflict, rising action, climax, falling action resolution*) in a fictional text.	HI-19: describing the plot and its components (*e.g., main events, conflict, rising action, climax, falling action and resolution*) in a fictional text.
		PE-20: relating illustrations to fictional text.	E-20: relating illustrations to fictional text.	B-20: relating illustrations to fictional text.	LI-20: relating illustrations to fictional text.	HI-20: relating illustrations to fictional text.
	Non-Fiction	PE-21: NA	E-21: identifying content area vocabulary within math, science and social studies text. (math, science, social studies)	B-21: applying understanding of content area vocabulary within math, science and social studies texts. (math, science, social studies)	LI-21: applying understanding of content area vocabulary within math, science and social studies texts. (math, science, social studies)	HI-21: applying understanding of content area vocabulary within math, science and social studies texts. (math, science, social studies)

ELL Stage IV: Grades 6-8

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

The student will demonstrate knowledge of reading comprehension by:

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Non-Fiction	PE-22: following simple one-to-two step written instructions with visual support. (math, science, social studies)	E-22: following simple one-to-two step written instructions. (math, science, social studies)	B-22: following a set of written multi-step instructions to perform routine procedures and answer questions. (math, science, social studies)	LI-22: following a set of written multi-step instructions to perform routine procedures, answer questions or solve problems in math, science and social studies. (math, science, social studies)	HI-22: following a set of written multi-step instructions to perform unfamiliar procedures, answer questions or solve problems in math, science and social studies. (math, science, social studies)
	PE-23: NA	E-23: identifying print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) needed for a specific purpose. (math, science, social studies)	B-23: locating information in print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) periodicals for a specific purpose. (math, science, social studies)	LI-23: locating information in print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) for a specific purpose. (math, science, social studies)	HI-23: locating information in print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) for a specific purpose. (math, science, social studies)

ELL Stage IV: Grades 6-8

Reading

Standard 4: 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:				
Comprehending Text	Non-Fiction	PE-24: identifying external text (*e.g., illustrations, photographs, charts, maps, diagrams, graphs*) within nonfiction text. (math, science and social studies)	E-24: selecting external text (*e.g., illustrations, photographs, charts, timelines, maps, diagrams, graphs, tables*) within nonfiction text for a specific purpose. (math, science, social studies)	B-24: locating information from external text within nonfiction text for a specific purpose. (math, science, social studies)	LI-24: ,interpreting information from external text within nonfiction text for a specific purpose. (math, science, social studies)	HI-24: interpreting information from external text within nonfiction text for a specific purpose. (math, science, social studies)
		PE-25: N/A	E-25: identifying print (font) features in nonfiction text. (*e.g., bold face, italicized, underlined*). (math, science, social studies)	B-25: explaining the purpose of print (font) features in nonfiction text. (math, science, social studies)	LI-25: explaining the purpose of print (font) features in nonfiction text. (math, science, social studies)	HI-25: explaining the purpose of print (font) features in nonfiction text. (math, science, social studies)

ELL Stage IV: Grades 6-8

Reading

Standard 4: 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:				
Comprehending Text	Non-Fiction	PE-26: N/A	E-26: identifying organizational features on a page of nonfiction text. (*e.g., indentation, title, headings, subheadings, boxed information, bulleted information, captions, cutaways*). (math, science, social studies)	B-26: locating specific information using the organizational features on a page of nonfiction text. (math, science, social studies)	LI-26: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)	HI-26: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)
		PE-27: identifying the organizational features of a book (*e.g., cover title page, index, glossary, table of contents, appendix*). (math, science, social studies)	E-27: identifying the purpose of an organizational feature of a book. (math, science, social studies)	B-27: selecting an organizational feature of a book for a specific purpose. (math, science, social studies)	LI-27: locating information from an organizational feature of a book for a specific purpose. (math, science, social studies)	LI-27: locating information from an organizational feature of a book for a specific purpose. (math, science, social studies)

ELL Stage IV: Grades 6-8

Reading

Comprehending Text

Standard 4: 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-28: recognizing functional documents (*e.g., maps, schedules, forms, menus and graphic organizers*).	E-28: identifying functional documents (*e.g., maps, graphs, tables, graphic organizers*) in math, science and social studies.	B-28: interpreting information in functional documents (*e.g., maps, schedules, letters, graphic organizers*) for a specific purpose.	LI-28: locating information in functional documents (*e.g., letters, memos, directories, search engines, manuals, recipes, graphic organizers*).	HI-28: interpreting information in functional documents (*e.g., memos, directories, search engines, manuals, recipes, graphic organizers*).
	PE-29: identifying and comparing two items within an expository text heard or read. (math, science, social studies)	E-29: comparing and contrasting two items within an expository text. (math, science, social studies)	B-29: comparing and contrasting two items within an expository text. (math, science, social studies)	LI-29: comparing and contrasting two items within an expository text. (math, science, social studies)	HI-29: comparing and contrasting two items within an expository text. (math, science, social studies)
	PE-30: NA	E-30: NA	B-30: identifying fact and opinion in persuasive text. (social studies)	LI-30: distinguishing fact from opinion in persuasive text by providing supporting evidence. (social studies)	HI-30: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. (social studies)

ELL Stage IV: Grades 6-8

Reading

Standard 4: 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:					
Comprehending Text	Non-Fiction	PE-31: N/A	E-31: N/A	B-31: identifying words used in persuasive text to affect the reader (*e.g., stereotypes, testimonial, exaggeration, loaded words*). (social studies)	LI-31: identifying words used in persuasive text to affect the reader (*e.g., stereotypes, testimonial, exaggeration, loaded words*). (social studies)	HI-31: identifying words used in persuasive text to affect the reader (*e.g., stereotypes, testimonial, exaggeration, loaded words*). (social studies)
	Fiction/Non-Fiction	PE-32: identifying repetition in poetry.	E-32: identifying rhyme and repetition in poetry.	B-32: identifying characteristics and structural elements (*e.g., imagery, rhyme, verse, rhythm of poetry*).	LI-32: differentiating the characteristics and structural elements (*e.g., imagery, rhyme, verse, rhythm of poetry*).	HI-32: identifying the types of poetry by characteristics and structural elements.

ELL Stage IV: Grades 6-8

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student at this level has a limited ability to write in English. The student recognizes that spoken words are represented by written language. The student relays short messages using pictures, imitative writing, or dictating key words to an adult.

Emergent

The student at this level has a limited ability to write in English. The student recognizes that spoken words are represented by written language. The student relays short messages by using pictures, imitative writing, or dictating key words to an adult. The student may be able to write upper and lower case letters of the alphabet.

Basic

The student at this level has a limited ability to write in English. The student applies sound/symbol relationships to spell high frequency words in sentences and short phrases. The student uses correct subject/verb agreement in a variety of writing applications. The student uses writing conventions to write one or more paragraphs in a variety of writing applications. Errors in writing conventions may impede reader's comprehension.

Low Intermediate

The student at this level has an ability to write in English. The student uses standard writing conventions to write one more detailed paragraphs in a variety of writing applications. The student uses correct subject/verb agreement in a variety of sentence types. Errors in writing conventions may impede reader's comprehension. .

High Intermediate

The student at this level has an ability to write in English. The student uses standard writing conventions to write multiple detailed paragraphs in a variety of writing applications. The student uses correct subject/verb agreement in a variety of sentence types. Errors in writing conventions do not impede reader's comprehension.

ELL Stage IV: Grades 6-8

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
Writing Applications	Narrative	PE-1: writing words or combination of words and phrases about real or imagined events, observations or memories, with instructional support. (social studies)	E-1: writing phrases and/or sentences about real or imagined events, observations or memories. (social studies)	B-1: writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting. (social studies)	LI-1: writing one or more narrative paragraphs that include characters, setting, sensory details and logical sequencing to develop the plot. (social studies)	HI-1: writing one or more narrative paragraphs that include an engaging plot, developed characters, setting, figurative language, and dialogue as appropriate. (social studies)
		PE-2: copying/ writing simple poetry or chants from a model. (math, science, social studies)	E-2: writing simple rhymes with instructional support. (math, science, social studies)	B-2: writing simple, formulaic poetry using rhythm and rhyme. (math, science, social studies)	LI-2: writing simple poetry using rhythm, rhyme, and sensory details. (math, science, social studies)	HI-2: writing simple poetry using various techniques including use of figurative language. (math, science, social studies)

ELL Stage IV: Grades 6-8

Writing

Writing Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Narrative	PE-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes, with instructional support. (math, science, social studies)	E-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes. (math, science, social studies)	B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes. (math, science, social studies)	LI-3: taking notes using teacher or student selected formats based upon knowledge of oral or written text structures. (math, science, social studies)	HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures. (math, science, social studies)
Expository	PE-4: writing a combination of words and phrases based on research, with instructional support. (math, science, social studies)	E-4: writing phrases and/or sentences based on research using topic sentences, main ideas, relevant facts, details, and concluding statements, with instructional support. (math, science, social studies)	B-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements. (math, science, social studies)	LI-4: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements. (math, science, social studies)	HI-4: writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements. (math, science, social studies)

ELL Stage IV: Grades 6-8

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

Writing Applications	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:					
Expository	PE-5: writing a combination of words and phrases representing the observations of scientific investigations, with instructional support. (science)	E-5: writing questions for further inquiry based on observations of scientific investigations, with instructional support. (science)	B-5: writing original questions and predictions for further inquiry based on the conclusions of scientific investigations. (science)	LI-5: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around scientific investigations with instructional support. (science)	HI-5: organizing and recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigations. (science)
Functional	PE-6: N/A	E-6: N/A	B-6: writing a variety of functional text (*e.g., instructions, directions*) that addresses the audience, stated purpose and context. (math, science, social studies)	LI-6: writing a variety of functional text (*e.g., directions, procedures, graphs/tables, brochures*) that addresses audience, stated purpose and context. (math, science, social studies)	HI-6: writing a variety of functional text (*e.g., directions, procedures, graphs/tables, brochures*) that addresses audience, stated purpose and context. (math, science, social studies)

ELL Stage IV: Grades 6-8

Writing

Writing Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Functional	PE7: writing notes or messages using a template. (social studies)	E-7: writing friendly letters and invitations using simple words and phrases, and addressing an envelope, with instructional support. (social studies)	B-7: writing friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context, and addressing an envelope. (social studies)	LI-7: writing a formal letter (*e.g., business letter, letter to the principal or teacher*) that presents information purposefully and follows a conventional format, with instructional support. (social studies)	HI-7: writing a formal letter (*e.g., business letter, letter to the principal or teacher*) that presents information purposefully and follows a conventional format. (social studies)
Persuasive	PE-8: writing words and phrases to influence the reader, with instructional support. (social studies)	E-8: writing simple sentences to influence the reader, with instructional support. (social studies)	B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader. (social studies)	LI-8: writing multiple paragraphs of persuasive text which state a clear position and relevant evidence. (social studies)	HI-8: writing an essay which states a clear position, convincing arguments and relevant evidence. (social studies)

ELL Stage IV: Grades 6-8

Writing

Writing Applications	**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:				
Literary Response	PE-9: writing a combination of words and phrases representing the main idea of varied texts, with instructional support.	E-9: writing a short response that identifies the main idea, characters, and setting of varied texts using simple words and phrases.	B-9: writing a summary that identifies the main idea, characters, and setting of varied texts.	LI-9: writing a book report that identifies the main idea, characters, setting, events, and plot of varied texts.	HI-9: writing a book report that reflects the main idea, characters, setting, events, and plot of varied texts.

ELL Stage IV: Grades 6-8

Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will identify and apply conventions of standard English in his or her written communications by:					
Standard English Conventions	Penmanship	PE-1: legibly writing numbers, upper and lower case letters of the alphabet.	E-1: legibly writing numbers and letters independently and with directionality (top to bottom, left to right).	B-1: legibly and independently writing upper and lower case cursive letters and words (signature) with proper spacing.	LI-1: legibly and independently writing cursive sentences (*e.g., notes messages*).	HI-1: legibly and independently using cursive writing for academic applications (*e.g., note taking, drafting*).
	Spelling	PE-2: using common spelling of words with short and long vowel sounds, and high frequency words, with instructional support.	E-2: using common spelling of high frequency words, word families and rhyming words.	B-2: using common spelling of CVC (*e.g., cat*), CCVC (*e.g., ship*), CVCC (*e.g., sink*) words, r-controlled words (*e.g., cart, burn*), diphthongs (*e.g., out, oil*), digraphs (*e.g., phone, meat*) and irregular plurals (*e.g., children*).	LI-2: using common spelling of homonyms, inflectional endings (*e.g., -ed, -ing, -er*), prefixes (*e.g., pre-, pro-, non-*) and suffixes (*e.g., -al, -ology*).	HI-2: using common spelling patterns and generalizations to spell words (*e.g., 'i before e', plurals of words ending with 'y', doubling of final consonant*).

ELL Stage IV: Grades 6-8

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:					
	Capitalization	PE-3: writing words using appropriate capitalization (*e.g., proper nouns, pronoun 'I'*) with instructional support. (social studies)	E-3: writing words and simple sentences using appropriate capitalization (*e.g., proper nouns, pronoun "I", sentence beginnings*) with instructional support. (social studies)	B-3: writing words and sentences using appropriate capitalization (*e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names*). (social studies)	LI-3: writing sentences and simple paragraphs using appropriate capitalization (*e.g., proper nouns, the pronoun "I", titles, abbreviations, words used as names, historical events*). (social studies)	HI-3: writing paragraphs using appropriate capitalization (*e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names, historical events*). (social studies)

ELL Stage IV: Grades 6-8

Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will identify and apply conventions of standard English in his or her written communications by:				
Standard English Conventions	Punctuation	PE-4: writing simple sentences using appropriate ending punctuation (i.e., period, exclamation mark, question mark) with instructional support. (math, science, social studies)	E-4: writing simple sentences using appropriate punctuation (*e.g., ending punctuation, period: abbreviations, colons: time*) with instructional support. (math, science, social studies)	B-4: writing sentences using appropriate punctuation (*e.g., ending punctuation; period: abbreviations; colons: time; commas: items in a series, introductory words, friendly letters; apostrophes: contractions*). (math, science, social studies)	LI-4: writing sentences and simple paragraphs using appropriate punctuation (*e.g., ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles*). (math, science, social studies)	HI-4: writing paragraphs using appropriate punctuation (*e.g., ending punctuation;, periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources*). (math, science, social studies)

ELL Stage IV: Grades 6-8

Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will identify and apply conventions of standard English in his or her written communications by:				
Standard English Conventions	Grammar/Parts of Speech	PE-5: using various subjects (*e.g., common nouns, pronouns*) in sentences (i.e., S-V, S-V-O) in a variety of writing applications with instructional support. (math, science, social studies)	E-5: using various subjects (*e.g., common nouns and proper nouns pronouns*) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications with instructional support. (math, science, social studies)	B-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications. (math, science, social studies)	LI-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications. (math, science, social studies)	HI-5: using various subjects in sentences in a variety of writing applications. (math, science, social studies)
		PE-6: using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support. (math, science, social studies)	E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications. (math, science, social studies)	B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications. (math, science, social studies)	LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications. (math, science, social studies)	HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications. (math, science, social studies)

ELL Stage IV: Grades 6-8

Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:					
Standard English Conventions: Grammar/Parts of Speech	PE-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O) in a variety of writing applications, with instructional support. (math, science, social studies)	E-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications. (math, science, social studies)	B-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications. (math, science, social studies)	LI-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications. (math, science, social studies)	HI-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications. (math, science, social studies)
	PE-8: N/A Pre-Req: PE-5,6,7	E-8: using noun phrases in sentences. (math, science, social studies)	B-8: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)	LI-8: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)	HI-8: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)

ELL Stage IV: Grades 6-8

Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:					
Standard English Conventions: Syntax/Sentence Construction	PE-9: using simple declarative sentences (i.e., S-V, S-V-O) in a variety of writing applications, with instructional support. (math, science, social studies)	E-9: using simple (i.e., S-V, S-V-O, S-V-C, S-V-O-P) declarative sentences in a variety of writing applications, with instructional support. (math, science, social studies)	B-9: using simple and/or compound declarative sentences in a variety of writing applications. (math, science, social studies)	LI-9: using simple, compound, and/or complex declarative sentences in a variety of writing applications. (math, science, social studies)	HI-9: using various declarative sentence structures in a variety of writing applications. (math, science, social studies)
	PE-10: N/A Pre-Req: PE-9	E-10: using sentences in the positive (*e.g., I am tall*.) and negative (*e.g., I am not tall*.) sentence construction forms, in a variety of writing applications, with instructional support. (math, science, social studies)	B-10: using sentences in the positive (*e.g., I am tall*.) and negative (*e.g., I am not tall*.) sentence construction forms, in a variety of writing applications. (math, science, social studies)	LI-10: using sentences in the positive (*e.g., I am tall*.) and negative (*e.g., I am not tall*.) sentence construction forms, in a variety of writing applications. (math, science, social studies)	HI-10: using sentences in the positive (*e.g., I am tall*.) and negative (*e.g., I am not tall*.) sentence construction forms, in a variety of writing applications. (math, science, social studies)

ELL Stage IV: Grades 6-8

Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:					
Standard English Conventions / Syntax/Sentence Construction	PE-11: using interrogative sentences in a variety of writing applications, with instructional support. (math, science, social studies)	E-11: using interrogative sentences in a variety of writing applications, with instructional support. (math, science, social studies)	B-11: using interrogative sentences in a variety of writing applications. (math, science, social studies)	LI-11: using interrogative sentences in a variety of writing applications. (math, science, social studies)	HI-11: using interrogative sentences in a variety of writing applications. (math, science, social studies)
	PE-12: N/A Pre-Req: PE-9	E-12: using exclamatory sentences in a variety of writing applications, with instructional support.	B-12: using exclamatory sentences in a variety of writing applications.	LI-12: using exclamatory sentences in a variety of writing applications.	HI-12: using exclamatory sentences in a variety of writing applications.
	PE-13: N/A Pre-Req: PE-9	E-13: using imperative sentences in a variety of writing applications, with instructional support.	B-13: using imperative sentences in a variety of writing applications.	LI-13: using imperative sentences in a variety of writing applications.	HI-13: using imperative sentences in a variety of writing applications.

ELL Stage IV: Grades 6-8

Writing

Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.

Writing Process		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
Writing Process	Pre-Writing	PE-1: recording ideas during group pre-writing activities (*e.g., webbing, listing, using pictures*). (math, science, social studies)	E-1: generating and organizing ideas during pre-writing activities with instructional support. (math, science, social studies)	B-1: generating, recording, and organizing ideas for pre-writing. (math, science, social studies)	LI-1: generating, organizing, and maintaining a record of ideas for pre-writing. (math, science, social studies)	HI-1: generating, organizing, maintaining and evaluating ideas for pre-writing. (math, science, social studies)
		PE-2: N/A	E-2: N/A	B-2: determining the purpose (*e.g., to entertain, to inform, to explain*) of a writing piece with instructional support.	LI-2: determining the purpose (*e.g., to entertain, to inform, to explain, to persuade*) of a writing piece.	HI-2: determining the purpose (*e.g., to entertain, to inform, to explain, to persuade*) of a writing piece.
	Drafting	PE-3: creating a group draft, scripted by the teacher, to plan writing. (science, social studies)	E-3: creating a draft from pre-writing activities, with instructional support. (science, social studies)	B-3: using a pre-writing plan (*e.g., graphic organizer, KWL chart, log*) to develop a draft with main ideas. (social studies)	LI-3: analyzing information on a pre-writing plan (*e.g., graphic organizer, KWL chart, log*) to develop a draft with main ideas. (social studies)	HI-3: evaluating information on a pre-writing plan (*e.g., graphic organizer, KWL chart, log*) to develop a draft with main idea. (social studies)

ELL Stage IV: Grades 6-8

Writing

Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.

Writing Process	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:					
Revising	PE-4: revising a group draft, and adding additional details for clarity with instructional support. (science, social studies)	E-4: reviewing the draft with assistance of peers, checklists, or rubrics, and adding details for clarity. (science, social studies)	B-4: identifying and applying tools (*e.g., resources, reference materials*) or strategies (*e.g., peer review, rubrics*) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning. (science, social studies)	LI-4: applying appropriate tools (*e.g., resources, reference materials*) or strategies (*e.g., peer review, rubrics*) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning. (science, social studies)	HI-4: applying appropriate tools (*e.g. resources, reference materials*) or strategies (*e.g., peer review, rubrics*) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning. (science, social studies)
Editing	PE-5: N/A	E-5: identifying and correcting basic punctuation errors in the draft, with instructional support. (science, social studies)	B-5: identifying and correcting basic punctuation errors in the draft. (science, social studies)	LI-5: identifying and correcting errors in conventions (*e.g., sentence structure, spelling, capitalization, punctuation*) in the draft, with instructional support. (science, social studies)	HI-5: identifying and correcting errors in conventions (*e.g., sentence structure, spelling, capitalization, punctuation*) in the draft. (science, social studies)

ELL Stage IV: Grades 6-8

Writing

Writing Process	**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:				
Publishing	PE-6: presenting a final product in a visual format that includes text (*e.g., collages, labeling, captioning posters, multimedia*). (science, social studies)	E-6: presenting writing in a simple text format (*e.g., simple sentences, two to three word phrases*). (science, social studies)	B-6: presenting writing in a format appropriate to audience and purpose (*e.g., oral presentations, timelines, paragraphs, manuscripts, multimedia*). (science, social studies)	LI-6: presenting writing related to a content area in a format appropriate to audience and purpose. (science, social studies)	HI-6: presenting writing related to a content area in a format appropriate to audience and purpose, within a set time period. (science, social studies)

ELL Stage IV: Grades 6-8

Writing

Writing Elements
Ideas, Word Choice, Organization, Voice, Sentence Fluency

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
PE-1: using labels, captions or pictures to convey meaning. (science, social studies)	E-1: writing stand-alone text that expresses a clear general message. (science, social studies)	B-1: writing text that incorporates details. (science, social studies)	LI-1: writing clearly focused text that incorporates relevant details. (science, social studies)	HI-1: writing clearly focused text suited to an audience and purpose that incorporates relevant supporting details. (science, social studies)
PE-2: organizing content (*e.g. captions, pictures*) into a selected format that demonstrates sequencing (i.e., beginning, middle, end). (science, social studies)	E-2: writing simple sentences to support a main idea. (science, social studies)	B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas. (science, social studies)	LI-2: writing paragraphs with a logical organizing principle, transitions and relevant supporting details. (science, social studies)	HI-2: writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution. (science, social studies)

ELL Stage IV: Grades 6-8

Writing

Writing Elements
Ideas, Word Choice, Organization, Voice, Sentence

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
PE-3: N/A	E-3: N/A	B-3: writing a paragraph using selected words that convey intended meaning. (science, social studies)	LI-3: writing paragraphs using language appropriate to the audience and purpose (i.e., formal vs. informal). (science, social studies)	HI-3: writing paragraphs showing an awareness of audience and appropriate to the topic and type of writing. (science, social studies)
PE-4: N/A	E-4: selecting appropriate words to create simple sentences to support a main idea. (science, social studies)	B-4: writing a paragraph using expressive and descriptive words that convey the intended meaning. (science, social studies)	LI-4: writing paragraphs using phrases that convey intended meaning and style. (science, social studies)	HI-4: writing paragraphs using original, varied and natural word choices, including literal and figurative language. (science, social studies)

ELL Stage IV: Grades 6-8

Writing

Writing Process Ideas, Word Choice, Organization, Voice, Sentence Fluency	**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.**				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
	PE-5: writing simple sentences, with support. (science, social studies)	E-5: writing simple sentences. (science, social studies)	B-5: writing simple and compound sentences that flow together and sound natural. (science, social studies)	LI-5: writing paragraphs using simple and compound sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing. (science, social studies)	HI-5: writing paragraphs using simple, compound and complex sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing. (science, social studies)

ELL Stage IV: Grades 6-8

Writing

Research

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
PE-1: recording information using non-linguistic representations (*e.g., tables, maps*) with instructional support. (math, science, social studies)	E-1: organizing information using non-linguistic representations, and/or simple words and phrases (*e.g., tables and maps*). (math, science, social studies)	B-1: summarizing events using topic sentences, main ideas, relevant facts, details, and concluding statements. (science, social studies)	LI-1: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements. (science, social studies)	HI-1: writing essays and reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements. (science, social studies)
PE-2: visually representing the observations of scientific investigations. (science)	E-2: writing questions for further inquiry based on a scientific investigation, with instructional support. (science)	B-2: writing original questions and predictions for further inquiry based on the conclusions of a scientific investigation. (science)	LI-2: organizing student collected data (*e.g., facts they learn, procedures they conduct*) in appropriate format. (science, social studies)	HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation. (science, social studies)

ELL Stage IV: Grades 6-8

Writing

Research

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
PE-3: listing resources by title. (science, social studies)	E-3: listing resources by author and title. (science, social studies)	B-3: listing resources using a consistent format. (science, social studies)	LI-3: listing resources using a consistent format to quote information, and supply citations. (science, social studies)	HI-3: quoting or paraphrasing information sources, and supplying citations. (science, social studies)
PE-4: N/A. Pre-Req: PE-1,2,3	E-4: N/A Pre-Req: PE-1,2,3	B-4: paraphrasing information from at least one source. (science, social studies)	LI-4: paraphrasing information from a variety of sources. (science, social studies)	HI-4: paraphrasing and integrating information from a variety of sources, and distinguishing between relevant and/or extraneous information. (science, social studies)

ELL Stage IV: Grades 6-8

Writing

Research

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
PE-5: N/A	E-5: N/A	B-5: producing group reports including understanding the purpose of the project, and assigning research tasks. (science, social studies)	LI-5: producing group reports including summarizing the purpose of the project, reaching consensus regarding the research, and assigning research tasks. (science, social studies)	HI-5: producing group reports including summarizing the purpose of the project reaching consensus regarding the research, and setting and meeting timelines. (science, social studies)

ELL Stage IV: Grades 6-8

Language Strand

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

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

The student will demonstrate knowledge of parts of speech by:

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Nouns (N)	PE-1: defining a noun as a person, place, or thing; classifying singular common nouns. (math, science, social studies)	E-1: defining a noun; using definite and indefinite articles with singular common nouns. (math, science, social studies)	B-1: defining and classifying singular common and proper nouns with definite and indefinite articles as appropriate. (math, science, social studies)	LI-1: using singular common and proper nouns with definite and indefinite articles as appropriate. (math, science, social studies)	HI-1: justifying use of common versus proper nouns and definite versus indefinite articles (*e.g., I used "a thought" versus "an thought" because thought begins with a consonant sound*). (math, science, social studies)
	PE-2: defining singular and plural as it relates to common nouns. (math, science, social studies)	E-2: classifying common nouns as singular or plural with definite and indefinite articles. (math, science, social studies)	B-2: defining and classifying singular and plural common and proper nouns with definite and indefinite articles as appropriate. (math, science, social studies)	LI-2: using singular or plural common and proper nouns with definite and indefinite articles as appropriate. (math, science, social studies)	HI-2: justifying 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*). (math, science, social studies)

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

The student will demonstrate knowledge of parts of speech by:

Nouns (N)

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-3: N/A Pre-Req: PE-1, 2	E-3: distinguishing between regular and irregular plural nouns.	B-3: converting a given singular noun into an irregular plural noun with definite and indefinite articles as appropriate.	LI-3: converting a singular noun into a regular or an irregular plural noun with definite and indefinite articles as appropriate.	HI-3: using singular or plural common and proper nouns with definite and indefinite articles as appropriate.
PE-4: N/A Pre-Req: PE-1, 2	E-4: N/A Pre-Req: E-1, 2	B-4: distinguishing between count and non-count nouns with definite and indefinite articles as appropriate.	LI-4: using count and non-count noun with definite and indefinite articles as appropriate.	HI-4: using count and non-count nouns with definite and indefinite articles and/or quantifiers as appropriate. (*e.g., 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	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.

ELL Stage IV: Grades 6-8

Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of parts of speech by:					
Standard English Conventions	Nouns (N)	PE-6: N/A Pre-Req: PE-1	E-6: defining possessive nouns; repeating phrases with singular possessive nouns.	B-6: producing a response using a singular possessive noun. (*e.g., It is Mary's book*.)	LI-6: using singular possessive nouns.	HI-6: distinguishing between plural nouns and singular possessive nouns.
		PE-7: N/A Pre-Req: PE-1, 2	E-7: N/A Pre-Req: E-1, 2	B-7: defining and producing responses using a plural possessive noun.	LI-7: using plural possessive nouns.	HI-7: using regular and irregular plural possessive nouns.
	Verbs (V)	PE-1: identifying physical action as verbs, with instructional support.	E-1: identifying physical action, mental action, and state of being (to be) as verbs, with instructional support.	B-1: defining and classifying physical action, mental action, and state of being (to be) as verbs.	LI-1: defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.	HI-1: defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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	Verbs (V)	PE-23: N/A Pre-Req: PE-9	E-23: N/A Pre-Req: E-9	B-23: differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.	LI-23: differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.	HI-23: differentiating between the use of simple past tense and the present perfect tense.
		PE-24: N/A Pre-Req: PE-1	E-24: N/A Pre-Req: E-1	B-24: identifying non-action/stative verbs without a present progressive form (*e.g., want, need, like*).	LI-24: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (*e.g., want, need, like*) with instructional support. (*e.g., "I am longing for a vacation." versus "I want a vacation."*)	HI-24: differentiating between the use of action verbs and non-action/stative verbs without a present progressive.

ELL Stage IV: Grades 6-8

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	Verbs (V)	PE-25: N/A Pre-Req: PE-1	E-25: N/A Pre-Req: E-1	B-25: comparing action verbs with non-action/stative verbs (*e.g., see/watch, hear/listen*) in context, with instructional support.	LI-25: differentiating between the use of action verbs and non-action/stative verbs (*e.g., see/watch, hear/listen*) in context.	HI-25: differentiating between the use of action verbs and non-action/stative verbs (*e.g., see/watch, hear/listen*) in context.
		PE-26 : N/A	E-26: N/A	B-26: N/A	LI-26: producing sentences using the passive voice in the simple past, present and future tenses with instructional support.	HI-26: producing sentences using the passive voice in the simple and progressive tenses with instructional support.
		PE-27: N/A	E-27: N/A	B-27: N/A	LI-27: N/A	HI-27: comparing transitive (*e.g., lay, raise*) and intransitive (*e.g., lie, rise*) verbs in context, with instructional support.

ELL Stage IV: Grades 6-8

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	Verbs (V)	PE-28: N/A	E-28: N/A	B-28: choosing a past perfect tense verb (*e.g., "I had walked." versus "I walked."*) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-28: producing declarative, negative, and interrogative simple sentences using past perfect tense verbs with subject-verb agreement and with instructional support.	HI-28: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.
		PE-29: N/A	E-29 : N/A	B-29: choosing a future perfect tense verb (*e.g., "I will have walked." versus "I will walk."*) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-29: producing declarative, negative, and interrogative simple sentences using future perfect tense verbs with subject-verb agreement and with instructional support.	HI-29: producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions	**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:					
	Verbs (V)	PE-30: N/A	E-30: N/A	B-30: choosing a present perfect progressive tense verb (*e.g., "I have been swimming." versus "I am swimming."*) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-30: producing declarative, negative, and interrogative simple sentences using present perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-30: producing declarative, negative, and interrogative sentences using present perfect progressive tense verbs with subject-verb agreement.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions						
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:						
	Verb (V)	PE-31 : N/A	E-31 : N/A	B-31: choosing a past perfect progressive tense verb (*e.g., "I had been swimming." versus "I was swimming."*) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-31: producing declarative, negative, and interrogative simple sentences using past perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-31: producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement.

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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:					
	Pronouns (PRO)	PE-1: defining pronouns; selecting singular personal subjective pronouns to complete a given sentence.	E-1: defining pronouns; selecting singular and plural personal subjective pronouns to complete a given sentence.	B-1: using personal subjective pronouns.	LI-1: using personal subjective pronouns.	HI-1: using and justifying the appropriate personal subjective pronouns based upon the antecedent.
		PE-2: listing and selecting personal singular objective pronouns to complete a given sentence.	E-2: listing and selecting singular and plural personal objective pronouns to complete a given sentence.	B-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.	LI-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.	HI-2: using and justifying (*e.g., I used "them" instead of "they" because…*) the appropriate personal subjective and personal objective pronouns.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

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:					
Pronouns (PRO)	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., my versus mine*); using personal possessive pronouns.	HI-3: using and justifying (*e.g., I used "your" instead of "yours" because…*) the appropriate adjective form of the personal possessive pronoun versus the objective form.
	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.

ELL Stage IV: Grades 6-8

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-5: N/A	E-5: selecting demonstrative pronouns to complete a given sentence.	B-5: using demonstrative pronouns.	LI-5: using demonstrative pronouns.	HI-5: using and justifying demonstrative pronouns.
		PE-6: selecting interrogative pronouns who and what to complete a given sentence.	E-6: using interrogative pronouns who, what, and which.	B-6: using interrogative pronouns (including whose and whom).	LI-6: using interrogative pronouns.	HI-6: using and justifying interrogative pronouns.
		PE-7: N/A	E-7: listing and selecting reflexive pronouns to complete a given sentence.	B-7: listing and selecting reflexive and intensive pronouns to complete a given sentence.	LI-7: using reflexive and intensive pronouns.	HI-7: stating when to use reflexive and intensive pronouns and using reflexive and intensive pronouns.

ELL Stage IV: Grades 6-8

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-8: N/A	E-8: N/A	B-8: categorizing indefinite pronouns into singular and plural.	LI-8: stating when to use indefinite pronouns and using indefinite pronouns.	HI-8: using and justifying the use of indefinite pronouns.
		PE-9: N/A	E-9: N/A	B-9: listing and selecting relative pronouns to complete a given sentence.	LI-9: stating when to use relative pronouns and using relative pronouns.	HI-9: using and justifying the use of relative pronouns.
	Adjectives (ADJ)	PE-1: naming and sorting adjectives by size, color, shape, and quantity with nouns. (math, science, social studies)	E-1: defining adjectives and selecting adjectives to complete a given sentence. (math, science, social studies)	B-1: producing a series of adjectives in the correct order (i.e., quantity/size/shape/ color). (math, science, social studies)	LI-1: producing a series of adjectives in the correct order (i.e., quantity/size/shape/ color). (math, science, social studies)	HI-1: producing a series of adjectives in the correct order (i.e., quantity/ concept/size/shape/ color). (math, science, social studies)

ELL Stage IV: Grades 6-8

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:					
Adjectives (ADJ)	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.
	PE-4: N/A	E-4: selecting demonstrative adjectives to complete a given sentence.	B-4: using demonstrative adjectives.	LI-4: using demonstrative adjectives.	HI-4: using demonstrative adjectives.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

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:					
Adjectives (ADJ)	PE-5: N/A	E-5: N/A	B-5: defining and listing proper adjectives with a noun (*e.g., Italian man, French toast*).	LI-5: defining and using proper adjectives with nouns.	HI-5: defining and using proper adjectives with nouns.
	PE-6: N/A	E-6: selecting indefinite adjectives (*e.g., all, both, many*) to complete a given sentence.	B-6: using indefinite adjectives with support.	LI-6: using indefinite adjectives.	HI-6: using indefinite adjectives.

ELL Stage IV: Grades 6-8

Language Strand

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:					
Adjectives (ADJ)	PE-7: N/A	E-7: listing comparative and superlative adjectives (*e.g., -er, -est*); selecting a comparative or superlative adjective to complete a given sentence. (math, science, social studies)	B-7: using comparative and superlative (*e.g., -er and -est, more/most/ less/least*) adjectives with support. (math, science, social studies)	LI-7: using comparative and superlative adjectives; listing irregular comparative and superlative (*e.g., bad, worse, wors*t) adjectives. (math, science, social studies)	HI-7: using regular and irregular comparative and superlative adjectives. (math, science, social studies)
	PE-8: N/A	E-8: N/A	B-8: defining the participle as an adjective; selecting a present or past participle to complete a given sentence.	LI-8: using present and past participles as adjectives with support.	HI-8: using participles as adjectives.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

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:					
Adverbs (ADV)	PE-1: repeating classroom directions with "when" adverbs (*e.g., first, next, then*) (*e.g., First take out your book*.) (math, science, social studies)	E-1: define an adverb; selecting "when" adverbs to complete a given sentence. (math, science, social studies)	B-1: using "when" adverbs with instructional support. (math, science, social studies)	LI-1: using "when" adverbs. (math, science, social studies)	HI-1: using "when" adverbs. (math, science, social studies)
	PE-2: repeating classroom/school rules with "frequency" adverbs (*e.g., always, never, sometimes*) (*e.g., Always bring a pencil to class.*) (math, science, social studies)	E-2: selecting "frequency" adverbs to complete a given sentence. (math, science, social studies)	B-2: using "frequency" adverbs with instructional support. (math, science, social studies)	LI-2: using "frequency" adverbs. (math, science, social studies)	HI-2: using "frequency" adverbs. (math, science, social studies)

ELL Stage IV: Grades 6-8

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 – Adverbs (ADV)	PE-3: N/A	E-3: selecting "how" adverbs (*e.g., quick versus quickly*) to complete a given sentence. (science)	B-3: convert adjectives into "how" adverbs with instructional support. (science)	LI-3: using "how" adverbs. (science)	HI-3: using "how" adverbs. (science)
	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 regular and irregular comparative and superlative adverbs.

ELL Stage IV: Grades 6-8

Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Standard English Conventions

Adverbs (ADV)

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
	PE-6 N/A	E-6: selecting conjunctive adverbs (*e.g., also, therefore*) to complete a given sentence.	B-6: using conjunctive adverbs (*e.g., also, therefore*) with instructional support.	LI-6: using conjunctive adverbs.	HI-6: using conjunctive adverbs.
	PE-7: N/A	E-7: listing and selecting intensifier adverbs (*e.g., too, not, very, some, any*) to complete a given sentence with instructional support.	B-7: using intensifier adverbs (*e.g., too, not, very, some, any hardly, barely, enough*) with instructional support.	LI-7: using intensifier adverbs (*e.g., too, not, very, some, any hardly, barely, enough*).	HI -7: using intensifier adverbs (*e.g., too, not, very, some, any hardly, barely, enough*).
	PE-8: N/A	E-8: using adverbs to show cause and effect (because of) with instructional support.	B-8: using adverbs to show cause and effect.	LI-8: using adverbs to show cause and effect.	HI-8: using adverbs to show cause and effect.

ELL Stage IV: Grades 6-8

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	Adverbs (ADV)	PE-9: N/A	E-9: N/A	B-9: using the contrast adverb "while" with instructional support.	LI-9: producing contrast adverbs (*e.g., while, although, whereas*) with instructional support.	HI-9: producing contrast adverbs.
		PE-10: N/A	E-10: N/A	B-10: listing and selecting conditional adverbs (*e.g., if, unless*) with instructional support.	LI-10: using conditional adverbs with instructional support.	HI-10: using conditional adverbs.
	Prepositions (PREP)	PE-1: selecting and physically demonstrating prepositions of location to complete a given sentence. (math, science, social studies)	E-1: using prepositions of location with instructional support. (math, science, social studies)	B-1: using prepositions of location. (math, science, social studies)	LI-1: using prepositions of location. (math, science, social studies)	HI-1: using prepositions of location. (math, science, social studies)

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

The student will demonstrate knowledge of parts of speech by:

Prepositions (PREP)

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-2: selecting and physically demonstrating prepositions of direction to complete a given sentence. (math, science, social studies)	E-2: using prepositions of location with instructional support. (math, science, social studies)	B-2: using prepositions of direction. (math, science, social studies)	LI-2: using prepositions of direction. (math, science, social studies)	HI-2: using prepositions of direction. (math, science, social studies)
PE-3: selecting prepositions of time to complete a given sentence. (math, science, social studies)	E-3: selecting prepositions of time to complete a given sentence and justifying selection. (math, science, social studies)	B-3: using prepositions of time with instructional support. (math, science, social studies)	LI-3: using prepositions of time. (math, science, social studies)	HI-3: using prepositions of time. (math, science, social studies)
PE-4: N/A Pre-Req: PE-1,2,3	E-4: selecting and physically demonstrating prepositions of action and movement to complete a given sentence. (math, science, social studies)	B-4: using prepositions of action and movement (including compound prepositions) with instructional support. (math, science, social studies)	LI-4: using prepositions of action and movement (including compound prepositions). (math, science, social studies)	HI-4: using prepositions of action and movement (including compound prepositions). (math, science, social studies)

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Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Prepositions (PREP)

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
	PE-5: N/A	E-5: N/A	B-5: selecting a preposition of opposition to complete a given sentence. (math, science, social studies)	LI-5: using prepositions of opposition with instructional support. (math, science, social studies)	HI-5: using prepositions of opposition. (math, science, social studies)
	PE-6: N/A	E-6: defining prepositions.	B-6: differentiating among prepositions of location, direction, and time.	LI-6: differentiating among prepositions of action and movement, location, direction, and time.	HI-6: differentiating among prepositions of location, direction, time, action and movement, and opposition.
	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.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

The student will demonstrate knowledge of parts of speech by:

Conjunctions (C)

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-1: selecting coordinating conjunctions (i.e., and, or), which combine nouns, verbs, adjectives, to complete a given sentence. (math, science, social studies)	E-1: selecting coordinating conjunctions (*e.g., and, or, but, ye*t), which combine nouns, verbs, adjectives, phrases, or clauses, to complete a given sentence. (math, science, social studies)	B-1: using coordinating conjunctions, which combine nouns, verbs, adjectives, phrases, or clauses, in a sentence. (math, science, social studies)	LI-1: defining and differentiating coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses. (math, science, social studies)	HI-1: defining and justifying the use of coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses. (math, science, social studies)
PE-2: NA	E-2: NA	B-2: selecting correlative conjunctions to complete a given sentence.	LI-2: defining and differentiating correlative conjunctions.	HI-2: defining and differentiating correlative conjunctions.

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

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Phrase and Clause Construction (PH/CL)

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

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Phrase and Clause Construction (PH/CL)

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

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Phrase and Clause Construction (PH/CL)

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

The student will demonstrate knowledge of parts of speech by:

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-7: N/A	E-7: using a "when" adverbial phrase (*e.g., the next day, after opening the door*) to complete a sentence frame.	B-7: using an adverbial phrase in a complete sentence.	LI-7: using an adverbial phrase in a complete sentence.	HI-7: using an adverbial phrase in a complete sentence.
PE-8: NA	E-8: using an auxiliary and/or modal auxiliary verb phrase (*e.g., did go, must go, should have gone*) to complete a sentence frame.	B-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.	LI-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.	HI-8: using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
PE-9: N/A	E-9: N/A	B-9: using an adverb + an adjective (*e.g., too hot, very cold*) to complete a sentence frame.	LI-9: using an adverb + an adjective (*e.g., too hot, very cold*) in a sentence.	LI-9: using an adverb + an adjective (*e.g., too hot, very cold*) in a sentence.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Phrase and Clause Construction (PH/CL)

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

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Phrase and Clause Construction (PH/CL)

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

The student will demonstrate knowledge of parts of speech by:

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-13: N/A	E-13: using noun clause markers (*e.g., that, whether, how, whichever*) to complete sentence frames.	B-13: using noun clauses to complete a sentence frame.	LI-13: using noun clauses in a complete sentence.	Hi-13: using noun clauses in a complete sentence.
PE-14: N/A	E-14: N/A	B-14: using a gerund phrase to complete a sentence frame.	LI-14: using a gerund phrase in a complete sentence.	HI-14: using a gerund phrase in a complete sentence.
PE15: N/A	E-15: N/A	B-15: N/A	LI-15: using subordinating conjunctions in introductory clauses.	HI-15: using subordinating conjunctions in introductory clauses.

ELL Stage IV: Grades 6-8

Language Strand

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 / Phrase and Clause Construction (PH/CL)	PE-16: N/A	E-16: N/A	B-16: N/A	LI-16: using restrictive clauses using that (*e.g., "The dog that has spots is…"*) to complete a sentence frame.	HI-16: using restrictive clauses using that (*e.g., "The dog that has spots is…"*) in complete a sentence.
	PE-17: N/A	E-17: N/A	B-17: N/A	LI-17: using non-restrictive clauses beginning with who/which (*e.g., "Jack, who is tall is…"*) to complete a sentence frame.	HI-17: using non-restrictive clauses beginning with who/which (*e.g., "Jack, who is tall is…"*) in a complete a complete sentence.
	PE-18: N/A	E-18: N/A	B-18: N/A	LI-18: using an adjective clause (*e.g., "… who is a writer"*) to complete a sentence frame.	HI-18: using an adjective clause (*e.g., "… who is a writer"*) in a complete a sentence.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

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

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

The student will demonstrate knowledge of parts of speech by:

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

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

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

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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:					
	Sentence Construction (SC)	PE-9: N/A	E-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement, using a sentence frame. (math, science, social studies)	B-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement. (math, science, social studies)	LI-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement. (math, science, social studies)	HI-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement. (math, science, social studies)
		PE-10: N/A	E-10: producing sentences using "there" + "to be" + “subject” + “prepositional phrase” with subject-verb agreement using a sentence frame.	B-10: producing sentences using "there" + "to be" + “subject” + “prepositional phrase” with subject-verb agreement.	LI-10: producing sentences using "there" + "to be" + “subject” + “prepositional phrase” with subject-verb agreement.	HI-10: producing sentences using "there" + "to be" + “subject” + “prepositional phrase” with subject-verb agreement.

ELL Stage IV: Grades 6-8

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	Sentence Construction (SC)	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.
		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.

ELL Stage IV: Grades 6-8

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	Sentence Construction (SC)	PE-14: N/A	E-14: producing compound sentences with two given independent clauses. (i.e., independent clause + conjunction + independent clause). (math, science, social studies)	B-14: producing compound sentences. (i.e., independent clause + conjunction + independent clause). (math, science, social studies)	LI-14: producing compound sentences. (i.e., independent clause + conjunction + independent clause). (math, science, social studies)	HI-14: producing compound sentences. (i.e., independent clause + conjunction + independent clause). (math, science, social studies)
		PE-15: N/A	E-15: producing compound sentences with two given independent clauses. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).	B-15: producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).	LI-15: producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).	HI-15: producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).

ELL Stage IV: Grades 6-8

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

ELL Stage IV: Grades 6-8

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 parts of speech by:					
	PE-19: N/A	E-19: N/A	B-19: completing a present real conditional sentence frame (i.e., If/When + simple present + comma + simple present.).	LI-19: producing sentences in the present real conditional.	HI-19: producing sentences in the present real conditional.
	PE-20: repeating one- or two-word imperative sentences. (*e.g., Stop. Sit down*.)	E-20: producing imperative sentences. (*e.g., Open the door. Close the book*.)	B-20: producing imperative sentences. (*e.g., Put the markers in the box*.)	LI-20: producing imperative sentences. (*e.g., Sit down. Put the markers in the box*.)	HI-20: producing imperative sentences.
	PE-21: N/A	E-21: N/A	B-21 producing sentences with interjections. (*e.g., "Ouch, that hurt."*)	LI-21: producing sentences with interjections. (*e.g., "Ouch, that hurt."*)	HI-21: producing sentences with interjections. (*e.g., "Ouch, that hurt."*)

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

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

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions						
	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:					
	Sentence Construction (SC)				Additional:	• Producing sentences with the habitual past "state of being" sentence frame (subject + used to + simple present). • Producing sentences with the habitual past “repeated action” sentence frame. (when + subject + simple past + comma +subject + "would" + simple present).

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

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:					
Sentence Construction (SC)				Additional:	• Producing sentences in the present unreal conditional. • Constructing sentences with the present future conditional tense. (*e.g., "If it snows, I will go skiing."*).

ELL Stage IV: Grades 6-8

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:					
Questions (Q)	PE-1: repeating single word questions with inflection. (*e.g., What? Who?*) (math, science, social studies)	E-1: producing single word questions with inflection. (math, science, social studies)	B-1: producing single word questions, using inflection when produced orally. (math, science, social studies)	LI-1: producing single word sentences to ask a question, using inflection when produced orally. (*e.g., This is my pencil?*) (math, science, social studies)	HI-1: producing single word sentences to ask a question, using inflection when produced orally. (math, science, social studies)
	PE-2: completing Yes/No questions in the simple present tense using sentence frames. (*e.g., to do + subject + verb?)* (math, science, social studies)	E-2: producing Yes/No questions in the simple present tense. (math, science, social studies)	B-2: producing Yes/No questions in the simple present tense. (math, science, social studies)	LI-2: producing Yes/No questions in the simple present tense. (math, science, social studies)	HI-2: producing Yes/No questions in the simple present tense. (math, science, social studies)

ELL Stage IV: Grades 6-8

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	Questions (Q)	PE-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses using a sentence frame. (*e.g., "to be"+ subject + complement?*) (math, science, social studies)	E-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses. (math, science, social studies)	B-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses. (math, science, social studies)	LI-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses. (math, science, social studies)	LI-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses. (math, science, social studies)
		PE-4: N/A	E-4: producing questions in the present progressive tense, which require a yes or no response, using sentence frames. (*e.g. "to be" + subject + verb + ing?*)	B-4: producing questions in the present progressive tense, which require a yes or no response.	LI-4: producing questions in the present progressive tense, which require a yes or no response.	HI-4: producing questions in the present progressive tense, which require a yes or no response.

ELL Stage IV: Grades 6-8

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	Questions (Q)	PE-5: producing questions in the simple past tense, which require a yes or no response, using sentence frames. (*e.g., "to do" + subject + verb?*) (math, science, social studies)	E-5: producing questions in the simple past tense, which require a yes or no response using sentence frames. (*e.g., "to do" + subject + verb?*) (math, science, social studies)	B-5: producing questions in the simple past tense, which require a yes or no response. (math, science, social studies)	LI-5: producing questions in the simple past tense, which require a yes or no response. (math, science, social studies)	HI-5: producing questions in the simple past tense, which require a yes or no response. (math, science, social studies)
		PE-6: producing questions in the simple future tense, which require a yes or no response, using sentence frames. (*e.g., "Will" + subject + verb?*) (math, science, social studies)	E-6: producing questions in the simple future tense, which require a yes or no response, using sentence frames. (*e.g., "Will" + subject + verb?*) (math, science, social studies)	E-6: producing questions in the simple future tense, which require a yes or no response. (math, science, social studies)	LI-6: producing questions in the simple future tense, which require a yes or no response. (math, science, social studies)	HI-6: producing questions in the simple future tense, which require a yes or no response. (math, science, social studies)

ELL Stage IV: Grades 6-8

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:						
	Questions (Q)	PE-7: N/A	E-7: producing questions in the past progressive tense, which require a yes or no response, using sentence. frames (*e.g., "to be" + subject + verb + ing + "when" …?*)	B-7: producing questions in the past progressive tense, which require a yes or no response.	LI-7: producing questions in the past progressive tense, which require a yes or no response.	HI-7: producing questions in the past progressive tense, which require a yes or no response.
		PE-8: N/A	E-8: producing questions in the future progressive tense, which require a yes or no response, using sentence frames. (*e.g., "Will" + subject + "be" +verb + ing + "when" …?*)	B-8: producing questions in the future progressive tense, which require a yes or no response.	LI-8: producing questions in the future progressive tense, which require a yes or no response.	HI-8: producing questions in the future progressive tense, which require a yes or no response.

ELL Stage IV: Grades 6-8

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:						
	Questions (Q)	PE-9: N/A	E-9: N/A	B-9: producing questions in the present perfect tense, which require a yes or no response, using sentence frames. (*e.g., "To have" + subject + past participle +...?*)	LI-9: producing questions in the present perfect tense, which require a yes or no response.	HI-9: producing questions in the present perfect tense, which require a yes or no response.
		PE-10: N/A	E-10: N/A	B-10: producing questions in the past perfect tense, which require a yes or no response, using sentence frames. (*e.g., "To have" + subject + past participle + …?*)	LI-10: producing questions in the past perfect tense, which require a yes or no response.	HI-10: producing questions in the past perfect tense, which require a yes or no response.

ELL Stage IV: Grades 6-8

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	Questions (Q)	PE-11: N/A	E-11: N/A	B-11: producing questions in the future perfect tense, which require a yes or no response, using sentence frames. (*e.g., "Will" + subject + "have" + past participle + time phrase + …?*)	LI-11: producing questions in the future perfect tense, which require a yes or no response.	HI-11: producing questions in the future perfect tense, which require a yes or no response.
		PE-12: N/A	E-12: N/A	B-12: producing questions in the present perfect progressive tense, which require a yes or no response, using sentence frames. (*e.g., "To have" + subject + been + verb + ing + time phrase +?*)	LI-12: producing questions in the present perfect progressive tense, which require a yes or no response.	HI-12: producing questions in the present perfect progressive tense, which require a yes or no response.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions

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:					
Questions (Q)	PE-13: N/A	E-13: N/A	B-13: producing questions in the past perfect progressive tense, which require a yes or no response, using sentence frames. (*e.g., "Had" + subject + "been" + verb + ing + time phrase?*)	LI-13: producing questions in the past perfect progressive tense, which require a yes or no response.	HI-13: producing questions in the past perfect progressive tense, which require a yes or no response.
	PE-14: N/A	E-14: N/A	B-14: producing questions in the future perfect progressive tense, which require a yes or no response, using sentence frames. (*e.g., "Will" + subject + "have been" + verb + ing + event/time phrase?*)	LI-14: producing questions in the future perfect progressive tense, which require a yes or no response.	HI-14: producing questions in the future perfect progressive tense, which require a yes or no response.

ELL Stage IV: Grades 6-8

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:					
Questions (Q)	PE-15: completing interrogative sentence frames beginning with "what." (math, science, social studies)	E-15: producing interrogative sentences beginning with "what." (math, science, social studies)	B-15: producing interrogative sentences beginning with "what." (math, science, social studies)	LI-15: producing interrogative sentences beginning with "what." (math, science, social studies)	HI-15: producing interrogative sentences beginning with "what." (math, science, social studies)
	PE-16: completing interrogative sentence frames beginning with "where." (math, science, social studies)	E-16: producing interrogative sentences beginning with "where." (math, science, social studies)	B-16: producing interrogative sentences beginning with "where." (math, science, social studies)	LI-16: producing interrogative sentences beginning with "where." (math, science, social studies)	HI-16: producing interrogative sentences beginning with "where." (math, science, social studies)
	PE-17 completing interrogative sentence frames beginning with "who." (math, science, social studies)	E-17: producing interrogative sentences beginning with "who." (math, science, social studies)	B-17: producing interrogative sentences beginning with "who." (math, science, social studies)	LI-17: producing interrogative sentences beginning with "who" and "whom." (math, science, social studies)	HI-17: producing interrogative sentences beginning with "who" and "whom." (math, science, social studies)

ELL Stage IV: Grades 6-8

Language Strand

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Standard English Conventions

Questions (Q)

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
	PE-18: N/A	E-18: completing interrogative sentence frames beginning with "when." (math, science, social studies)	B-18: producing interrogative sentences beginning with "when." (math, science, social studies)	LI-18: producing interrogative sentences beginning with "when." (math, science, social studies)	HI-18: producing interrogative sentences beginning with "when." (math, science, social studies)
	PE-19: N/A	E-19: completing interrogative sentence frames beginning with "why." (math, science, social studies)	B-19: producing interrogative sentences beginning with "why." (math, science, social studies)	LI-19: producing interrogative sentences beginning with "why." (math, science, social studies)	HI-19: producing interrogative sentences beginning with "why." (math, science, social studies)
	PE-20: N/A	E-20: completing interrogative sentence frames beginning with "how." (math, science, social studies)	B-20: producing interrogative sentences beginning with "how." (math, science, social studies)	LI-20: producing interrogative sentences beginning with "how." (math, science, social studies)	HI-20: producing interrogative sentences beginning with "how." (math, science, social studies)

ELL Stage IV: Grades 6-8

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 – Questions (Q)	PE-21: N/A	E-21: N/A	B-21: producing interrogative sentences beginning with “which.” (math, science, social studies)	LI-21: producing interrogative sentences beginning with “which.” (math, science, social studies)	HI-21: producing interrogative sentences beginning with “which.” (math, science, social studies)
	PE-22: N/A	E-22: N/A	B-22: producing interrogative sentences beginning with “whose.” (math, science, social studies)	LI-22: producing interrogative sentences beginning with “whose.” (math, science, social studies)	HI-22: producing interrogative sentences beginning with “whose.” (math, science, social studies)
	PE-23: N/A	E-23: N/A	B-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.	LI-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.	HI-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.

ELL Stage IV: Grades 6-8

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	Questions (Q)	PE- 24: N/A	E-24: N/A	B-24: producing a question beginning with a modal auxiliary verb.	LI-24: producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with "if". (*e.g., Would you drive us to the movie, if we gave you gas money?"*)	HI-24: producing a question beginning with a modal auxiliary 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-25:	E-25: producing questions, which include the negative construction, beginning with a contraction.	B-25: producing questions, which include the negative construction, using contractions.	LI-25: producing questions, which include the negative construction, using contractions.	HI-25: producing questions, which include the negative construction, using contractions.

ELL Stage IV: Grades 6-8

Language Strand

Standard English Conventions	**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:					
	Questions (Q)	PE-26: N/A	E-26: N/A	B-26: producing tag questions using a sentence frame. (*e.g., You did your homework, didn't you?*)	LI-26: producing tag questions.	HI-26: producing tag questions.

ELL Stage IV: Grades 6-8

Language Strand

Vocabulary

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: naming and grouping labeled objects and pictures into given conceptual categories. (math, science, social studies)	E-1: reading and classifying common words into conceptual categories. (math, science, social studies)	B-1: reading and classifying words into conceptual categories and providing rationale for classification with instructional support. (math, science, social studies)	LI-1: reading and classifying words into conceptual categories and providing rationale for classification. (math, science, social studies)	HI-1: reading and classifying words into conceptual categories and providing rationale for classification. (math, science, social studies)
PE-2: repeating and recognizing sight words. (math, science, social studies)	E-2: recognizing sight words. (math, science, social studies)	B-2: identifying the meaning/usage of sight words and applying in context. (math, science, social studies)	LI-2: identifying the meaning/usage of sight words and applying in context. (math, science, social studies)	HI-2: identifying the meaning/usage of sight words and applying in context. (math, science, social studies)
PE-3: repeating and recognizing high frequency words. (math, science, social studies)	E-3 recognizing and identifying the meaning of high frequency words with instructional support. (math, science, social studies)	B-3: identifying the meaning/usage of high frequency words and applying them in context. (math, science, social studies)	LI-3: identifying the meaning/usage of high frequency words and applying them in context. (math, science, social studies)	HI-3: identifying the meaning/usage of high frequency words and applying them in context. (math, science, social studies)

ELL Stage IV: Grades 6-8

Language Strand

Vocabulary

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-4: identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support. (math, science, social studies)	E-4: identifying grade-specific academic vocabulary including key words, symbols, or operations. (math, science, social studies)	B-4: categorizing grade-specific academic vocabulary and symbols by content. (math, science, social studies)	LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support. (math, science, social studies)	HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols. (math, science, social studies)
PE-5: identifying that two words can make a compound word using visual support. (math, science, social studies)	E-5: comprehending the meaning compound words. (math, science, social studies)	B-5: comprehending the meaning of academic compound words (landslide, benchmark, sharecropper). (math, science, social studies)	LI-5: applying knowledge of academic compound words in context. (math, science, social studies)	HI-5: analyzing compound words in context. (math, science, social studies)
PE- 6: recognizing contractions and the words that comprise common contractions.	E-6: recognizing contractions and the words that comprise contractions.	B-6: using contractions and identifying the words that comprise contractions.	LI-6: applying contractions in context.	HI-6: applying contractions in context.

ELL Stage IV: Grades 6-8

Language Strand

Vocabulary

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-7: identifying that words have base/root words and affixes (prefixes and suffixes) with instructional support. (math, science, social studies)	E-7: identifying the meaning of common affixes added to base/root words. (math, science, social studies)	B-7: determining the meaning of Anglo-Saxon base/root words and affixes to understand content area vocabulary. (math, science, social studies)	LI-7 determining the meaning of base/root words and affixes to understand content area vocabulary. (math, science, social studies)	HI-7: analyzing the effect of affixes on base/root words (*e.g., adding -ful to beauty makes it an adjective*). (math, science, social studies)
PE-8: associating and stating the words represented by common abbreviations (*e.g., Mr.= mister*). (math, science, social studies)	E-8: recognizing and stating the words represented by common abbreviations and acronyms (*e.g., Ave., NFL*). (math, science, social studies)	B-8: recognizing and stating the words represented by content area abbreviations and acronyms (*e.g., adj., min., NASA*). (math, science, social studies)	LI-8: stating the words represented by abbreviations and acronyms. (math, science, social studies)	HI-8 stating the words represented by abbreviations and acronyms. (math, science, social studies)

ELL Stage IV: Grades 6-8

Language Strand

Vocabulary

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-9: identifying common synonyms and antonyms with visual support. (math, science, social studies)	E-9: identifying common synonyms and antonyms. (math, science, social studies)	B-9: explaining the relationship between common synonyms and/or antonyms. (math, science, social studies)	LI-9: determining the relationship of a pair of words (analogy). (math, science, social studies)	HI-9: completing and explaining analogous relationships (*e.g., hot : cold :: small :* ___). (math, science, social studies)
PE-10: N/A	E-10: identifying common homonyms with instructional support. (math, science, social studies)	B-10: defining common homonyms (*e.g., your, you're. there, their, they're*) in context. (math, science, social studies)	LI-10: applying knowledge of homonyms in context. (math, science, social studies)	HI-10: applying knowledge of homonyms in context. (math, science, social studies)
PE- 11: N/A.	E-11: pronouncing a homograph in context, with instructional support. (math, science, social studies)	B-11: pronouncing a homograph in context based on meaning. (math, science, social studies)	LI-11: determining the meanings of a homograph. (math, science, social studies)	HI-11: applying knowledge of homographs in context. (math, science, social studies)

ELL Stage IV: Grades 6-8

Language Strand

Vocabulary

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-12: N/A	E-12: determining the appropriate definition of a multiple-meaning word in context, with visual support. (math, science, social studies)	B-12: determining the appropriate definition of a multiple-meaning word in context. (math, science, social studies)	LI-12: determining the appropriate definition of a multiple-meaning word in context with visual support. (math, science, social studies)	HI-12: determining the appropriate definition of a multiple-meaning word in context with visual support. (math, science, social studies)
PE-13: determining the meaning of words using visual support. (math, science, social studies)	E-13: determining the meaning of words using word parts and context clues. (math, science, social studies)	B-13: applying knowledge of words in context to determine meaning of grade-level content words. (math, science, social studies)	LI-13: analyzing grade-level content words in context to determine meaning with instructional support. (math, science, social studies)	HI-13: analyzing grade-level content words in context to determine meaning. (math, science, social studies)
PE-14: N/A	E-14: using reference materials, print and/or electronic, to identify meanings of words, with instructional support. (math, science, social studies)	B-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words. (math, science, social studies)	LI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words. (math, science, social studies)	HI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words. (math, science, social studies)

ELL Stage IV: Grades 6-8

Language Strand

Vocabulary

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-15: N/A	E-15: defining the term *idiom* with instructional support.	B-15: identifying idioms in text with visual support.	LI-15: identifying the meaning of idioms.	HI-15: distinguishing the literal and figurative meanings of idioms.
PE-16: N/A	E-16: N/A	B-16: defining metaphors and similes.	LI-16: distinguishing between metaphors and similes.	HI-16: determining the intended meaning of figurative language.

ELL Stage IV: Grades 6-8

Language Strand

Vocabulary

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-17: N/A	E-17: interpreting the words that signal chronological sequence (*e.g., first…next…last*). (math, science, social studies)	B-17: interpreting the words that signal description (*e.g., such as, as in*) and compare and contrast (*e.g., either…or*). (math, science, social studies)	LI-17: interpreting clauses that signal description (*e.g., such as, as in*) compare and contrast (*e.g., either…or*). (math, science, social studies)	HI-17: interpreting the words and clauses that signal chronological sequence, description, cause and effect, and problem and solution. (math, science, social studies)