ELL Stage V: Grades 9-12

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 sentence structures. The student demonstrates control of productive language. Minimal errors in phonology and syntax do not impede communication.

ELL Stage V: Grades 9-12

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: discriminate between the initial and/or final phonemes in minimal pairs. (*e.g., far-fat*)	E-1: discriminate between the initial, medial, and/or final phonemes in minimal pairs. (*e.g., fan-fin*)	B-1: discriminate between individual phonemes in minimal pairs and minimal phrases. (*e.g., the fat cat, the fat rat*)	LI-1: discriminating between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (*e.g., The base is nearby. The vase is nearby.*)	HI-1: discriminating between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (*e.g., The base is nearby. The vase is nearby.*)
PE-2: N/A.	E-2: distinguishing the individual words of a simple sentence.	B-2: distinguishing between the individual words of a sentence.	LI-2: distinguishing between the individual words of a sentence.	HI-2: distinguishing between the individual words of a sentence.

ELL Stage V: Grades 9-12

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-3: restating main ideas/ concepts from fiction and nonfiction read-alouds, using key words, phrases, and gestures. (math, science, social studies)	E-3: responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and details in complete sentences. (math, science, social studies)	B-3: responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and supporting details in complete sentences. (math, science, social studies)	LI-3: summarizing main ideas/concepts and supporting details from fiction and nonfiction read-alouds in complete sentences. (math, science, social studies)	HI-3: making inferences and drawing conclusions using evidence from fiction and nonfiction read-alouds in complete sentences. (math, science, social studies)
PE-4: sequencing a series of pictures from information shared in read-alouds, presentations and conversations. (math, science, social studies)	E-4: using sentence frames to sequence events read-alouds, presentations and conversations. (math, science, social studies)	B-4: sequencing events from read-alouds, presentations and conversations. (math, science, social studies)	LI-4: sequencing events from read-alouds, presentations and conversations. (math, science, social studies)	HI-4: sequencing events from read-alouds, presentations and conversations. (math, science, social studies)

ELL Stage V: Grades 9-12

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-5: restate main ideas/concepts of presentations. (*e.g., lecture video, guest speaker, etc.)* (math, science, social studies)	E-5: identifying the main ideas/concepts of presentations. (math, science, social studies)	B-5: retelling main ideas/concepts and key points/details of presentations using complete sentences. (math, science, social studies)	LI-5: paraphrasing main ideas/concepts and key points/details of presentations. (math, science, social studies)	HI-5: summarizing main ideas/concepts and key points/details of presentations. (math, science, social studies)
PE-6: responding to social conversations using memorized responses. (*e.g., introductions, requests, courtesies, etc*.)	E-6: responding to social conversations by rephrasing/ repeating information and asking questions.	B-6: responding to social conversations by rephrasing/ repeating information, asking questions, and expressing one's thoughts.	LI-6: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts.	HI-6: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.

ELL Stage V: Grades 9-12

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-7: responding to comments and questions in academic discussions by using phrases and complete sentences. (math, science, social studies)	E-7: responding in complete sentences to questions and statements in academic discussions by sharing one's views on facts, ideas, and/or events. (math, science, social studies)	B-7: responding in complete sentences to questions and statements in academic discussions by asking questions and sharing one's views on facts, ideas, and/or events. (math, science, social studies)	LI-7: responding to questions and statements in academic discussions by asking questions and sharing one's views on facts, ideas, and/or events. (math, science, social studies)	HI-7: offering and justifying opinions and ideas in response to questions and statements in academic discourse. (math, science, social studies)
PE-8: following one- or two-step directions/instructions accompanied by visual cues and gestures. (math, science, social studies)	E-8: following multiple step directions/ instructions which include prepositional phrases. (math, science, social studies)	B-8: following multiple step directions, instructions, and procedures which include prepositional phrases. (math, science, social studies)	LI-8: following multiple step directions, instructions, and procedures which include prepositional phrases. (math, science, social studies)	HI-8: following multiple step directions, instructions, and procedures which include prepositional phrases. (math, science, social studies)

ELL Stage V: Grades 9-12

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-9: asking one-word and yes/no questions to clarify ideas and concepts. (math, science, social studies)	E-9: asking questions to clarify ideas and concepts. (math, science, social studies)	B-9: asking questions to clarify ideas, and concepts. (math, science, social studies)	LI-9: requesting further information to clarify ideas and concepts. (math, science, social studies)	HI-9: requesting specific details, examples, and information to clarify ideas and concepts. (math, science, social studies)
	PE-10: N/A	E-10: N/A	B-10: recognizing the language nuances of a speaker. (*e.g., a subtle difference in tone, expression, meaning, etc.*)	LI-10: recognizing the language nuances of a speaker. (*e.g., a subtle difference in tone, expression, meaning, etc.*)	HI-10: recognizing the language nuances of a speaker. (*e.g., a subtle difference in tone, expression, meaning, etc.*)

ELL Stage V: Grades 9-12

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
	Student will communicate orally by:				
	PE-1: producing the 44 phonemes.	E-1: combining and separating the 44 phonemes to produce words.	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, teacher's name. (math)	E-2: reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing with instructional support. (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)

ELL Stage V: Grades 9-12

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
	Student will communicate orally by:				
	PE-3: expressing one's needs and emotions in complete sentences with instructional support.	E-3: expressing one's needs and emotions in complete sentences.	B-3: expressing one's needs and emotions in complete sentences.	LI-3: expressing one's needs and emotions in complete sentences.	HI-3: expressing and justifying one's needs and emotions in complete sentences.
	PE-4: repeating introductions and personal information questions using complete sentences.	E-4: participating in social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support.	B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, and abilities using complete sentences.	LI-4: participating in formal and informal socio-functional communication tasks using complete sentences with instructional support.	HI-4: participating in formal and informal socio-functional communication tasks using complete sentences.

ELL Stage V: Grades 9-12

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
Student will communicate orally by:				
PE-5: responding to academic questions in complete sentences. (math, science, social studies)	E-5: asking and responding to academic questions in complete sentences. (math, science, social studies)	B-5: asking and responding to academic questions in complete sentences. (*e.g., making comparisons, describing events, etc.*) (math, science, social studies)	LI-5: asking and responding to academic questions in complete sentences. (*e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)* (math, science, social studies)	HI-5: asking and responding to academic questions (i.e., agreeing/ disagreeing with others, expressing probabilities, hypothetical questions, etc.) in complete sentences. (math, science, social studies)
PE-6: sharing a personal experience using sentence frame(s).	E-6: sharing a personal experience/story using complete sentences.	B-6: sharing a personal experience/story supported by details and examples in complete sentences.	LI-6: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	HI-6: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.

ELL Stage V: Grades 9-12

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
Student will communicate orally by:				
PE-7: report two to three facts/events with key words and phrases. (math, science, social studies)	E-7: report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences. (math, science, social studies)	B-7: report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences. (math, science, social studies)	LI-7: report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences. (math, science, social studies)	HI-7: report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences. (math, science, social studies)
PE-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion with key words and phrases. (math, science, social studies)	E-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion in simple sentences. (math, science, social studies)	B-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion in simple and compound sentences. (math, science, social studies)	LI-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion in simple, compound, and complex sentences. (math, science, social studies)	HI-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion in simple, compound, complex, and compound-complex sentences. (math, science, social studies)

ELL Stage V: Grades 9-12

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
Student will communicate orally by:				
PE-9: delivering a response using key words and phrases. (math, science, social studies)	E-9: delivering an extended response using simple sentences. (math, science, social studies)	B-9: delivering a speech using simple and compound sentences. (math, science, social studies)	LI-9: delivering a speech using simple, compound, and complex sentences. (math, science, social studies)	HI-9: delivering an extemporaneous speech using simple, compound, complex, and compound-complex sentences. (math, science, social studies)
PE-10: providing single-step directions/ instructions using words and phrases. (math, science, social studies)	E-10: providing two-step directions/ instructions using simple sentences, key words, and phrases. (math, science, social studies)	B-10: providing multiple step directions/ instructions using sentences and phrases. (math, science, social studies)	LI-10: providing multiple step directions/ instructions with specific details. (math, science, social studies)	HI-10: providing multiple step directions/ instructions with specific details. (math, science, social studies)
PE-11: repeating an appropriate response to given formal and informal situations.	E-11: determine an appropriate response to given formal and informal situations.	B-11: providing an appropriate response to given formal and informal situations.	LI-11: providing an appropriate response to given formal and informal situations.	HI-11: providing and justifying an appropriate response to given formal and informal situations.

ELL Stage V: Grades 9-12

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.

ELL Stage V: Grades 9-12

Reading

PROFICIENCY LEVEL DESCRIPTORS

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 and summarize information in text.

High Intermediate

The student at this level has the ability to comprehend grade-level 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, summarize, and analyze information, including literary elements, in text.

ELL Stage V: Grades 9-12

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 the command of left to right, top to bottom directionality, and return sweep when handling reading materials.	E-1: demonstrating the one-to-one correlation between a spoken word and a printed word.	B-1: N/A	LI-1: N/A	HI-1: N/A
PE-2: distinguishing between printed letters, words, and sentences.	E-2: distinguishing between printed words, sentences, and paragraphs.	B-2: N/A	LI-2: N/A	HI-2: N/A
PE-3: recognizing common print conventions. (*e.g., ending punctuation, upper and lower case letters*)	E-3: recognizing print conventions. (*e.g., punctuation, upper and lower case letters*)	B-3: N/A	LI-3: N/A	HI-3: N/A

ELL Stage V: Grades 9-12

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-4: locating the organizational features of a book or resource. (*e.g., title, author, table of contents*) (math, science, social studies)	E-4: locating the organizational features of a book/resource/ dictionary. (*e.g., title, author, table of contents, index, glossary*) (math, science, social studies)	B-4: locating and applying specific information by using the organizational features of a book/resource/ dictionary. (*e.g., title, author, table of contents, index, glossary*) (math, science, social studies)	LI-4: N/A	HI-4: N/A
PE-5: alphabetizing a series of words to the first letter. (math, science, social studies)	E-5: alphabetizing a series of words to the third letter. (math, science, social studies)	B-5: alphabetizing a series of words. (math, science, social studies)	LI-5: alphabetizing a series of words. (math, science, social studies)	HI-5: alphabetizing a series of words. (math, science, social studies)

ELL Stage V: Grades 9-12

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-1: distinguishing between initial, medial, and final spoken sounds. (i.e., vowels and consonants)	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 syllables of multi-syllabic words. (*e.g.,* /but/ter/fly/)	B-2: N/A	LI-2: N/A	HI-2: N/A

ELL Stage V: Grades 9-12

Reading

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of phonemic awareness by:				
Phonemic Awareness/Decoding	Phonemic Awareness	PE-3: blending initial, medial, and final spoken sounds to produce words.	E-3: blending spoken syllables to produce words including diphthongs, r-controlled vowels, consonant blends, and digraphs. (*e.g., /f/…/i/…/n/…/d/ - find*)	B-3: N/A	LI-3: N/A	HI-3: N/A
		PE-4: distinguishing spoken rhyming words from non-rhyming words. (*e.g., run, sun versus run, man*)	E-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).	B-4: generating a series of rhyming words.	LI-4: N/A	HI-4: N/A

ELL Stage V: Grades 9-12

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-1: identifying and naming the upper and lower case letters of the alphabet.	E-1: N/A	B-1: N/A	LI-1: N/A	HI-1: N/A
PE-2: producing letter sounds represented by the single lettered consonants and vowel graphemes to decode common CVC words.	E-2: decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (*e.g., th, sh, ck*) and diphthongs. (*e.g., ea, ie, ee*) and r-controlled vowels.	B-2: applying knowledge of spelling pattern exceptions.	LI-2: N/A	HI-2: N/A

ELL Stage V: Grades 9-12

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-3: 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-3: 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-3: N/A	LI-3: N/A	HI-3: N/A
	PE-4: reading one-syllable words, using letter-sound knowledge.	E-4: 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-4: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)	LI-4: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)	HI-4: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)

ELL Stage V: Grades 9-12

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-5: identifying base words (*e.g., clean, walk*) and inflectional endings (*e.g., -s, -ed, -ing*). (math, science, social studies)	E-5: reading base words and inflectional endings and identifying their functions (i.e., tense, plurality, comparison and part of speech). (*e.g., cleans = third-person singular present tense verb*) (math, science, social studies)	B-5: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings. (math, science, social studies)	LI-5: applying knowledge of inflectional endings, to include regular and irregular forms, in context. (math, science, social studies)	HI-5: applying knowledge of inflectional endings, to include regular and irregular forms, in context. (math, science, social studies)
PE-6: reading words with common prefixes and suffixes with instructional support. (math, science, social studies)	E-6: applying the spelling rules for adding suffixes to base words. (math, science, social studies)	B-6: applying knowledge of affixes to base words in context. (math, science, social studies)	LI-6: applying knowledge of affixes to base words in context. (math, science, social studies)	HI-6: applying knowledge of affixes to base words in context. (math, science, social studies)

ELL Stage V: Grades 9-12

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-7: recognizing and repeating high-frequency words. (math, science, social studies)	E-7: reading high-frequency words. (math, science, social studies)	B-7: reading high-frequency words. (math, science, social studies)	LI-7: reading high-frequency words. (math, science, social studies)	HI-7: reading high-frequency words. (math, science, social studies)
PE-8: recognizing common contractions.	E-8: reading contractions.	B-8: reading contractions.	LI-8: reading contractions.	HI-8: reading contractions.
PE-9: recognizing word order (i.e., syntax) in sentences. (*e.g., She lives in a shoe. Cats have nine lives.*)	E-9: applying knowledge of word order (i.e., syntax) to confirm decoding of text.	B-9: applying knowledge of word order (i.e., syntax) to confirm decoding of text.	LI-9: applying knowledge of word order (i.e., syntax) to confirm decoding of content area text. (social studies)	HI-9: applying knowledge of word order (i.e., syntax) to confirm decoding of content area text. (social studies)

ELL Stage V: Grades 9-12

Reading

Fluency	**Standard 3: The student will read with fluency and accuracy.**				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of fluency and accuracy by:				
	PE-1: reading aloud sight words, sentences, and familiar patterned text with fluency. (i.e., accuracy and attention to punctuation)	E-1: reading short passages aloud fluently (i.e., accuracy, attention to punctuation) with 90% comprehension.	B-1: reading grade-level subject matter passages aloud fluently with 90% comprehension.	LI-1: reading grade-level text aloud fluently with 90% comprehension.	HI-1: reading grade-level text aloud fluently with 90% comprehension.
	PE-2: N/A	E-2: N/A	B-2: reading grade-level subject matter passages silently with 90% comprehension.	LI-2: reading grade-level text silently with 90% comprehension.	HI-2: reading grade-level text silently with 90% comprehension.

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
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 and nonfiction. (math, science, social studies)	HI-1: comparing and contrasting fiction and nonfiction. (math, science, social studies)
		PE-2: N/A	E-2: N/A	B-2: identify common forms of literature (*e.g., poetry, novel, short story, biography, autobiography, drama*) based upon their characteristics. (science, social studies)	LI-2: identify various genres of fiction (*e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths*) based upon their characteristics. (science, social studies)	HI-2: identify various genres of fiction (*e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths*) based upon their characteristics. (science, social studies)

ELL Stage V: Grades 9-12

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

Fiction/Non-Fiction

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-3: predicting text content using prior knowledge and text features. (*e.g. illustrations, titles, topic sentences, key words*)	E-3: predicting text content using prior knowledge and text features. (*e.g. illustrations, titles, topic sentences, key words*)	B-3: formulating and confirming predictions about text for accuracy.	LI-3: formulating and confirming predictions about text for accuracy.	HI-3: formulating and confirming predictions about text for accuracy.
PE-4: answering yes/no questions about text heard or read with support. (math, science, social studies)	E-4: answering literal questions about text. (*e.g., who, what, when, and where*) (math, science, social studies)	B-4: answering literal questions about text. (*e.g., who, what, when, where, when, why, which, and how*) (math, science, social studies)	LI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text. (math, science, social studies)	HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text. (math, science, social studies)
PE-5: N/A Pre-Req: PE-4 (math, science, social studies)	E-5: generating questions about text. (math, science, social studies)	B-5: generating clarifying questions. (math, science, social studies)	LI-5: generating clarifying questions. (math, science, social studies)	HI-5: generating clarifying questions. (math, science, social studies)

ELL Stage V: Grades 9-12

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

Fiction/Non-Fiction

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-6: sequencing pictures to retell a story or events heard or read. (math, science, social studies)	E-6: retelling a story or event with a beginning, middle and end 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)
PE-7: N/A	E-7: making connections to text while reading. (*e.g., text-to-text and text-to-self*) (science, social studies)	B-7: making connections to text while reading. (*e.g., text-to-text, text-to-self, and text-to-world*) (science, social studies)	LI-7: summarizing connections to text while reading. (*e.g., text-to-text, text-to-self, and text-to-world*) (science, social studies)	HI-7: explaining connections made to text while reading. (*text-to-text, text-to-self, and text-to-world*) (math, science, social studies)
PE-8: restate the facts from text heard or read. (math, science, social studies)	E-8: identifying the main idea (*explicit*) and supporting details in text. (math, science, social studies)	B-8: determining the main idea (*explicit and implicit*) and supporting details in text. (math, science, social studies)	LI-8: summarizing the main idea (*explicit or implicit*) and supporting details in text. (math, science, social studies)	HI-8: summarizing the main idea (*explicit or implicit*) and supporting details in text. (math, science, social studies)

ELL Stage V: Grades 9-12

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

Fiction/Non-Fiction

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

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	Fiction/Non-Fiction	PE-11: N/A	E-11: identifying signal words 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 that indicate cause and effect. (*e.g., as a result of, consequently, so that, because of, since*) (science, social studies)	LI-11: identifying signal words that indicate cause and effect. (*e.g., as a result of, consequently, so that, because of, since*) (science, social studies)	HI-11: identifying signal words that indicate cause and effect. (*as a result of, consequently, so that, because of, since)* (science, social studies)
		PE-12: N/A	E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain). (social studies)	B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain). (social studies)	LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain). (social studies)	HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain). (social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	Fiction/Non-Fiction	PE-13: N/A Pre-Req: PE-6	E-13: identifying two events that are related in a literary selection. (science, social studies)	B-13: identifying the cause and effect relationship of two related events in a literary selection. (science, social studies)	LI-13: determining the cause and effect relationship of two related events in a literary selection. (science, social studies)	HI-13: determining the cause and effect relationship of two related events in a literary selection. (science, social studies)
		PE-14: N/A	E-14: N/A	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 a character from a fictional text heard or read.	E-15: identifying character traits of the main character in a fictional text, with instructional support.	B-15: describing and distinguishing between major and minor characters in a fictional text.	LI-15: describing the characteristics of the major and minor characters in a fictional text.	HI-15: analyzing the motivations of the major and minor characters in a fictional text.

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	Fiction	PE-16: identifying the setting from a fictional text heard or read.	E-16: describing the setting, using key words, from a fictional text.	B-16: describing the setting from a fictional text.	LI-16: describing the setting from a fictional text.	HI-16: describing the setting from a fictional text.
		PE-17: identifying key events in a fictional text heard or read.	E-17: identifying the plot (sequence of events) of a fictional text.	B-17: identifying the conflict of a plot in a fictional text.	LI-17: identifying the conflict, climax, and resolution of a fictional text.	HI-17: describing the plot and its components. (*e.g., main events, conflict, rising action, climax, falling action and resolution.*)
		PE-18: relating illustrations to fictional text.	E- 18: relating illustrations to fictional text.	B-18: relating illustrations to fictional text.	LI-18: relating illustrations to fictional text.	HI-18: relating illustrations to fictional text.

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	Fiction	PE-19: identifying two characters within a fictional text heard or read.	E-19: comparing and contrasting two characters within a fictional text, with instructional support.	B-19: comparing and contrasting two characters within a fictional text.	LI-19: comparing, contrasting, and describing the connection between two characters within a fictional text.	HI-19: comparing, contrasting, and describing the connection between two characters within a fictional text.
		PE-20: identifying two settings within a fictional text heard or read.	E-20: comparing and contrasting two settings within a fictional text, with instructional support.	B-20: comparing and contrasting two settings within a fictional text.	LI-20: comparing, contrasting, and describing the connection between two settings within a fictional text.	HI-20: comparing, contrasting, and describing the connection between two settings within a fictional text.
	Non-Fiction	PE-21: N/A	E-21: identifying content area vocabulary, including grade-level math, science, and social studies. (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 V: Grades 9-12

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Non-Fiction	PE-22: following simple one- or two-step directions with visual support. (math, science, social studies)	E-22: following a written multiple-step procedural task. (math, science, social studies)	B-22: carrying out to completion a set of written multiple-step direction/instructions. (*e.g., technical manual to perform a task*) (math, science, social studies)	LI-22: carrying out to completion a set of written multiple-step directions/ instructions. (math, science, social studies)	HI-22: carrying out to completion a set of written multiple-step directions/ instructions. (math, science, social studies)
	PE-23: N/A	E-23**:** locating information in print and electronic reference sources for a specific purpose. (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc*.) (math, science, social studies)	B-23**:** locating information in print and electronic reference sources for a specific purpose. (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc*.) (math, science, social studies)	LI-23: locating information in print and electronic reference sources for a specific purpose. (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc*.) (math, science, social studies)	HI-23: locating information in print and electronic reference sources for a specific purpose. (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc*.) (math, science, social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	Non-Fiction	PE-24: recognizing signs, symbols, and labels in the environment. (math, science, social studies)	E-24: interpreting signs, symbols, and labels in the environment. (math, science, social studies)	B-24: interpreting signs, symbols, and labels in the environment. (math, science, social studies)	LI-24: interpreting signs, symbols, and labels in the environment. (math, science, social studies)	HI-24: interpreting signs, symbols, and labels in the environment. (math, science, social studies)
		PE-25: identifying external text within nonfiction text. (*e.g., charts, maps, diagrams, illustrations, photographs*) (math, science, social studies)	E-25: identifying and using external text within nonfiction text for a specific purpose. (*e.g., symbols, charts, maps, diagrams, illustrations, tables, timelines, and graphs, etc*.) (math, science, social studies)	B-25: interpreting external text within nonfiction text for a specific purpose. (math, science, social studies)	LI-25: interpreting external text within nonfiction text for a specific purpose. (math, science, social studies)	HI-25: interpreting external text within nonfiction text for a specific purpose. (math, science, social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	Non-Fiction	PE- 26: identifying print (font) features on a page in nonfiction text. (*e.g., bold face, italicized, underlined, etc*.) (math, science, social studies)	E- 26: explaining the purpose of print (font) features on a page in nonfiction text. (math, science, social studies)	B- 26: explaining the purpose of print (font) features on a page in nonfiction text. (math, science, social studies)	LI- 26: explaining the purpose of print (font) features on a page in nonfiction text. (math, science, social studies)	HI- 26: explaining the purpose of print (font) features on a page in nonfiction text. (math, science, social studies)
		PE-27: identifying organizational features on a page of nonfiction text. (*e.g., indentation, title, headings, subheading, boxed information, bulleted information, captions, cutaways, etc.*) (math, science, social studies)	PE-27: locating specific information using organizational features on a page of nonfiction text. (math, science, social studies)	B-27: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)	LI-27: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)	HI-27: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Non-Fiction	PE-28: identifying the organizational features of a book. (*e.g., cover, title page, index, table of contents, glossary, appendix, etc*.) (math, science, social studies)	E-28: identifying the purpose of an organizational feature of a book. (math, science, social studies)	B-28: selecting an organizational feature of a book for a specific purpose. (math, science, social studies)	LI-28: locating information from an organizational feature of a book for a specific purpose. (math, science, social studies)	HI-28: locating information from an organizational feature of a book for a specific purpose. (math, science, social studies)
	PE-29: locating information within functional documents (graphic organizers, menus, directories, flyers, brochures, etc.).	E-29: interpreting information within functional documents (graphic organizers, manuals, recipes, memos, menus, directories, flyers, brochures, etc.).	B-29: interpreting information within functional documents.	LI-29: interpreting information within functional documents.	HI-29: interpreting information within functional documents.
	PE-30: N/A	E-30: N/A	B-30: determining information that is relevant, irrelevant, or missing in functional text. (*e.g., legend, illustrations, diagram, sequence*)	LI-30: determining information that is relevant, irrelevant, or missing in functional text. (*e.g., legend, illustrations, diagram, sequence*)	HI-30: determining information that is relevant, irrelevant, or missing in functional text. (*e.g., legend, illustrations, diagram, sequence*)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	Non-Fiction	PE-31: identifying and comparing two items within an expository text heard or read. (math, science, social studies)	E-31: comparing and contrasting two items within an expository text. (math, science, social studies)	B-31: comparing and contrasting two items within an expository text. (math, science, social studies)	LI-31: comparing and contrasting two items within an expository text. (math, science, social studies)	HI-31: comparing and contrasting two items within an expository text. (math, science, social studies)
		PE-32: N/A	E-32: N/A	B-32: identifying fact and opinion in persuasive text. (social studies)	LI-32: distinguishing fact from opinion in persuasive text by providing supporting evidence. (social studies)	HI-32: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. (social studies)
		PE-33: N/A	E-33: N/A	B-33: identifying words used in persuasive text to affect the reader. (*e.g., stereotypes, testimonial, exaggeration, loaded words, etc*.) (social studies)	LI-33: identifying words used in persuasive text to affect the reader. (*e.g., stereotypes, testimonial, exaggeration, loaded words, etc*.) (social studies)	HI-33: identifying words used in persuasive text to affect the reader. (*e.g., stereotypes, testimonial, exaggeration, loaded words, etc*.) (social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of reading comprehension by:				
Comprehending Text	Fiction/Non-Fiction	PE-34: identifying repetition in poetry.	E-34: identifying repetition and rhyme in poetry.	B-34: identifying the structural elements of poetry. (*e.g., stanza, verse, rhyme scheme, and rhythm*)	LI-34: differentiating the structural elements between types of poetry. (*e.g., stanza, verse, rhyme scheme, and rhythm*)	HI-34: identifying the types of poetry by characteristics and structural elements.
		PE-35: N/A	E-35: identifying words the author uses to create a visual image and rich auditory experience.	B-35: identifying different elements of figurative language, including simile, metaphor, and personification in a literary selection.	LI-35: explaining different elements of figurative language, including simile, metaphor, and personification in a literary selection.	HI-35: interpreting figurative language, including simile, metaphor, personification, hyperbole, symbolism, and imagery in a literary selection.

ELL Stage V: Grades 9-12

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 may be able to write numerals and upper and lower case letters of the alphabet. The student relays short messages by 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 may be able to write numerals and upper and lower case letters of the alphabet. The student relays short messages by using pictures, imitative writing, or dictating key words to an adult.

Basic

The student at this level has a limited ability to write in English. The student applies sound/symbol relationships to spell words in sentences and short phrases. The student uses correct subject/verb agreement and writing conventions to write sentences and phrases 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 V: Grades 9-12

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 a minimum of one sentence containing personal information with instructional support.	E-1: writing sentences based on real and imagined events. (social studies)	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting. (social studies)	LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting. (social studies)	HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate. (social studies)
	PE-2: writing a poem with instructional support. (math, science, social studies)	E-2: writing a poem using rhyme patterns and figurative language (i.e., simile). (math, science, social studies)	B-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), and rhythm. (math, science, social studies)	LI-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), theme, imagery, and rhythm. (math, science, social studies)	HI-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), theme, imagery, and rhythm. (math, science, social studies)

ELL Stage V: Grades 9-12

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	Expository	PE-3: writing a minimum of one sentence based on facts or experience with instructional support. (math, science, social studies)	E-3: writing sentences based on facts or experience. (math, science, social studies)	B-3: writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion. (math, science, social studies)	LI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion. (math, science, social studies)	HI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion. (math, science, social studies)
	Functional	PE-4: N/A	E-4: writing a process document that includes multiple step instructions with support. (math, science, social studies)	B-4: writing a process document that includes multiple step instructions. (math, science, social studies)	LI-4: writing a process document that includes multiple step instructions with heading and sub headings with instructional support. (math, science, social studies)	HI-4: writing a process document that includes multiple step instructions with heading and sub headings. (math, science, social studies)

ELL Stage V: Grades 9-12

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	Functional	PE-5: N/A	E-5: writing a business letter and addressing an envelope in a conventional format with instructional support. (social studies)	B-5: writing a business letter and addressing an envelope in a conventional format. (social studies)	LI-5: writing a business document (*e.g., letter, email, memo, and envelope*) in a conventional format. (social studies)	HI-5: writing a business document (*e.g., letter, email, memo, and envelope*) in a conventional format. (social studies)
		PE-6: N/A	E-6: N/A	B-6: N/A	LI-6: completing a business/service form. (*e.g., job application, college application, etc.*) (social studies)	HI-6: completing a business/service form. (*e.g., job application, college application, etc.*) (social studies)

ELL Stage V: Grades 9-12

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:					
	Persuasive	PE-7: N/A	E-7: writing a 2-3 sentence response that states a position/claim and supports the argument. (social studies)	B-7: writing a persuasive paragraph that states a position/claim and supports arguments with evidence. (social studies)	LI-7: writing a persuasive text that states a position/claim and supports arguments with evidence. (social studies)	HI-7: writing a persuasive text that states a position/claim, supports arguments with evidence, and acknowledges and refutes opposing arguments. (social studies)

ELL Stage V: Grades 9-12

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:					
Penmanship	PE-1: writing legibly all upper and lower case letters and numerals.	E-1: writing legibly with spacing between words and consistent left-to-right orientation.	B-1: writing legibly in standard writing format.	LI-1: writing legibly in standard writing format.	HI-1: writing legibly in standard writing format.
Spelling	PE-2: spelling words correctly, with support. (math, science, social studies)	E-2: spelling words correctly. (math, science, social studies)	B-2: spelling words correctly. (math, science, social studies)	LI-2: spelling words correctly. (math, science, social studies)	HI-2: spelling words correctly. (math, science, social studies)
Capitalization	PE-3: using capitalization at the beginning of sentences, the pronoun “I,” and proper nouns. (math, scientist, social studies)	E-3: using capitalization at the beginning of sentences, proper nouns, the pronoun “I,” and proper adjectives. (math, science, social studies)	B-3: using capitalization at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations. (math, science, social studies)	LI-3: using capitalization at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations. (math, science, social studies)	HI-3: using capitalization at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations. (math, science, social studies)

ELL Stage V: Grades 9-12

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: using end punctuation. (math, science, social studies)	E-4: using end punctuation. (math, science, social studies)	B-4: using end punctuation. (math, science, social studies)	LI-4: using end punctuation. (math, science, social studies)	HI-4: using end punctuation. (math, science, social studies)
		PE-5: N/A	E-5: using commas to punctuate items in a series and dates, with support. (math, science, social studies)	B-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives, with support. (math, science, social studies)	LI-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives. (math, science, social studies)	HI-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives. (math, science, social studies)

ELL Stage V: Grades 9-12

Writing

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

Standard English Conventions

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:					
Punctuation	PE-6: N/A	E-6: N/A	B-6: using quotation marks to punctuate dialogue, titles, and exact words from sources, with support.	LI-6: using quotation marks to punctuate dialogue, titles, and exact words from sources.	HI-6: using quotation marks to punctuate dialogue, titles, and exact words from sources.
	PE-7: using colons to punctuate time. (math)	E-7: using colons to punctuate time. (math)	B-7: using colons to punctuate time, salutations, and sentences introducing lists, with support. (math)	LI-7: using colons to punctuate time, salutations, and sentences introducing lists. (math)	HI-7: using colons to punctuate time, salutations, and sentences introducing lists. (math)
	PE-8: N/A	E-8: N/A	B-8: using semicolons to punctuate compound sentences, with support.	LI-8: using semicolons to punctuate compound and compound-complex sentences.	HI-8: using semicolons to punctuate compound and compound-complex sentences.

ELL Stage V: Grades 9-12

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-9: identifying apostrophes to punctuate contractions and singular possessives.	E-9: using apostrophes to punctuate contractions and singular possessives.	B-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	LI-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	HI-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.
		PE-10: N/A	E-10: N/A	B-10: using underlining/ italics or quotation marks to indicate titles, with support.	LI-10: using underlining/italics or quotation marks to indicate titles.	HI-10: using underlining/italics or quotation marks to indicate titles.
	Format	PE-11: identifying paragraph breaks to indicate an organizational structure, with support. (science, social studies)	E-11: using paragraph breaks to indicate an organizational structure. (science, social studies)	B-11: using paragraph breaks to indicate an organizational structure. (science, social studies)	LI-11: using transitions and paragraph breaks to indicate an organizational structure. (science, social studies)	HI-11: using transitions and paragraph breaks to indicate an organizational structure. (science, social studies)

ELL Stage V: Grades 9-12

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-12: using various subjects (*e.g., common nouns, pronouns, etc*.) in sentences in a variety of writing applications**,** with instructional support. (math, science, social studies)	PE-12: using various subjects (*e.g., common and proper nouns, pronouns, etc*.) in sentences in a variety of writing applications. (math, science, social studies)	B-12: using various subjects in sentences in a variety of writing applications. (math, science, social studies)	LI-12: using various subjects in sentences in a variety of writing applications. (math, science, social studies)	HI-12: using various subjects in sentences in a variety of writing applications. (math, science, social studies)
	PE-13: using verb tenses (simple present and present progressive) in a variety of writing applications, with instructional support. (math, science, social studies)	E-13: using verb tenses (simple present, simple past, simple future and present progressive) in a variety of writing applications. (math, science, social studies)	B-13: using verb tenses (simple and progressive) in a variety of writing applications. (math, science, social studies)	LI-13: using verb tenses (simple, progressive, and perfect) in a variety of writing applications. (math, science, social studies)	HI-13: using verb tenses (simple, progressive, and perfect) in a variety of writing applications. (math, science, social studies)

ELL Stage V: Grades 9-12

Writing

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

Standard English Conventions		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will identify and apply conventions of standard English in his or her written communications by:					
	Syntax/Sentence Construction	PE-14: using subject-verb agreement in sentences in a variety of writing applications**,** with instructional support. (math, science, social studies)	E-14: using subject-verb agreement in sentences in a variety of writing applications. (math, science, social studies)	B-14: using subject-verb agreement in sentences in a variety of writing applications. (math, science, social studies)	LI-14: using subject-verb agreement in sentences in a variety of writing applications. (math, science, social studies)	HI-14: using subject-verb agreement in sentences in a variety of writing applications. (math, science, social studies)
		PE-15: N/A Pre-Req: PE-12, 14	E-15: using noun phrases in sentences. (math, science, social studies)	B-15: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)	LI-15: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)	HI-15: using noun, adverbial and/or prepositional phrases in sentences. (math, science, social studies)

ELL Stage V: Grades 9-12

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-16: using declarative simple sentences (S-V, S-V-O) in a variety of writing applications, with instructional support. (math, science, social studies)	E-16: using simple (S-V, S-V-O, S-V-C, S-V-P, S-V-O-P) declarative sentences in a variety of writing applications with instructional support. (math, science, social studies)	B-16: using simple (S-V, S-V-O, S-V-C, S-V-P, S-V-O-P) and/or compound declarative sentences in a variety of writing applications. (math, science, social studies)	LI-16: using simple**,** compound, and/or complex declarative sentences in a variety of writing applications. (math, science, social studies)	HI-16: using various declarative sentence structures in a variety of writing applications. (math, science, social studies)
	PE-17: N/A Pre-Req: PE-16	E-17: using sentences in the positive (*e.g., I am tall.*) and negative (*e.g., I am not tall*.) construction forms, in a variety of writing applications with instructional support. (math, science, social studies)	B-17: using sentences in the positive (*e.g., I am tall*.) and negative (*e.g., I am not tall*.) construction forms, in a variety of writing applications. (math, science, social studies)	LI-17: using sentences in the positive (*e.g., I am tall*.) and negative (*e.g., I am not tall*.) construction forms, in a variety of writing applications. (math, science, social studies)	HI-17: using sentences in the positive (*e.g., I am tall*.) and negative (*e.g., I am not tall*.) construction forms, in a variety of writing applications. (math, science, social studies)

ELL Stage V: Grades 9-12

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-18: using interrogative sentences in a variety of writing applications with instructional support. (math, science, social studies)	E-18: using interrogative sentences in a variety of writing applications with instructional support. (math, science, social studies)	B-18: using interrogative sentences in a variety of writing applications. (math, science, social studies)	LI-18: using interrogative sentences in a variety of writing applications. (math, science, social studies)	HI-18: using interrogative sentences in a variety of writing applications. (math, science, social studies)
	PE-19: N/A Pre-Req: PE-16	E-19: using exclamatory sentences in a variety of writing applications with instructional support.	B-19: using exclamatory sentences in a variety of writing applications.	LI-19: using exclamatory sentences in a variety of writing applications.	HI-19: using exclamatory sentences in a variety of writing applications.
	PE-20: N/A Pre-Req: PE-16	E-20: using imperative sentences in a variety of writing applications with instructional support.	B-20: using imperative sentences in a variety of writing applications.	LI-20: using imperative sentences in a variety of writing applications.	HI-20: using imperative sentences in a variety of writing applications.

ELL Stage V: Grades 9-12

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:				
	Pre-Writing	PE-1: N/A	E-1: generating and organizing ideas before writing and maintain a record of ideas (*e.g. brainstorming, listing, journaling, webbing, etc.*) with support. (math, science, social studies)	B-1: generating and organizing ideas before writing and maintain a record of ideas (*e.g. brainstorming, listing, journaling, webbing, etc.*) with support. (math, science, social studies)	LI-1: generating and organizing ideas before writing and maintain a record of ideas (*e.g. brainstorming, listing, journaling, webbing, etc*.). (math, science, social studies)	HI-1: generating and organizing ideas before writing and maintain a record of ideas (*e.g. brainstorming, listing, journaling, webbing, etc*.). (math, science, social studies)
		PE-2: N/A	E-2: using a variety of organizational strategies (*e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.*) to plan writing, with support. (math, science, social studies)	B-2: using a variety of organizational strategies (*e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.*) to plan writing. (math, science, social studies)	LI-2: using a variety of organizational strategies *(e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.*) to plan writing. (math, science, social studies)	HI-2: using a variety of organizational strategies (*e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.*) to plan writing. (math, science, social studies)

ELL Stage V: Grades 9-12

Writing

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
Writing Process	Pre-Writing	PE-3: N/A	E-3: N/A	B-3: determining the purpose (i.e., to entertain, to inform, to explain) of a writing piece with instructional support. (science, social studies)	LI-3: determining the purpose (*e.g., to entertain, to inform, to persuade, to explain*) of a writing piece. (science, social studies)	HI-3: determining the purpose (*e.g., to entertain, to inform, to persuade, to explain*) of a writing piece. (science, social studies)
		PE-4: N/A	E-4: N/A	B-4: determining the intended audience of a writing piece with instructional support. (science, social studies)	LI-4: determining the intended audience of a writing piece. (science, social studies)	HI-4: determining the intended audience of a writing piece. (science, social studies)
	Drafting	PE-5: N/A	E-5: using a prewriting plan to develop the main idea(s) with supporting details with instructional support. (math, science, social studies)	B-5: using a prewriting plan to develop the main idea(s) with supporting details. (science, social studies)	LI-5: using a prewriting plan to develop the main idea(s) with supporting details. (science, social studies)	HI-5: using a prewriting plan to develop the main idea(s) with supporting details. (science, social studies)

ELL Stage V: Grades 9-12

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:				
	Drafting	PE-6: N/A	E-6: sequencing ideas into a cohesive, meaningful order, with instructional support. (math, science, social studies)	B-6: sequencing ideas into a cohesive, meaningful order. (math, science, social studies)	LI-6: sequencing ideas into a cohesive, meaningful order. (math, science, social studies)	HI-6: sequencing ideas into a cohesive, meaningful order. (math, science, social studies)
	Revising	PE-7: N/A	E-7: reorganizing the draft to clarify meaning with instructional support. (science, social studies)	B-7: reorganizing the draft to clarify meaning. (science, social studies)	LI-7: reorganizing the draft to clarify meaning. (science, social studies)	HI-7: reorganizing the draft to clarify meaning. (science, social studies)
		PE-8: N/A	E-8: N/A	B-8: adding relevant and/or deleting irrelevant information from the draft, with instructional support. (science, social studies)	LI-8: adding relevant and/or deleting irrelevant information from the draft. (science, social studies)	HI-8: adding relevant and/or deleting irrelevant information from the draft. (science, social studies)

ELL Stage V: Grades 9-12

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-9: N/A	E-9: N/A	B-9: adding transitional words to the draft in order to clarify meaning, with instructional support. (science, social studies)	LI-9: adding transitional words and phrases to the draft in order to clarify meaning. (science, social studies)	HI-9: adding transitional words and phrases to the draft in order to clarify meaning. (science, social studies)
		PE-10: N/A	E-10: N/A	B-10: using a variety of sentence structures (i.e., simple and compound) to improve sentence fluency in the draft, with instructional support. (science, social studies)	LI-10: using a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft. (science, social studies)	HI-10: using a variety of sentence structures (*e.g., simple, compound, complex*) to improve sentence fluency in the draft. (science, social studies)

ELL Stage V: Grades 9-12

Writing

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

Writing Processes		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-11: N/A	E-11: N/A	B-11: applying appropriate tools and strategies (*e.g., checklists, rubrics*) to refine the draft, with instructional support. (science, social studies)	HI-11: applying appropriate tools and strategies (*e.g., peer review, checklists, rubrics*) to refine the draft. (science, social studies)	HI-11: applying appropriate tools and strategies (*e.g., peer review, checklists, rubrics*) to refine the draft. (science, social studies)
		PE-12: N/A	E-12: N/A	B-12: using resources and reference materials (*e.g., thesaurus, dictionary*) to select more effective and precise language, with instructional support. (science, social studies)	LI-12: using resources and reference materials (*e.g., thesaurus, dictionary*) to select more effective and precise language. (science, social studies)	HI-12: using resources and reference materials (*e.g., thesaurus, dictionary*) to select more effective and precise language. (science, social studies)

ELL Stage V: Grades 9-12

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:				
	Editing	PE-13: N/A	E-13: N/A	B-13: identifying punctuation, spelling, and grammar errors in the draft, with instructional support. (science, social studies)	LI-13: identifying punctuation, spelling, and grammar errors in the draft. (science, social studies)	HI-13: identifying punctuation, spelling, and grammar errors in the draft. (science, social studies)
		PE-14: N/A	E-14: using resources (*e.g., word lists, spelling/ grammar checkers*) to correct conventions, with support. (science, social studies)	B-14: using resources (*e.g., word lists, dictionary, spelling/grammar checkers*) to correct conventions, with support. (science, social studies)	LI-14: using resources (*e.g., word lists, dictionary, spelling/grammar checkers*) to correct conventions. (science, social studies)	HI-14: using resources (*e.g., word lists, dictionary, spelling/grammar checkers*) to correct conventions. (science, social studies)

ELL Stage V: Grades 9-12

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:				
	Editing	PE-15: N/A	E-15: applying proofreading marks to indicate errors in capitalization and end punctuation, with support.	B-15: applying proofreading marks to indicate errors in conventions, with support.	LI-15: applying proofreading marks to indicate errors in conventions.	HI-15: applying proofreading marks to indicate errors in conventions.
		PE-16: N/A	E-16: applying appropriate tools and strategies (*e.g., checklists, rubrics*) to edit the draft, with instructional support. (science, social studies)	B-16: applying appropriate tools and strategies (*e.g., checklists, rubrics*) to edit the draft. (science, social studies)	LI-16: applying appropriate tools and strategies (*e.g., peer review,* checklists, rubrics) to edit the draft. (science, social studies)	HI-16: applying appropriate tools and strategies (*e.g., peer review, checklists, rubrics*) to edit the draft. (science, social studies)

ELL Stage V: Grades 9-12

Writing

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
Writing Process	Publishing	PE-17: N/A	E-17: N/A	B-17: presenting writing in a format (*e.g., oral presentation, manuscript, multimedia*) appropriate to audience and purpose, with instructional support. *Technology (PowerPoint, Word, etc.) (science, social studies)	LI-17: presenting writing in a format (*e.g., oral presentation, manuscript, multimedia*) appropriate to audience and purpose. *Technology (PowerPoint, Word, etc.) (science, social studies)	HI-17 presenting writing in a format (*e.g., oral presentation, manuscript, multimedia**) appropriate to audience and purpose. *Technology (PowerPoint, Word, etc.) (science, social studies)
	Planning	PE-18: N/A	E-18: N/A	B-18: using time-management strategies, when appropriate, to produce a final draft within a specified period of time, with instructional support. (science, social studies)	LI-18: using time-management strategies, when appropriate, to produce a final draft within a specified period of time. (science, social studies)	HI-18: using time-management strategies, when appropriate, to produce a final draft within a specified period of time. (science, social studies)

ELL Stage V: Grades 9-12

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: N/A	E-1: including an identifiable main idea. (science, social studies)	B-1: including an identifiable main idea/ topic sentence. (science, social studies)	LI-1: including an identifiable main idea, topic sentence, and/or thesis statement. (science, social studies)	HI-1: including an identifiable main idea, topic sentence, and/or thesis statement. (science, social studies)
PE-2: N/A	E-2: providing reasons (primary supports) and examples (secondary supports) to support main idea. (science, social studies)	B-2: providing reasons (primary supports) and examples (secondary supports) to support main idea/topic sentence. (science, social studies)	LI-2: providing reasons (primary supports) and examples (secondary supports) to support main idea, topic sentence and/or thesis statement. (science, social studies)	HI-2: providing reasons (primary supports) and examples (secondary supports) to support main idea/topic sentence and/or thesis statement. (science, social studies)

ELL Stage V: Grades 9-12

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-3: N/A	E-3: writing with a given purpose and for a specific audience with instructional support. (science, social studies)	B-3: writing with an identifiable purpose for a specific audience. (science, social studies)	LI-3: writing with an identifiable purpose for a specific audience. (science, social studies)	HI-3: writing with an identifiable purpose for a specific audience. (science, social studies)
PE-4: N/A	E-4: using appropriate format for the type of writing. (*e.g., letter, poem, narrative*) with instructional support. (science, social studies)	B-4: using appropriate format for the type of writing. (*e.g., letter, poem, narrative*). (science, social studies)	LI-4: using appropriate format for the type of writing. (*e.g., letter, poem, narrative, essay*). (science, social studies)	HI-4: using appropriate format for the type of writing. (*e.g., letter, poem, narrative, essay*). (science, social studies)
PE-5: N/A	E-5: N/A	B-5: using an introduction to draw in the reader, with instructional support. (science, social studies)	LI-5: using an introduction to draw in the reader. (science, social studies)	HI-5: using an introduction to draw in the reader. (science, social studies)

ELL Stage V: Grades 9-12

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-6: N/A	E-6: using details to support the main idea with instructional support. (science, social studies)	B-6: using details to support the main idea/topic sentence. (science, social studies)	LI-6: using details to support the main idea, topic sentence, and/or thesis statement. (science, social studies)	HI-6: using details to support the main idea, topic sentence, and/or thesis statement. (science, social studies)
PE-7: N/A	E-7: using transitions among sentences and ideas, with instructional support. (science, social studies)	B-7: using transitions among sentences, paragraphs, and ideas. (science, social studies)	LI-7: using transitions among sentences, paragraphs, and ideas. (science, social studies)	HI-7: using transitions among sentences, paragraphs, and ideas. (science, social studies)
PE-8: N/A	E-8: N/A	B-8: using a variety of paragraph strategies. (*e.g., topical, chronological*) with instructional support. (science, social studies)	LI-8: using a variety of paragraph strategies. (*e.g., topical, chronological, cause and effect*). (science, social studies)	HI-8: using a variety of paragraph strategies. (*e.g., topical, chronological, cause and effect*). (science, social studies)

ELL Stage V: Grades 9-12

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-9: N/A	E-9: including an identifiable conclusion. (science, social studies)	B-9: creating an ending that provides a sense of resolution or closure. (science, social studies)	LI-9: creating an ending that provides a sense of resolution or closure. (science, social studies)	HI-9: creating an ending that provides a sense of resolution or closure. (science, social studies)
PE-10: N/A	E-10: using language appropriate to a given purpose and audience, with instructional support. (science, social studies)	B-10: using language appropriate to purpose, topic and audience, with instructional support. (science, social studies)	LI-10: using language appropriate to purpose, topic, and audience. (science, social studies)	HI-10: using language appropriate to purpose, topic, and audience. (science, social studies)
PE-11: N/A	E-11: N/A	B-11: N/A	LI-11: N/A	HI-11: using language that expresses sincerity and commitment to the topic.

ELL Stage V: Grades 9-12

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-12: N/A	E-12: using provided vocabulary that conveys the intended message. (math, science, social studies)	B-12: using precise vocabulary and descriptive phrases that convey the intended message. (math, science, social studies)	LI-12: using precise vocabulary and descriptive phrases that convey the intended message. (math, science, social studies)	HI-12: using precise vocabulary and descriptive phrases that convey the intended message. (math, science, social studies)
PE-13: N/A	E-13: N/A	B-13: N/A	LI-13: using figurative language to evoke clear images.	HI-13: using figurative language to evoke clear images.
PE-14: N/A	E-14: using a variation in sentence beginnings and lengths, with instructional support. (science, social studies)	B-14: using a variation in sentence beginnings and lengths (including phrases and/or clauses). (science, social studies)	LI-14: using a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses). (science, social studies)	HI-14: using a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses). (science, social studies)

ELL Stage V: Grades 9-12

Writing

Writing Elements	**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-15: N/A	E-15: N/A	B-15: using a variety of sentence structures (i.e., simple and compound) for sentence fluency with instructional support. (science, social studies)	LI-15: using a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency. (science, social studies)	HI-15: using a variety of sentence structures (*e.g., simple, compound, complex*) for sentence fluency. (science, social studies)

ELL Stage V: Grades 9-12

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:				
PE-1: N/A	E-1: writing a simple report that includes a title, main idea, and supporting details, with instructional support. (science, social studies)	B-1: summarizing information from 2-3 resources in a report (*e.g., internet, reference materials, newspapers*). (science, social studies)	LI-1: summarizing information from 2-3 resources in a report (*e.g., internet, reference materials, newspapers*). (science, social studies)	HI-1: summarizing information from 2-3 resources in a report (*e.g., internet, reference materials, newspapers*). (science, social studies)
PE-2: N/A	E-2: selecting information from one teacher-provided source about a teacher-selected topic. (science, social studies)	B-2: selecting information from more than one teacher-provided source about a teacher-selected topic. (science, social studies)	LI-2: locating and evaluating informational sources about a topic. (science, social studies)	HI-2: locating and evaluating informational sources about a topic. (science, social studies)

ELL Stage V: Grades 9-12

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:				
PE-3: N/A	E-3: organizing notes, with support, on a given topic from one teacher-provided source. (science, social studies)	B-3: organizing notes, with support, on a given topic from more than one teacher-provided source. (science, social studies)	LI-3: organizing notes on a given topic from a variety of sources. (science, social studies)	HI-3: organizing notes on a topic from a variety of sources. (science, social studies)
PE-4: N/A	E-4: summarizing information, from a teacher-provided source, in a written report which includes a topic sentence and three supporting sentences with instructional support. (science, social studies)	B-4: summarizing information, from more than one teacher-provided source, in a written report which includes a topic sentence, at least three supporting sentences. (science, social studies)	LI-4: summarizing information, from more than one source, in a written report which includes an introduction, supporting information, examples, and a conclusion. (science, social studies)	HI-4: summarizing information, from more than one source, in a written report which includes an introduction, supporting information, examples, and a conclusion. (science, social studies)

ELL Stage V: Grades 9-12

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:				
PE-5: N/A	E-5: N/A	B-5: paraphrasing information and citing the source. (science, social studies)	LI-5: paraphrasing information and citing the source. (science, social studies)	HI-5: paraphrasing information and citing the source. (science, social studies)
PE-6: N/A	E-6: N/A	B-6: including a works cited, with instructional support. (science, social studies)	LI-6: including a works cited, bibliography, or reference page. (science, social studies)	HI-6: including a works cited, bibliography, or reference page. (science, social studies)

ELL Stage V: Grades 9-12

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:				
	PE-7: N/A	E-7: producing and presenting a report using technology. (e.g., Power Point, interactive whiteboard, etc.) (science, social studies)	B-7: producing and presenting a report using technology. (e.g., Power Point, interactive whiteboard, etc.) (science, social studies)	LI-7: producing and presenting a report using technology. (e.g., Power Point, interactive whiteboard, etc.) (science, social studies)	HI-7: producing and presenting a report using technology. (e.g., Power Point, interactive whiteboard, etc.) (science, social studies)

ELL Stage V: Grades 9-12

Language Strand

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

ELL Stage V: Grades 9-12

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:					
	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 his/her 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)

ELL Stage V: Grades 9-12

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-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 his/her use of singular versus plural nouns, common versus proper nouns, and definite versus indefinite articles. (*e.g., I used "the president" versus "a president" because "the president" is referring to a specific person.*) (math, science, social studies)
		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.

ELL Stage V: Grades 9-12

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-4: N/A Pre-Req: PE-1,2	E-4: N/A Pre-Req: E-1,2,3	B-4: distinguishing between count and non-count nouns, with definite and indefinite articles as appropriate.	LI-4: using count and non-count nouns, with definite and indefinite articles as appropriate.	HI-4: using count and non-count nouns, with definite and indefinite articles and/or quantifiers as appropriate (i.e., May I have a bottle of water?).
		PE-5: N/A Pre-Req: PE-1,2	E-5: N/A Pre-Req: E-1,2,3	B-5: defining and listing collective nouns, with definite and indefinite articles as appropriate.	LI-5: using collective nouns, with definite and indefinite articles as appropriate.	HI-5: using collective nouns, with definite and indefinite articles as appropriate.
		PE-6: N/A Pre-Req: PE-1,2	E-6: defining possessive nouns; repeating phrases with singular possessive nouns.	B-6: producing a response to a prompt using a singular possessive noun (i.e., It is Mary's book.).	LI-6: using singular possessive nouns.	HI-6: distinguishing between plural nouns and singular possessive nouns.

ELL Stage V: Grades 9-12

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:					
Nouns (N)	PE-7: N/A Pre-Req: PE-1,2	E-7: N/A Pre-Req: E-1,2,3	B-7: defining and producing responses using a plural possessive noun.	LI-7: using plural possessive nouns.	HI-7: using regular and irregular plural possessive nouns.
	PE-8: N/A	E-8: N/A	B-8: defining gerunds as the present participle form of verb being used as a noun. (*e.g., "I like running."* *"Running is fun."*)	LI-8: using gerunds.	HI-8: using gerunds.
Verbs (V)	PE-1: identifying physical action as verbs with instructional support.	E-1: identifying physical action, mental action, and state of being (i.e., to be) as verbs with instructional support.	B-1: defining and classifying physical action, mental action, and state of being (i.e., to be) as verbs.	LI-1: defining and classifying the physical action, mental action, and state of being (i.e., to be) verbs as the base form.	HI-1: defining and classifying physical action, mental action, and state of being (i.e., to be) verbs; explaining the relationship of a verb to the subject.

ELL Stage V: Grades 9-12

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 with instructional support.	E-2: differentiating between past, present, and future by selecting the appropriate verb in a given sentence.	B-2: differentiating between past, present, and future by responding to a prompt.	LI-2: differentiating between past, present, and future by responding.	HI-2: differentiating between past, present, and future by responding.
		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 verb with instructional support.	LI-4: identifying the infinitive verb.	HI-4: identifying the infinitive verb.

ELL Stage V: Grades 9-12

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 (i.e., to be, to have, to do, and to go) with instructional support.	B-5: choosing the correct simple present tense irregular verb (i.e., to be, to have, to do, and to go) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-5: using simple present tense irregular verbs (i.e., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences with instructional support.	HI-5: using simple present tense irregular verbs (i.e., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences.
		PE-6: repeating simple present tense regular verbs with instructional support. (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 and 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)

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

ELL Stage V: Grades 9-12

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-9: repeating simple past tense regular verbs with instructional support. (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 and 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 forms of irregular verbs (*e.g., to be, to have, to do,* and *to go*) in the simple past tense.	E-10: conjugating simple past tense of irregular verbs (*e.g., to be, to have, to do,* and *to go*) with instructional support.	B-10: choosing simple past tense irregular verbs (*e.g., to be, to have, to do,* and *to go*) to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-10: using simple past tense irregular verbs (*e.g., to be, to have, to do,* and *to go*) to produce declarative, negative, and interrogative simple sentences with instructional support.	HI-10: using simple past tense irregular verbs (*e.g., to be, to have, to do,* and *to go*) to produce declarative, negative, and interrogative simple sentences with subject-verb agreement.

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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:						
	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 (*e.g., will*) with instructional support. (math, science, social studies)	E-12: selecting simple future tense (*e.g., will walk versus walked, talk versus will talk*) with instructional support. (math, science, social studies)	B-12: choosing simple future tense verb (*e.g., will*) to complete declarative, negative, and interrogative sentence with subject-verb agreement. (math, science, social studies)	LI-12: producing declarative, negative, and interrogative simple sentences using the simple future tense (*e.g., 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 (*e.g., will*) with subject-verb agreement. (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.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
Verbs (V)	PE-13: N/A Pre-Req: PE-7, 12	E-13: N/A Pre-Req: E-7,12	B-13: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (*e.g., I am going to dance.*) with subject-verb agreement and with instructional support.	LI-13: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (*e.g., I am going to dance.*) with subject-verb agreement.	HI-13: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (*e.g., I am going to dance.*) with subject-verb agreement.

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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.**					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of parts of speech by:					
	Verbs (V)	PE-14: repeating sentences using the linking verb "to be". (*e.g., He is tall*.)	E-14: using the linking verb "to be" in sentences with instructional support.	B-14: using linking verbs of sensation (*e.g., taste, smell, sound, and feel*) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.	LI-14: using linking verbs of sensation (*e.g., taste, smell, sound, and 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-14: using linking verbs of sensation (*e.g., taste, smell, sound, and 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 (*e.g., The milk has gone bad.*) with subject-verb agreement.

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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.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
Verbs (V)	PE-15: N/A Pre-Req: PE-7,9	E-15: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.	B-15: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.	LI-15: producing declarative, negative, and interrogative simple sentences using the past progressive tense with subject-verb agreement and with instructional support.	HI-15: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
	PE-16: N/A Pre-Req: PE-7,9	E-16: defining auxiliary (i.e., helping) verbs (*e.g., to be, to have, to do*) with instructional support.	B-16: defining auxiliary (i.e., helping) verbs (*e.g., to be, to have, to do*).	LI-16: distinguishing between the auxiliary (i.e., helping) verb and the main verb.	HI-16: distinguishing between the auxiliary (i.e., helping) verb and the main verb.

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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	E-17: listing modal auxiliary verbs (*e.g., will, can, could*).	B-17: using modal auxiliary verbs (*e.g., will, can, could, may, might, must, should, would*) in a sentence with subject-verb agreement using sentence frames.	LI-17: producing sentences using modal auxiliary verbs, negative modal auxiliary verbs (*e.g., cannot, should not*), and present progressive modals with subject-verb agreement and with instructional support.	HI-17: producing sentences using modal auxiliary verbs, negative modal auxiliary verbs, and present and past progressive modals (*e.g., may have been talking*) with subject-verb agreement.
		PE-18: N/A	E-18: completing phrasal verbs (*e.g., turn off/on/in*) in context with instructional support.	B-18: selecting phrasal verbs to complete sentences.	LI-18: producing sentences with phrasal verbs with instructional support.	HI-18: producing sentences with phrasal verbs.

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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.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
Verbs (V)	PE-19: N/A Pre-Req: PE-7,12	E-19: choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.	B-19: choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.	LI-19: producing declarative, negative, and interrogative simple sentences using the future progressive tense with subject-verb agreement and with instructional support.	HI-19: producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.
	PE-20: N/A Pre-Req: PE-9	E-20: N/A Pre-Req: E-9	B-20: identifying the regular past participle; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-20: producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs with subject-verb agreement and with instructional support.	HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.

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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-10	E-21: N/A Pre-Req: E-10	B-21: identifying the irregular past participle; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-21: producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs with subject-verb agreement and with instructional support.	HI-21: producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.
		PE-22: N/A Pre-Req: PE-10	E-22: N/A Pre-Req: E-10	B-22: differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.	LI-22: differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.	HI-22: differentiating between the use of simple past tense and the present perfect tense.

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Standard English Conventions	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
Verbs (V)	PE-23: N/A Pre-Req: PE-1	E-23: N/A Pre-Req: E-1	B-23: identifying non-action/stative verbs without a present progressive form. (*e.g., want, need, like*)	LI-23: 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-23: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (*e.g., want, need, like*). (*e.g., "I am longing for a vacation." versus "I want a vacation."*)
	PE-24: N/A Pre-Req: PE-1	E-24: N/A Pre-Req: E-1	B-24: comparing action verbs with non-action/ stative verbs in context with instructional support. (*e.g., see/watch, hear/listen*)	LI-24: differentiating between the use of action verbs and non-action/stative verbs in context. (*e.g., see/watch, hear/listen*)	HI-24: differentiating between the use of action verbs and non-action/stative verbs in context. (*e.g., see/watch, hear/listen*) in context.

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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	E-25: N/A	B-25: N/A	LI-25: N/A	HI-25: comparing transitive verbs (*e.g., lay, raise*) and intransitive verbs (*e.g., lie, rise*) in context with instructional support.
		PE-26: N/A	E-26: N/A	B-26: 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-26: producing declarative, negative, and interrogative simple sentences using past perfect tense verbs with subject-verb agreement and with instructional support.	HI-26: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.

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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-27: N/A	E-27: N/A	B-27: choosing a future perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (*e.g., "I will have walked." versus "I will walk."*)	LI-27: producing declarative, negative, and interrogative simple sentences using future perfect tense verbs with subject-verb agreement and with instructional support.	HI-27: producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement.
		PE-28: N/A	E-28: N/A	B-28: choosing a present perfect progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (*e.g., "I have been swimming." versus "I am swimming."*)	LI-28: producing declarative, negative, and interrogative simple sentences using present perfect progressive tense verbs (subject-verb agreement) with instructional support.	HI-28: producing declarative, negative, and interrogative sentences using present perfect progressive tense verbs with subject-verb agreement.

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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-29: N/A	E-29: N/A	B-29: choosing a past perfect progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (*e.g., "I had been swimming." versus "I was swimming."*)	LI-29: producing declarative, negative, and interrogative simple sentences using past perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-29: producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement.
		PE-30: N/A	PE-30: N/A	B-30: choosing a future perfect progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (*e.g., "I had been swimming." versus "I was swimming."*)	LI-30: producing declarative, negative, and interrogative simple sentences using future perfect progressive tense verbs with subject-verb agreement and with instructional support.	HI-30: producing declarative, negative, and interrogative sentences using future perfect progressive tense verbs with subject-verb agreement.

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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-31: N/A	E-31: N/A	B-31: N/A	LI-31: explaining the difference between the use of simple, progressive, and perfect verb tenses with instructional support.	HI-31: explaining the difference between the use of simple, progressive, and perfect verb tenses.
		PE-32: N/A	E-32: N/A	B-32: N/A	LI-32: identifying and orally producing the subjunctive mood to express a condition contrary to fact or to express a wish.	HI-32: identifying and orally producing the subjunctive mood to express a condition contrary to fact or to express a wish.
	Pronouns (PRO)	PE-1: defining pronouns; selecting singular personal subjective pronouns to complete a given sentence.	E-1: defining pronouns; and selecting singular and plural personal subjective pronouns to complete a given sentence.	B-1: using personal subjective pronouns.	LI-1: using personal subjective pronouns.	HI-1: using and justifying the appropriate personal subjective pronouns based upon the antecedent.

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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-2: listing and selecting personal singular objective pronouns to complete a given sentence.	E-2: listing and selecting singular and plural personal objective pronouns to complete a given sentence.	B-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.	LI-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.	HI-2: using and justifying the appropriate personal subjective and personal objective pronouns. (*e.g., I used "them" instead of "they" because…*)
		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 the appropriate adjective form of the personal possessive pronoun versus the objective form. (*e.g., I used "your" instead of "yours" because…*)

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

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

ELL Stage V: Grades 9-12

Language Strand

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

ELL Stage V: Grades 9-12

Language Strand

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

ELL Stage V: Grades 9-12

Language Strand

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	Adjectives (ADJ)	PE-7: N/A	E-7: selecting indefinite adjectives to complete a given sentence. (*e.g., all, both, many*)	B-7: using indefinite adjectives with support.	LI-7: using indefinite adjectives.	HI-7: using indefinite adjectives.
		PE-8: N/A	E-8: listing comparative and superlative adjectives (*e.g., -er, -est*); selecting a comparative or superlative adjective to complete a given sentence. (math, science, social studies)	B-8: using comparative and superlative adjectives with support. (*e.g., -er, -est*; *more/most/ less/least*) (math, science, social studies)	LI-8: using comparative and superlative adjectives; listing irregular comparative and superlative adjectives. (*e.g., bad, worse, worst*) (math, science, social studies)	HI-8: using comparative and superlative adjectives, including irregular adjectives. (math, science, social studies)

ELL Stage V: Grades 9-12

Language Strand

Standard English Conventions		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard 1: The student will identify and apply conventions of standard English in his or her communications.						
The student will demonstrate knowledge of parts of speech by:						
	Adjectives (ADJ)	PE-9: N/A	E-9: N/A	B-9: defining the participle as an adjective; selecting a present or past participle to complete a given sentence.	LI-9: using present and past participles as adjectives with support.	HI-9: using participles as adjectives.
	Adverbs (ADV)	PE-1: repeating classroom directions with "when" adverbs. (*e.g., first, next, then*; "*First take out your book*.") (math, science, social studies)	E-1: define an adverb; selecting "when" adverbs to complete a given sentence. (math, science, social studies)	B-1: using "when" adverbs with instructional support. (math, science, social studies)	LI-1: using "when" adverbs. (math, science, social studies)	HI-1: using "when" adverbs. (math, science, social studies)

ELL Stage V: Grades 9-12

Language Strand

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

Standard English Conventions		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of parts of speech by:					
	Adverbs (ADV)	PE-2: repeating classroom/school rules with "frequency" adverbs. (*e.g., always, never, sometimes; "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)
		PE-3: N/A	E-3: selecting "how"/degree adverbs to complete a given sentence. (*e.g., quick versus quickly*) (science)	B-3: convert adjectives into "how"/degree adverbs with instructional support. (science)	LI-3: using "how"/degree adverbs. (*e.g., quickly ran, too cold, very quick*) (science)	HI-3: using "how"/degree adverbs. (science)

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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-4: N/A	E-4: selecting "where" adverbs to complete a given sentence.	B-4: using "where" adverbs with instructional support.	LI-4: using "where" adverbs.	HI-4: using "where" adverbs.
		PE-5: N/A	E-5: selecting comparative and superlative adverbs to complete a given sentence.	B-5: using comparative and superlative adverbs with instructional support.	LI-5: using comparative and superlative adverbs.	HI-5: using comparative and superlative adverbs, including irregular adverbs.
		PE-6: N/A	E-6: selecting conjunctive adverbs to complete a given sentence. (*e.g., also, therefore*)	B-6: using conjunctive adverbs with instructional support. (*e.g., also, therefore*)	LI-6: using conjunctive adverbs.	HI-6: using conjunctive adverbs.

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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-7: N/A	E-7: listing and selecting intensifier adverbs to complete a given sentence with instructional support. (*e.g., too, not, very, some, any*)	B-7: using intensifier adverbs in a complete sentence. (*e.g., too, not, very, some, any*)	HI-7: using intensifier adverbs. (*e.g., too, not, very, some, any*)	HI-7: using intensifier adverbs. (*e.g., too, not, very, some, any*)
		PE-8: N/A	E-8: using adverbs to show cause and effect with instructional support. (*e.g., because of*)	B-8: using adverbs to show cause and effect with instructional support.	LI-8: using adverbs to show cause and effect.	HI-8: using adverbs to show cause and effect.
		PE-9: N/A	E-9: N/A	B-9: using the contrast adverb "while" with instructional support.	LI-9 producing contrast adverbs with instructional support. (*e.g., while, although, whereas*)	HI-9: producing contrast adverbs.

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Language Strand

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of parts of speech by:				
Standard English Conventions	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)
		PE-2: selecting and physically demonstrating prepositions of direction to complete a given sentence. (math, science, social studies)	E-2: using prepositions of direction 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)

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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.

The student will demonstrate knowledge of parts of speech by:

Prepositions (PREP)

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
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)
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 Pre-Req: PE-1,2,3	E-6: defining prepositions.	B-6: differentiating among prepositions of location, direction, and time.	LI-6: differentiating among prepositions of action and movement, location, direction, and time.	HI-6: differentiating among prepositions of location, direction, time, action and movement, and opposition.

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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:					
	Prepositions (PREP)	PE-7: N/A	E-7: N/A	B-7: listing and selecting prepositions of cause and effect, exception and contrast to complete a given sentence. (science, social studies)	LI-7: using prepositions of cause and effect, exception and contrast. (science, social studies)	HI-7: using prepositions of cause and effect, exception and contrast. (science, social studies)
		PE-8: N/A	E-8: N/A	B-8: selecting prepositions + gerunds to complete a given sentence with support.	LI-8: selecting prepositions + gerunds to complete a given sentence.	HI-8: using prepositions + gerunds.

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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-1: selecting coordinating conjunctions (and, or), which combine nouns, verbs, adjectives, to complete a given sentence. (math, science, social studies)	E-1: selecting coordinating conjunctions (and, or, but, yet), 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: selecting correlative conjunctions to complete a given sentence. (*e.g., both…and, either…or*) (math, science, social studies)	B-2: using correlative conjunctions in a sentence. (*e.g., both…and, either…or, neither…nor, not only…but also*) (math, science, social studies)	LI-2: defining and differentiating correlative conjunctions. (math, science, social studies)	HI-2: defining and differentiating between correlative conjunctions. (math, science, social studies)

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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.	HI-4: identifying and orally producing subordinating conjunctions to begin a clause introducing a complete sentence.
	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.

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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.

Phrase Construction (PH)

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

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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 sentence construction by:					
	Phrase Construction (PH)	PE-4: producing a joined verb phrase (*e.g., 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, etc.*) with instructional support.	E-5: using a prepositional phrase to complete a sentence frame.	B-5: using a prepositional phrase in a complete sentence with instructional support.	LI-5: using a prepositional phrase in a complete sentence.	HI-5: using a prepositional phrase in a complete sentence.
		PE -6: N/A Pre-Req: PE-3,4	E-6: N/A Pre-Req: E-3,4	B-6: using an infinitive verb phrase to complete a sentence frame.	LI-6: using an infinitive verb phrase in a complete sentence.	HI-6: using an infinitive verb phrase in a complete sentence.

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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.

The student will demonstrate knowledge of sentence construction by:

Phrase Constructions (PH)

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

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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.

Phrase Construction (PH)

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

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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.

Phrase Construction (PH)

The student will demonstrate knowledge of sentence construction by:

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

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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.

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

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Language Strand

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

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

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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 sentence construction by:					
Sentence Construction (SC)	PE-2: identifying the simple predicate of a given sentence. (math, science, social studies)	E-2: identifying the predicate of a given sentence. (math, science, social studies)	B-2: identifying the predicate in all sentence construction patterns. (math, science, social studies)	LI-2: identifying the predicate in all sentence construction patterns. (math, science, social studies)	HI-2: identifying the predicate in all sentence construction patterns. (math, science, social studies)
	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 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, and complement (S-V-C) with subject-verb agreement. (math, science, social studies)

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of sentence construction by:					
Standard English Conventions	Sentence Construction (SC)	PE-4: producing sentences in the negative S-V construction (*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 (*subject + linking verb + not + complement*) with subject, verb, and predicate adjective complement (S-V-C) with subject-verb agreement using a sentence frame. (math, science, social studies)	B-4: producing sentences in the negative construction with 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 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 complement (S-V-C) with subject-verb agreement. (math, science, social studies)
		PE-5: producing sentences with a subject, verb, and direct 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 direct object (S-V-O) with subject-verb agreement. (math, science, social studies)	B-5: producing sentences with a subject, verb, and direct object (S-V-O) with subject-verb agreement. (math, science, social studies)	LI-5: producing complete sentences with a subject, verb, and direct object (S-V-O) with subject-verb agreement. (math, science, social studies)	HI-5: producing complete sentences with a subject, verb, and direct object (S-V-O) with subject-verb agreement. (math, science, social studies)

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

Standard English Conventions		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of sentence construction by:					
	Sentence Construction (SC)	PE-6: producing sentences in the negative construction (*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. (math, science, social studies)
		PE-7: N/A	E-7: producing sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement, using a sentence frame. (math, science, social studies)	B-7: producing sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement. (math, science, social studies)	LI-7: producing complete sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement. (math, science, social studies)	HI-7: producing complete sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement. (math, science, social studies)

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

ELL Stage V: Grades 9-12

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.

The student will demonstrate knowledge of sentence construction by:

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

ELL Stage V: Grades 9-12

Language Strand

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of sentence construction by:				
Standard English Conventions	Sentence Construction (SC)	PE-13: N/A	E-13: inserting an adverb within a given sentence to modify an adverb.	B-13: producing sentences with an adverb to modify an adverb.	LI-13: producing sentences with an adverb to modify an adverb.	HI-13: producing sentences with an adverb to modify an adverb.
		PE-14: N/A	E-14: producing compound sentences with two given independent clauses. (*independent clause + conjunction + independent clause*) (math, science, social studies)	B-14: producing compound sentences. (*independent clause + conjunction + independent clause*) (math, science, social studies)	LI-14: producing compound sentences. (*independent clause + conjunction + independent clause*) (math, science, social studies)	HI-14: producing compound sentences. (*independent clause + conjunction + independent clause*) (math, science, social studies)
		PE-15: N/A	E-15: producing compound sentences with two given independent clauses. (*independent clause; conjunctive adverb + independent clause*)	B-15: producing compound sentences with semicolons. (*independent clause; conjunctive adverb + independent clause*)	LI-15: producing compound sentences with semicolon. (*independent clause; conjunctive adverb + independent clause*)	HI-15: producing compound sentences semicolon. (*independent clause; conjunctive adverb + independent clause*)

ELL Stage V: Grades 9-12

Language Strand

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

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:					
Standard English Conventions / Sentence Construction (SC)	PE-16: N/A	E-16: N/A	B-16: selecting a reflexive pronoun to complete a sentences frame.	LI-16: producing sentences using reflexive pronouns.	HI-16: producing sentences using reflexive pronouns.
	PE-17: N/A	E-17: N/A	B-17: N/A	LI-17: converting a given sentence in the active voice to a sentence in the passive voice. (social studies)	HI-17: producing sentences using the passive voice. (social studies)
	PE-18: N/A	E-18: N/A	B-18: completing a present real conditional sentence frame. (If/When + simple present… + comma + simple present…)	LI-18: producing sentences in the present real conditional.	HI-18: producing sentences in the present real conditional.

ELL Stage V: Grades 9-12

Language Strand

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of sentence construction by:				
Standard English Conventions	Sentence Construction (SC)	PE-19: N/A	E-19: N/A	B-19: N/A	LI-19: completing a present future conditional sentence frame. (If + subject + present tense verb…, subject + will + present tense verb…)	HI-19: producing sentences in the present future conditional. (If + subject + present tense verb…, subject + will + present tense verb…)
		PE-20: repeating one- or two-word imperative sentences. (*e.g., 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., "Stop." "Open the door.", "Put the markers in the box."*)	HI-20: producing imperative sentences.

ELL Stage V: Grades 9-12

Language Strand

Standard English Conventions

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

Sentence Construction (SC)

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:					
	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!"*)
	PE-22: N/A	E-22: N/A	B-22: N/A	LI-22: producing sentences in the subjunctive mood. (*e.g.,* "*Jack recommended that Jill stop."*)	HI-22: producing sentences in the subjunctive mood.
	PE-23: N/A	E-23: N/A	B-23: N/A	LI-23: completing a sentence frame consisting of an independent clause + relative pronoun + dependent clause to form a complex sentence.	HI-23: producing a complex sentence consisting of independent clause + relative pronoun + dependent clause.

ELL Stage V: Grades 9-12

Language Strand

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of sentence construction by:				
Standard English Conventions	Sentence Construction (SC)	PE-24: N/A	E-24: N/A	B-24: N/A	LI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence.	HI-24: producing a complex sentence consisting of a dependent clause + comma + independent clause.
		PE-25: N/A	E-25: N/A	B-25: N/A	LI-25: N/A	HI-25: completing a complex sentence frame consisting of an adverbial phrase and independent clause.
		PE-26: N/A	E-26: N/A	B-26: N/A	LI-26: N/A	HI-26: completing a compound-complex sentence frame consisting of two independent clauses and one or more dependent clauses.

ELL Stage V: Grades 9-12

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 sentence construction by:					
	Sentence Construction (SC)				**Additional:**	• completing a habitual past "state of being" sentence frame. (*subject + "used to" + simple present…*) • completing a habitual past "repeated action" sentence frame. (*When (subject) (simple past tense verb), (subject) would (simple present tense verb*)…) • producing present habitual (*e.g., If it rains, I have my umbrella*.") • producing sentences in the present unreal conditional. • producing sentences in the present unreal conditional • producing sentences in the past unreal conditional

ELL Stage V: Grades 9-12

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 sentence construction by:						
	Questions (Q)	PE-1: repeating single word question with inflection. (*e.g., "Who?" "Today*?") (math, science, social studies)	E-1: producing single word question 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: producing questions in the simple present tense that require a yes or no response using a sentence frame. (*"to do" + subject + verb?*) (math, science, social studies)	E-2: producing questions in the simple present tense that require a yes or no response. (math, science, social studies)	B-2: producing questions in the simple present tense that require a yes or no response. (math, science, social studies)	LI-2: producing questions in the simple present tense that require a yes or no response. (math, science, social studies)	HI-2: producing questions in the simple present tense that require a yes or no response. (math, science, social studies)

ELL Stage V: Grades 9-12

Language Strand

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of sentence construction by:					
Standard English Conventions	Questions (Q)	PE-3: producing questions, beginning with various forms of "to be" and containing a complement, which require yes or no responses, using sentence frames. ("to be" + subject + complement?) (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)	HI-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 that require a yes or no response using sentence frames. ("to be" + subject + verb + ing?).	B-4: producing questions in the present progressive tense that require a yes or no response.	LI-4: producing questions in the present progressive tense that require a yes or no response.	HI-4: producing questions in the present progressive tense that require a yes or no response.

ELL Stage V: Grades 9-12

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

ELL Stage V: Grades 9-12

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

ELL Stage V: Grades 9-12

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 sentence construction by:				
Questions (Q)	PE-9: N/A	E-9: N/A	B-9: producing questions in the present perfect tense that require a yes or no response using sentence frames. (“to have” + subject + past participle…?)	LI-9: producing questions in the present perfect tense that require a yes or no response.	HI-9: producing questions in the present perfect tense that require a yes or no response.
	PE-10: N/A	E-10: N/A.	B-10: producing questions in the past perfect tense that require a yes or no response using sentence frames. (“Had” + subject + past participle…?)	LI-10: producing questions in the past perfect tense that require a yes or no response.	HI-10: producing questions in the past perfect tense that require a yes or no response.

ELL Stage V: Grades 9-12

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

ELL Stage V: Grades 9-12

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

ELL Stage V: Grades 9-12

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 sentence construction by:

Questions (Q)

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-15: completing interrogative sentences 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 sentences 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 sentences 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" and "whom." (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 V: Grades 9-12

Language Strand

Standard English Conventions

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

Questions (Q)

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:					
	PE-18: N/A	E-18: completing interrogative sentences 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 sentences 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 sentences 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 V: Grades 9-12

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 sentence construction by:					
	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: completing interrogative “to be” + “there” + subject + prepositional phrase sentence frames.	B-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.	LI-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.	HI-23: producing interrogative sentences with “to be” + “there” + subject + prepositional phrase.

ELL Stage V: Grades 9-12

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 sentence construction by:					
	Questions (Q)	PE-24: N/A	E-24: N/A	B-24: producing Yes/No questions beginning with a modal auxiliary verb by using sentence frames.	LI-24: producing Yes/No questions beginning with a modal auxiliary verb.	HI-24: producing Yes/No questions beginning with a modal auxiliary verb.
		PE-25: N/A	E-25: N/A	B-25: N/A	LI-25: N/A	HI-25: producing questions in the *present real conditional* beginning with the modal auxiliary verb, followed by a conditional dependent clause beginning with "if". (*e.g., "Would you drive us to the movie if we gave you gas money?"*)

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Language Strand

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of sentence construction by:					
Standard English Conventions	Questions (Q)	PE-26: N/A	E-26: N/A	B-26: N/A	LI-26: N/A	HI-26: producing a question in the *future real conditional* beginning with the modal auxiliary verb "will", followed by a conditional dependent clause beginning with "if". (*e.g., "Will you drive us to the movie if we give you gas money?"*)
		PE-27: N/A	E-27: producing questions, which include the negative construction, beginning with a contraction. (math, science, social studies)	B-27: producing questions, which include the negative construction, using contractions. (math, science, social studies)	LI-27: producing questions, which include the negative construction, using contractions. (math, science, social studies)	HI-27: producing questions, which include the negative construction, using contractions. (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.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:						
	Questions (Q)	PE-28: N/A	E-28: N/A	B-28: producing tag questions using a sentence frame. (*e.g., "You did your homework, didn't you?"*)	LI-28: producing tag questions.	HI-28: producing tag questions.

ELL Stage V: Grades 9-12

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 and identifying the meaning of sight words with instructional support. (math, science, social studies)	B-2: identifying the meaning/usage of sight words and applying them in context. (math, science, social studies)	LI-2: identifying the meaning/usage of sight words and applying them in context. (math, science, social studies)	HI-2: identifying the meaning/usage of sight words and applying them in context. (math, science, social studies)
PE-3: repeating and recognizing high frequency words. (math, science, social studies)	E-3: recognizing and identifying the meaning of high frequency words with instructional support. (math, science, social studies)	B-3: identifying the meaning/usage of high frequency words and applying them in context. (math, science, social studies)	LI-3: identifying the meaning/usage of high frequency words and applying them in context. (math, science, social studies)	HI-3: identifying the meaning/usage of high frequency words and applying them in context. (math, science, social studies)

ELL Stage V: Grades 9-12

Language Strand

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

ELL Stage V: Grades 9-12

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 (i.e., prefixes and suffixes) with support. (math, science, social studies)	E-7: identifying the meaning of common prefixes and suffixes added to base/root words. (math, science, social studies)	B-7: determining the meaning of vocabulary, using linguistic Anglo-Saxon base/root words and affixes. (math, science, social studies)	LI-7: determining the meaning of vocabulary, using base/root words and affixes (*e.g., Latin, Greek, Anglo-Saxon*). (math, science, social studies)	HI-7: analyzing how affixes change base/root words. (*e.g., adding -ly to quick makes it an adverb instead of an adjective*.) (math, science, social studies)
PE-8: recognizing by common abbreviations. (*e.g., Mr., Dr*.) (math, science, social studies)	E-8: recognizing and stating the words represented by content area abbreviations and acronyms. (*e.g., in., min., ASAP, NASA*) (math, science, social studies)	B-8: stating the words represented by abbreviations. (math, science, social studies)	LI-8: stating the words represented by abbreviations in context. (math, science, social studies)	HI-8: stating the words represented by abbreviations in context. (math, science, social studies)

ELL Stage V: Grades 9-12

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 word pairs as synonyms and antonyms. (math, science, social studies)	E-9: determining the meaning of synonyms and antonyms to complete word pairs. (*e.g., hot/cold, little/small*) (math, science, social studies)	B-9: analyzing words based on a continuum of intensity. (*e.g., tiny, small, medium, big, huge, enormous, gigantic*) (math, science, social studies)	LI-9: analyzing words based on a continuum of intensity. (math, science, social studies)	HI-9: analyzing words based on a continuum of intensity. (math, science, social studies)
PE-10: N/A	E-10: N/A	B-10: determining the relationship of a word pair. (i.e., analogy)	LI-10: analyzing the relationship of a word pair. (i.e., analogy)	HI-10: completing and justifying analogies.

ELL Stage V: Grades 9-12

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-11: N/A	E-11: differentiating the meaning of a set of homonyms with instructional support. (*e.g., weed, we'd; red, read; two, too, to*) (math, science, social studies)	B-11: identifying the meaning of individual words within a set of homonyms. (math, science, social studies)	LI-11: applying knowledge of homonyms in context. (math, science, social studies)	HI-11: applying knowledge of homonyms in context. (math, science, social studies)
PE-12: N/A	E-12: pronouncing a homograph in context with instructional support. (math, science, social studies)	B-12: pronouncing a homograph in context based on meaning. (math, science, social studies)	LI-12: applying knowledge of homographs in context. (math, science, social studies)	HI-12: applying knowledge of homographs in context. (math, science, social studies)
PE-13: determining the meaning of words using visual support. (math, science, social studies)	E-13: analyzing the parts and spelling of a word to derive meaning with instructional support. (math, science, social studies)	B-13: analyzing the parts and spelling of a word to derive meaning. (math, science, social studies)	LI-13: analyzing the parts and spelling of a word to derive meaning. (math, science, social studies)	HI-13: analyzing the parts and spelling of a word to derive meaning. (math, science, social studies)

ELL Stage V: Grades 9-12

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

ELL Stage V: Grades 9-12

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

ELL Stage V: Grades 9-12

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-19: N/A	E-19: N/A	B-19: identifying figurative language (*e.g., similes, metaphors, personification*) with instructional support.	LI-19: distinguishing the literal and intended meaning of figurative language.	HI-19: distinguishing the literal and intended meaning of figurative language in a variety of content area text. (math, science, social studies)
PE-20: N/A	E-20: N/A	B-20: recognizing cross-categorical academic vocabulary. (*e.g., describe, explain, evaluate, paragraph*) (math, science, social studies)	LI-20: identifying and applying cross-categorical academic vocabulary. (*e.g., describe, explain, evaluate, paragraph*) (math, science, social studies)	HI-20: identifying and applying cross-categorical academic vocabulary. (*e.g., describe, explain, evaluate, paragraph*) (math, science, social studies)