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 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-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:				
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.

Standard English Conventions — *Nouns (N)*

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 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-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:				
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.

Standard English Conventions

Verbs (V)

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:				
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.	E-6: selecting simple present tense regular verbs (*e.g., jump, jumps*) with instructional support.	B-6: choosing a simple present tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.	LI-6: producing declarative, negative, and interrogative simple sentences using simple present tense verbs with subject-verb agreement and with instructional support.	HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

Standard English Conventions

Verbs (V)

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-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.					
	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.

Standard English Conventions

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-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)

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:					
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.

Standard English Conventions

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	**Verbs (V)**	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of parts of speech by:				
		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.

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 — **Verbs (V)**	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
	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.

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:				
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.

Standard English Conventions

Verbs (V)

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-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.

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:				
	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.

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-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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Language Strand

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<tr>
<td rowspan="5">Standard English Conventions</td>
<td colspan="6">Standard 1: The student will identify and apply conventions of standard English in his or her communications.</td>
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<tr>
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<td>Pre-Emergent</td>
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<tr>
<td colspan="6">The student will demonstrate knowledge of parts of speech by:</td>
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<tr>
<td rowspan="2">Verbs (V)</td>
<td>PE-25: N/A</td>
<td>E-25: N/A</td>
<td>B-25: N/A</td>
<td>LI-25: N/A</td>
<td>HI-25: comparing transitive verbs (e.g., lay, raise) and intransitive verbs (e.g., lie, rise) in context with instructional support.</td>
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<td>PE-26: N/A</td>
<td>E-26: N/A</td>
<td>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.</td>
<td>LI-26: producing declarative, negative, and interrogative simple sentences using past perfect tense verbs with subject-verb agreement and with instructional support.</td>
<td>HI-26: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.</td>
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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-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.

ELL Stage V: Grades 9-12

Language Strand

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

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
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 using the subjunctive mood to express a condition contrary to fact or to express a wish.	HI-32: identifying and using 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.

The student will demonstrate knowledge of parts of speech by:

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:				
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…*)

Standard English Conventions

Pronouns (PRO)

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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 / **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.

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	**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.**

Standard English Conventions

Adjectives (ADJ)

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of parts of speech by:					
	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
Standard English Conventions	Adjectives (ADJ)	**The student will demonstrate knowledge of parts of speech by:**				
		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:				
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.	B-8: using comparative and superlative adjectives with support. (*e.g., -er, -est; more/most/ less/least*)	LI-8: using comparative and superlative adjectives; listing irregular comparative and superlative adjectives. (*e.g., bad, worse, worst*)	HI-8: using comparative and superlative adjectives, including irregular adjectives.
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

Standard English Conventions

Adjectives (ADJ)

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:				
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.
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)

Left margin labels: Standard English Conventions; Adjectives (ADJ); Adverbs (ADV)

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
Standard English Conventions — **Adverbs (ADV)**	The student will demonstrate knowledge of parts of speech by:				
	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)

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
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.

The student will demonstrate knowledge of parts of speech by:

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 — **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.

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
Standard English Conventions	**Prepositions (PREP)**	**The student will demonstrate knowledge of parts of speech by:**				
		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)

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 — Prepositions (PREP)	PE-4: N/A Pre-Req: PE-1,2,3	E-4: selecting and physically demonstrating prepositions of action and movement to complete a given sentence.	B-4: using prepositions of action and movement (including compound prepositions) with instructional support.	LI-4: using prepositions of action and movement (including compound prepositions).	HI-4: using prepositions of action and movement (including compound prepositions).
	PE-5: N/A	E-5: N/A	B-5: selecting a preposition of opposition to complete a given sentence. (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.

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

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:				
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)

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:				
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 using 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.

Standard English Conventions

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 / **Phrase Construction (PH)**	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.

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 — **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.

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:				
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.

Standard English Conventions

Phrase Constructions (PH)

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
Standard English Conventions	**Phrase Construction (PH)**					
		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.

ELL Stage V: Grades 9-12

Language Strand

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	**Phrase Construction (PH)**	{ }				

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-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.

Standard English Conventions — *Phrase Construction (PH)*

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:				
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"*)

Standard English Conventions

Phrase Construction (PH)

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

Phrase Construction (PH)

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:					
	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)

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

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-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)

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	**Sentence Construction (SC)**					

The student will demonstrate knowledge of sentence construction by:

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	PE-10: 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*)	B-14: producing compound sentences. (*independent clause + conjunction + independent clause*)	LI-14: producing compound sentences. (*independent clause + conjunction + independent clause*)	HI-14: producing compound sentences. (*independent clause + conjunction + independent clause*)
	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

		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 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:				
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.

Standard English Conventions

Sentence Construction (SC)

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:				
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.

Left side labels: Standard English Conventions — Sentence Construction (SC)

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.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of sentence construction by:				
Standard English Conventions / **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

<table>
<tr>
<td rowspan="7">Standard English Conventions</td>
<td colspan="6">Standard 1: The student will identify and apply conventions of standard English in his or her communications.</td>
</tr>
<tr>
<td rowspan="2"></td>
<td>Pre-Emergent</td>
<td>Emergent</td>
<td>Basic</td>
<td>Low Intermediate</td>
<td>High Intermediate</td>
</tr>
<tr>
<td colspan="5">The student will demonstrate knowledge of sentence construction by:</td>
</tr>
<tr>
<td rowspan="4">Questions (Q)</td>
<td>PE-1: repeating single word question with inflection. (e.g., "Who?" "Today?")

(math, science, social studies)</td>
<td>E-1: producing single word question with inflection.

(math, science, social studies)</td>
<td>B-1: producing single word questions, using inflection when produced orally.

(math, science, social studies)</td>
<td>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)</td>
<td>HI-1: producing single word sentences to ask a question, using inflection when produced orally.

(math, science, social studies)</td>
</tr>
<tr>
<td>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)</td>
<td>E-2: producing questions in the simple present tense that require a yes or no response.

(math, science, social studies)</td>
<td>B-2: producing questions in the simple present tense that require a yes or no response.

(math, science, social studies)</td>
<td>LI-2: producing questions in the simple present tense that require a yes or no response.

(math, science, social studies)</td>
<td>HI-2: producing questions in the simple present tense that require a yes or no response.

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

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
Standard English Conventions	**Questions (Q)**	**The student will demonstrate knowledge of sentence construction by:**				
		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.**

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	**Questions (Q)**					
		The student will demonstrate knowledge of sentence construction by:				
		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.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	**Questions (Q)**					

The student will demonstrate knowledge of sentence construction by:

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
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

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

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions	**Questions (Q)**					

The student will demonstrate knowledge of sentence construction by:

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		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.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:				
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.

Standard English Conventions

Questions (Q)

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
Standard English Conventions	**Questions (Q)**	**The student will demonstrate knowledge of sentence construction by:**				
		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 1: The student will identify and apply conventions of standard English in his or her communications.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:				
PE-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)

Standard English Conventions

Questions (Q)

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
Standard English Conventions	**Questions (Q)**			**The student will demonstrate knowledge of sentence construction by:**		
		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 / **Questions (Q)**	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of sentence construction by:					
	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?")*

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
Standard English Conventions	**Questions (Q)**					
		The student will demonstrate knowledge of sentence construction by:				
		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)

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-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

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)

Vocabulary

ELL Stage V: Grades 9-12

Language Strand

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of vocabulary by:				
PE-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.

Vocabulary

ELL Stage V: Grades 9-12

Language Strand

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of vocabulary by:				
PE-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)

Vocabulary (row label)

ELL Stage V: Grades 9-12

Language Strand

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of vocabulary by:				
PE-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.

Vocabulary

ELL Stage V: Grades 9-12

Language Strand

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of vocabulary by:				
PE-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*)	B-11: identifying the meaning of individual words within a set of homonyms.	LI-11: applying knowledge of homonyms in context.	HI-11: applying knowledge of homonyms in context.
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)

Vocabulary

ELL Stage V: Grades 9-12

Language Strand

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	**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.	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

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)

Vocabulary

ELL Stage V: Grades 9-12

Language Strand

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of vocabulary by:				
PE-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)

Vocabulary