

ELL Stage III: Grades 3-5

Listening and Speaking

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

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

Emergent

A student at this level is able to apply limited knowledge of English conventions. The student is able to produce short phrases and simple sentences with linguistic support.

Basic

A student at this level is able to apply knowledge of English conventions by using simple and compound sentences with errors. The student is attempting self-corrections. The student uses sentence structures which include regular subjects and simple and progressive tenses.

Low Intermediate

A student at this level is able to apply knowledge of English conventions by using simple and compound sentences, and attempting complex sentences. The student uses sentence structures which include common regular subjects and simple, progressive, and present perfect verb tenses. Students are still acquiring irregular subject and verb forms.

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Listening and Speaking

High Intermediate

A student at this level is able to apply his or her knowledge of English conventions by using simple, compound, and complex sentences. The student uses sentence structures which include common regular subjects and irregular subjects, and simple, progressive, and present perfect tenses.

Proficient

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

ELL Stage III: Grades 3-5

Listening and Speaking

| Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. | | | | | |
|---|---|--|--|---|--|
| Comprehension of Oral Communications | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate understanding of oral communications by: | | | | |
| | PE-1: distinguishing between phonemes in the initial and/or final positions of words. | E-1: distinguishing between phonemes in the initial, medial, and final positions of words. | B-1: distinguishing between phonemes in the initial, medial, and final positions of words and phrases (e.g., <i>minimal pairs</i> , etc.). | LI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support. (e.g., <i>minimal phrases, sentences, etc.</i>). | HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences. |
| PE-2: repeating main ideas/concepts from read-alouds (fiction and nonfiction) using key words, phrases, and gestures. | E-2: responding to read-alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences with visual aids and sentence frames. <small>(math, science, social studies)</small> | B-2: responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences. <small>(math, science, social studies)</small> | LI-2: paraphrasing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences. <small>(math, science, social studies)</small> | HI-2: summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences. <small>(math, science, social studies)</small> | |

ELL Stage III: Grades 3-5

Listening and Speaking

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|---|---|--|---|--|---|
| Comprehension of Oral Communications | Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate understanding of oral communications by: | | | | |
| | <p>PE-3: sequencing a series of pictures from information shared in read-alouds, presentations and conversations.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>E-3: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations and conversations.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>B-3: using sentence frames to sequence events from read-alouds, presentations and conversations in complete sentences.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>LI-3: sequencing events from read-alouds, presentations and conversations in complete sentences with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>HI-3: sequencing events from read-alouds, presentations and conversations in complete sentences.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> |
| <p>PE-4: repeating the main idea/concept of a presentation. (<i>e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.</i>)</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>E-4: identifying the main idea/concept of a presentation.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>B-4: retelling the main idea/concept and key points/details of a presentation using sentence frames.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>LI-4: paraphrasing the main idea/concept and key points/details of a presentation using complete sentences.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>HI-4: summarizing the main idea/concept and key points/details of a presentation using complete sentences.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | |

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Listening and Speaking

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|--------------------------------------|---|--|---|---|--|
| Comprehension of Oral Communications | Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate understanding of oral communications by: | | | | |
| | PE-5: responding to academic discussions using key words and phrases. (math, science, social studies) | E-5: responding to comments and questions in academic discussions by using academic vocabulary. (math, science, social studies) | B-5: responding to academic discussions by sharing one's view on facts, ideas and/or events using academic vocabulary. (math, science, social studies) | LI-5: responding to academic discussions by asking questions and sharing one's view on facts, ideas and/or events using academic vocabulary. (math, science, social studies) | HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., <i>problem/solution, cause/effect, etc.</i>) (math, science, social studies) |

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Listening and Speaking

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|--------------------------------------|--|---|---|---|---|
| Comprehension of Oral Communications | Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate understanding of oral communications by: | | | | |
| | <p>PE-6: responding to comprehension questions by identifying two to three content area facts using academic vocabulary. (e.g., “<i>Show me the square.</i>” Student then points to the square or draws a picture of square.)</p> <p>(math, science, social studies)</p> | <p>E-6: responding to comprehension questions by identifying a concept and two to three related facts using academic vocabulary.</p> <p>(math, science, social studies)</p> | <p>B-6: responding to comprehension questions by comparing concepts and related facts using academic vocabulary.</p> <p>(math, science, social studies)</p> | <p>LI-6: responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., <i>problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.</i>)</p> <p>(math, science, social studies)</p> | <p>HI-6: responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., <i>problem/solution, cause/effect, compare/contrast, etc.</i>)</p> <p>(math, science, social studies)</p> |

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Listening and Speaking

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|---|---|---|--|---|--|
| Comprehension of Oral Communications | Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate understanding of oral communications by: | | | | |
| | <p>PE-7: following one-two step directions/commands accompanied by visual cues and gestures. (e.g., <i>First, add _____ and _____., etc.</i>)</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>E-7: following one- or two-step/ directions/ commands.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>B-7: following multi-step directions/ instructions containing prepositions.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>LI-7: following multi-step directions/ instructions containing prepositions and "frequency" adverbs (e.g., <i>Never use a pen.</i>).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>HI-7: following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., <i>steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc.</i>).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> |

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Listening and Speaking

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|--------------------------------------|---|---|--|--|--|
| Comprehension of Oral Communications | Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate understanding of oral communications by: | | | | |
| | PE-8: responding to social conversations using memorized responses. (e.g., <i>introductions, requests, courtesies, etc.</i>) | E-8: responding to comments and questions in social conversations. | B-8: responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts. | LI-8: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts. | HI-8: responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts. |
| PE-9: NA | E-9: N/A | B-9: asking one-word and Yes/No questions to clarify ideas and concepts. (math, science, social studies) | LI-9: asking Yes/No questions to clarify ideas and concepts. (math, science, social studies) | HI-9: asking questions to clarify ideas and concepts. (math, science, social studies) | |

ELL Stage III: Grades 3-5

Listening and Speaking

| Standard 2: The student will express orally his or her own thinking and ideas. | | | | | |
|---|--|---|--|---|--|
| Delivery of Oral Communications | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will communicate orally by: | | | | |
| | PE-1: repeating the 44 phonemes with verbal modeling and visual cues. | E-1: producing the 44 phonemes with verbal modeling and visual cues. | B-1: producing beginning, middle and final sounds in a word (e.g., <i>chair/share, sit/seat, walk/ walked</i>) [-ed: /t/, /d/, /ed/, etc.). | LI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., <i>con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.</i>). | HI-1: producing sentences with accurate pronunciation, intonation, and stress. |
| PE-2: repeating patterned speech (e.g., <i>alphabet and cardinal/ordinal numbers, names, etc.</i>) with instructional support. (math) | E-2: reciting repeated-patterned speech (e.g., <i>nursery rhymes, songs, chants, etc.</i>) with instructional support. (math, science, social studies) | B-2: reciting simple poems and repeated-patterned speech with appropriate rhythm, rate and phrasing. (math, science, social studies) | LI-2: reciting poems, chants and tongue twisters; with appropriate rhythm, rate, phrasing and expression. (math, science, social studies) | HI-2: presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression. (math, science, social studies) | |

ELL Stage III: Grades 3-5

Listening and Speaking

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|--|---|---|--|--|--|
| Delivery of Oral Communications | Standard 2: The student will express orally his or her own thinking and ideas. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will communicate orally by: | | | | |
| | PE-3: expressing one's own needs and emotions in complete sentences with instructional support. | E-3: expressing one's own needs and emotions in complete sentences. | B-3: expressing one's own and responding to others' needs and emotions in complete sentences. | LI-3: expressing one's own and responding to others' needs and emotions in complete sentences. | HI-3: expressing one's own and responding to others' needs and emotions in complete sentences. |
| PE-4: repeating introductions and personal information questions using complete sentences. | E-4: responding to social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support. | B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences. | LI-4: participating in formal and informal socio-functional communication tasks using complete sentences (e.g., <i>comparing personal information and experiences; providing alternate solutions to a problem; and extending invitations to others, etc.</i>) with instructional support. | HI-4: participating in socio-functional communication tasks using complete sentences. | |

ELL Stage III: Grades 3-5

Listening and Speaking

| Standard 2: The student will express orally his or her own thinking and ideas. | | | | | |
|---|--|--|--|---|--|
| | | | | | |
| Pre-Emergent | | Emergent | | Basic | |
| | | Low Intermediate | | High Intermediate | |
| The student will communicate orally by: | | | | | |
| Delivery of Oral Communications | <p>PE-5: repeating academic questions and responses (who, what, where, when).</p> <p>(math, science, social studies)</p> | <p>E-5: asking and responding to academic questions (who, what, where, when) using complete sentences with instructional support.</p> <p>(math, science, social studies)</p> | <p>B-5: asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., <i>making comparisons and describing events, etc.</i>) with instructional support.</p> <p>(math, science, social studies)</p> | <p>LI-5: asking and responding to academic questions (who, what, where, when, why, how, which, whose) in complete sentences (e.g., <i>making comparisons, describing events, agreeing/disagreeing with others, etc.</i>)</p> <p>(math, science, social studies)</p> | <p>HI-5: asking and responding to academic questions in complete sentences (e.g., <i>expressing possibilities and probabilities, hypothetical questions, etc.</i>).</p> <p>(math, science, social studies)</p> |
| | <p>PE-6: repeating single step commands and/or directions.</p> <p>(math, science, social studies)</p> | <p>E-6: stating single step directions/ commands using words and phrases.</p> <p>(math, science, social studies)</p> | <p>B-6: stating two-step directions/ instructions using prepositions of location in complete sentences.</p> <p>(math, science, social studies)</p> | <p>LI-6: stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.</p> <p>(math, science, social studies)</p> | <p>HI-6: stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.</p> <p>(math, science, social studies)</p> |

ELL Stage III: Grades 3-5

Reading

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

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

Emergent

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

Basic

The student at this level has a limited ability to decode and comprehend text independently read in English. The student relies on visuals, organizational features, and contextual clues to comprehend text. The student is developing phonemic awareness and uses sound/symbol relationships and syllabication rules to decode. The student's fluency may impede comprehension. From text read aloud, the student can identify key information elicited from the teacher.

Low Intermediate

The student at this level has the ability to decode and comprehend text independently read in English. The student relies on visuals, organizational features, and contextual clues to comprehend a variety of fiction and nonfiction genres. The student uses sound/symbol relationships and syllabication rules to decode. The student's fluency may impede comprehension. The student can identify key information and details elicited from the teacher.

ELL Stage III: Grades 3-5

Reading

High Intermediate

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

Proficient

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

ELL Stage III: Grades 3-5

Reading

| Standard 1: The student will demonstrate understanding of print concepts of the English language. | | | | | |
|--|---|--|--|------------------|-------------------|
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| The student will demonstrate knowledge of print concepts by: | | | | | |
| Print Concepts | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | | | | | |
| | PE-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials. | E-1: tracking the one to one correlation between spoken and printed word. | B-1: N/A | LI-1: N/A | HI-1: N/A |
| | PE-2: distinguishing between printed letters (upper and lower case) and words. | E-2: identifying letters, words and sentences and their distinguishing features (e.g. capitalization, ending punctuation, etc.). | B-2: identifying paragraphs and their distinguishing features (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.). | LI-2: N/A | HI-2: N/A |

ELL Stage III: Grades 3-5

Reading

| Standard 1: The student will demonstrate understanding of print concepts of the English language. | | | | | | | | | | |
|--|---|---|--|---|---|---|----------|-------|------------------|-------------------|
| | | | | | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | | | | | | The student will demonstrate knowledge of print concepts by: | | | | |
| Print Concepts | <p>PE-3: recognizing organizational features of a book (e.g., <i>title, author, and table of contents</i>) with instructional support.</p> <p>(math, science, social studies)</p> | <p>E-3: locating the organizational features of a book and a dictionary (e.g., <i>title, author, table of contents and glossary</i>) with instructional support.</p> <p>(math, science, social studies)</p> | <p>B-3: identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., <i>title, author, table of contents and glossary</i>).</p> <p>(math, science, social studies)</p> | <p>LI-3: comparing and contrasting two or more print sources based on their organizational features.</p> <p>(math, science, social studies)</p> | <p>HI-3: evaluating the usefulness of various print sources based on the organizational features for a given task.</p> <p>(math, science, social studies)</p> | | | | | |
| | <p>PE-4: alphabetizing a series of words to the first letter.</p> <p>(math, science, social studies)</p> | <p>E-4: alphabetizing a series of words to the second letter.</p> <p>(math, science, social studies)</p> | <p>B-4: alphabetizing a series of words to the third letter.</p> <p>(math, science, social studies)</p> | <p>LI-4: alphabetizing a series of words.</p> <p>(math, science, social studies)</p> | <p>HI-4: alphabetizing a series of words.</p> <p>(math, science, social studies)</p> | | | | | |

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of phonemic awareness by:

Phonemic Awareness/Decoding

Phonemic Awareness

PE-1: orally producing groups of words that begin with the same initial sound (alliteration).

E-1: orally producing the initial and final sounds (not the letter) of a spoken word.

B-1: identifying and manipulating initial and final sounds to make new words. (e.g., *rat to fat, fit to fig, etc.*)

LI-1: identifying and manipulating initial, final and medial sounds in single-syllable words.

HI-1: orally producing new words by manipulating initial, final and medial sounds in single-syllable words.

PE-2: identifying short vowel sounds in orally stated single-syllable words. (e.g., *hen, hat, mad, etc.*)

E-2: identifying long vowel sounds in orally stated single-syllable words. (e.g., *kite, made, cake, etc.*)

B-2: distinguishing between long and short vowel sounds in orally stated single-syllable words (e.g., *bit-bite, etc.*)

LI-2: N/A

HI-2: N/A

PE-3: segmenting sentences into words.

E-3: segmenting multi-syllabic words into syllables. (*/but/ter/fly/*)

B-3: segmenting one-syllable words into its phonemes. (*dog = /d/.../o/.../g/*)

LI-3: segmenting phonemes contained in consonant blends. (*splat=/s/p/l/a/t/*)

HI-3: segmenting syllables in multi-syllabic words.

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of phonemic awareness by:

Phonemic Awareness/Decoding

Phonemic Awareness

PE-4: blending spoken simple onsets and rimes to form real words (onset /c/ and rime /at/).

(math, science, social studies)

E-4: blending spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/).

(math, science, social studies)

B-4: blending spoken phonemes to form a single-syllable word (/m/.../a/.../n/... makes man).

(math, science, social studies)

LI-4: blending spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/f/i/n/d/=find; /fl/a/t/=flat).

(math, science, social studies)

HI-4: blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t/.../i/.../g/.../er/ makes tiger).

(math, science, social studies)

PE-5: recognizing the new spoken word when a specified phoneme is added, changed or removed.

E-5: distinguishing spoken rhyming words from non-rhyming words. (e.g., *run, sun* versus *run, man, etc.*)

B-5: selecting rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)

LI-5: orally producing rhyming words in response to given words. (Cat rhymes with... hat.)

HI-5: generating a series of rhyming words.

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of decoding by:

Phonemic Awareness/Decoding

Decoding

PE-6: recognizing and naming upper and lower case letters of the alphabet

E-6: producing sounds represented by the single-lettered consonant and vowel graphemes.

B-6: producing new words when an initial letter is changed (e.g., *word families*).

LI-6: reading complex word families (e.g., *-ight, -ought, etc.*)

HI-6: producing a new word when a specific grapheme is changed, added, or removed.

PE-7: reading regularly spelled one-syllable words represented by single letters.

E-7: reading regularly spelled two-syllable and compound words including consonant blends. (bl, st, and tr)

B-7: reading regularly spelled two-syllable words and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.

LI-7: reading regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.

HI-7: applying knowledge of spelling pattern exceptions.

(math, science, social studies)

(math, science, social studies)

(math, science, social studies)

(math, science, social studies)

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of decoding by:

Phonemic Awareness/Decoding

Decoding

PE-8: reading one-syllable words, using letter-sound knowledge.

(math, science, social studies)

E-8: reading two-syllable and compound words, using letter-sound knowledge.

(math, science, social studies)

B-8: reading two- or three-syllable and compound words, using letter-sound knowledge and syllabication rules with instructional support.

(math, science, social studies)

LI-8: applying knowledge of syllabication rules when decoding multi-syllabic and compound words.

(math, science, social studies)

HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context.

(math, science, social studies)

PE-9: identifying base words (walk, clean, dress) that have been modified by inflectional endings.

(math, science, social studies)

E-9: identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).

(math, science, social studies)

B-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings (e.g., -s, -ed, -ing, etc.) with instructional support.

(math, science, social studies)

LI-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.

(math, science, social studies)

HI-9: applying knowledge of inflectional forms of words in context.

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of decoding by:

Phonemic Awareness/Decoding

Decoding

PE-10: repeating words with common prefixes, suffixes and roots including the endings -tion, -sion.

(math, science, social studies)

E-10: reading given words with common prefixes, suffixes and roots including the endings -tion, -sion.

(math, science, social studies)

B-10: applying spelling rules for adding suffixes. (e.g., *drop the final "e" and add endings; double the final consonant when adding an ending; change the final "y" to "i," etc.*)

(math, science, social studies)

LI-10: applying knowledge of prefixes and suffixes (affixes) added to words in context with instructional support.

(math, science, social studies)

HI-10: applying knowledge of affixes to words in context.

(math, science, social studies)

PE-11: repeating high frequency words.

E-11: reading high frequency words with instructional support.

(math, science, social studies)

B-11: reading high frequency words.

(math, science, social studies)

LI-11: reading high frequency words.

(math, science, social studies)

HI-11: reading high frequency words.

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of decoding by:

Phonemic Awareness/Decoding
Decoding

PE-12: recognizing common contractions. (e.g., *I'm, I'll, can't, etc.*)

E-12: reading contractions. (e.g., *haven't, aren't, it's, etc.*)

B- 12: reading contractions.

LI-12: reading contractions.

HI- 12: reading contractions.

PE-13: N/A

E-13: N/A

B-13: recognizing and using word order (syntax).

LI-13: using word order (syntax).

HI-13: using word order (syntax).

(science, social studies)

(science, social studies)

(science, social studies)

ELL Stage III: Grades 3-5

Reading

| | | | | | |
|----------------|---|--|---|---|---|
| Fluency | Standard 3: The student will read with fluency and accuracy. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate fluency and accuracy by: | | | | |
| | PE-1: reading aloud sight words, sentences, and familiar patterned text with fluency. (i.e., accuracy and attention to punctuation) | E-1: reading aloud sight words, sentences and short passages from familiar patterned text (e.g. <i>poems and chants, etc.</i>) with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation) | B-1: reading aloud passages from familiar or cumulative text (e.g. <i>The House that Jack Built</i>) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression). | LI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation) | HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation) |

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/Non-Fiction

PE-1: determining whether a literary selection, heard or read, is fiction or nonfiction with instructional support.

(math, science, social studies)

E-1: determining whether a literary selection, heard or read, is fiction or nonfiction.

(math, science, social studies)

B-1: identifying differences between fiction and nonfiction.

(math, science, social studies)

LI-1 comparing and contrasting fiction with nonfiction with instructional support.

(math, science, social studies)

HI-1: comparing and contrasting fiction with nonfiction.

(math, science, social studies)

PE-2: making predictions based on cover, title and illustrations with instructional support.

E-2: making predictions based on cover, title, illustrations and text.

B-2: predicting what might happen next in a reading selection.

LI-2: predicting what might happen next in a reading selection.

HI-2: generating and confirming predictions about text for accuracy.

PE-3: answering Yes/No questions about text, heard or read, with instructional support.

(math, science, social studies)

E-3: answering Yes/No questions about text, heard or read, in complete sentences.

(math, science, social studies)

B-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.

(math, science, social studies)

LI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.

(math, science, social studies)

HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/Non-Fiction

PE-4: N/A
Pre-Req: PE-3

E-4: asking Yes/No questions about text in complete sentences, with instructional support.

(math, science, social studies)

B-4: asking who, what, where, when, why, which and how questions about text, with instructional support

(math, science, social studies)

LI-4: asking who, what, where, when, why, which and how questions about text.

(math, science, social studies)

HI-4: generating who, what, where, when, why, which and how questions to clarify text.

(math, science, social studies)

PE-5: sequencing pictures to retell text heard or read.

(math, science, social studies)

E-5: retelling a story or event using key words and pictures.

(math, science, social studies)

B-5: retelling a story or event with a beginning, middle and end.

(math, science, social studies)

LI-5: retelling a story or event with a beginning, middle, and end in complete sentences.

(math, science, social studies)

HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.

(math, science, social studies)

PE-6: N/A

E-6: making connections to text heard or read (i.e., text-to-self).

(science, social studies)

B-6: making connections to text (i.e., text-to-self).

(science, social studies)

LI-6: making connections to text (i.e., text-to-text and text-to-self).

(science, social studies)

HI-6: making connections to text (i.e., text-to-text and text-to-self).

(science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/Non-Fiction

PE-7: identifying the topic from text heard or read.

(math, science, social studies)

E-7: identifying two-to-three details from text heard or read.

(math, science, social studies)

B-7: identifying the main idea and two-to-three details from text.

(math, science, social studies)

LI-7: summarizing the main idea and supporting details from text.

(math, science, social studies)

HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.

(math, science, social studies)

PE-8: N/A
Pre-Req: PE-5

E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally).

(math, science, social studies)

B-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now) in text.

(math, science, social studies)

LI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

(math, science, social studies)

HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/Non-Fiction

PE-9: N/A

E-9: N/A

B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)

LI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)

HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)

(science, social studies)

(science, social studies)

(science, social studies)

PE10: N/A

E-10: N/A

B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)

LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)

HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)

(science, social studies)

(science, social studies)

(science, social studies)

PE-11: N/A

E-11: identifying the author's purpose for writing a book (i.e., to entertain, to inform, to persuade) with instructional support.

B-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)

LI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)

HI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/Non-Fiction

PE-12: identifying two events which are related within a literary selection.

(science, social studies)

E-12: identifying the cause and effect relationship of two related events in a literary selection with instructional support.

(science, social studies)

B-12: identifying the cause and effect relationship of two related events in a literary selection.

(science, social studies)

LI-12: identifying the cause and effect relationship of two related events in a literary selection.

(science, social studies)

HI-12: identifying the cause and effect relationship of two related events in a literary selection.

(science, social studies)

PE-13: N/A

E-13: N/A

B-13: drawing conclusions from information implied or inferred in a literary selection.

(social studies)

LI-13: drawing conclusions from information implied or inferred in a literary selection.

(social studies)

HI-13: drawing conclusions from information implied or inferred in a literary selection.

(social studies)

Fiction

PE-14: identifying characters within a fictional text heard or read.

E-14: identifying characters and their traits, with instructional support, within a fictional text heard or read.

B-14: identifying characters and their traits within a fictional text.

LI-14: describing the characters' traits and their motivations within a fictional text.

HI-14: describing the characters' traits and their motivations within a fictional text.

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction

PE-15: identifying the setting using key words from a fictional text heard or read.

E-15: describing the setting, with instructional support, using key words from a fictional text heard or read.

B-15: describing the setting using key words from a fictional text.

LI-15: describing the setting using key words from a fictional text.

HI-15: describing the setting using key words from a fictional text.

PE-16: identifying the key events or ideas from a fictional text heard or read.

E-16: identifying the key events or ideas from a fictional text heard or read.

B-16: identifying the plot (specific events, problems and solutions) from a fictional text, with instructional support.

LI-16: identifying the plot (specific events, problems and solutions) from a fictional text.

HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.

PE-17: relating illustrations to fictional text.

E-17: relating illustrations to fictional text.

B-17: relating illustrations to fictional text.

LI-17: relating illustrations to fictional text.

HI-17: relating illustrations to fictional text.

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction

PE-18: identifying two characters within a fictional text heard or read.

E-18: comparing and contrasting two characters, with instructional support, within a fictional text heard or read.

B-18: comparing and contrasting two characters within a fictional text.

LI-18: comparing and contrasting two characters within a fictional text.

HI-18: comparing and contrasting two characters within a fictional text.

PE-19: identifying two settings within a fictional text heard or read.

E-19: comparing and contrasting two settings, with instructional support, within a fictional text heard or read.

B-19: comparing and contrasting two settings within a fictional text.

LI-19: comparing and contrasting two settings within a fictional text.

HI-19: comparing and contrasting two settings within a fictional text.

Non-Fiction

PE-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)

E-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)

B-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)

LI-20: applying understanding of content vocabulary within math, science and social studies texts.

(math, science, social studies)

HI-20: applying understanding of content vocabulary within math, science and social studies texts.

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Non-Fiction

PE-21: following written directions with visual support to complete classroom activities.

(math, science, social studies)

E-21: following written directions with teacher modeling when necessary to complete classroom activities.

(math, science, social studies)

B-21: following two-to-three step written directions to complete task/procedure.

(math, science, social studies)

L1-21: following multi-step written directions to complete task/procedure.

(math, science, social studies)

HI-21: following multi-step written directions to complete task/procedure.

(math, science, social studies)

PE-22: identifying a variety of reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)

(math, science, social studies)

E-22: locating information in reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)

(math, science, social studies)

B-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)

(math, science, social studies)

L1-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)

(math, science, social studies)

HI-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)

(math, science, social studies)

PE-23: recognizing signs, labels, and symbols in the environment with instructional support.

(math, science, social studies)

E-23: recognizing signs, labels and symbols in the environment.

(math, science, social studies)

B-23: interpreting signs, labels and symbols in the environment.

(math, science, social studies)

L1-23: interpreting signs, labels and symbols in the environment.

(math, science, social studies)

HI-23: interpreting signs, labels and symbols in the environment.

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Non-Fiction

PE-24: identifying external text within nonfiction text. (e.g., *illustrations, photographs, charts, maps, diagrams, graphs, etc.*)

(math, science, social studies)

E-24: identifying and selecting external text (e.g., *illustrations, photographs, charts, maps, diagrams, graphs, tables, timelines, symbols, etc.*) within nonfiction text for a specific purpose (e.g. "*Which external text will tell me _____?*").

(math, science, social studies)

B-24: locating specific information from external text in nonfiction text for a specific purpose.

(math, science, social studies)

LI-24: interpreting information from external text in nonfiction text for a specific purpose. (e.g., "*According to the population map, most people live in the Northeast.*")

(math, science, social studies)

HI-24: interpreting information from external text in nonfiction text for a specific purpose.

(math, science, social studies)

PE-25: N/A

E-25: identifying print (font) features in nonfiction text. (e.g., *bold face, italicized, underlined, etc.*)

(math, science, social studies)

B-25: explaining the purpose of print (font) features in nonfiction text.

(math, science, social studies)

LI-25: explaining the purpose of print (font) features in nonfiction text.

(math, science, social studies)

HI-25: explaining the purpose of print (font) features in nonfiction text.

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Non-Fiction

PE-26: N/A

E-26: identifying organizational features on a page in nonfiction text. (e.g., *indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.*)

(math, science, social studies)

B-26: locating organizational features on a page in nonfiction text. (e.g., *indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.*)

(math, science, social studies)

LI-26: explaining the purpose of organizational features on a page in nonfiction text.

(math, science, social studies)

HI-26: explaining the purpose of organizational features on a page in nonfiction text.

(math, science, social studies)

PE-27: N/A

E-27: identifying parts of a book. (e.g., *cover, index, glossary, table of contents, appendix, etc.*)

(math, science, social studies)

B-27: identifying the purpose of each part of a book. (e.g., *cover, index, glossary, table of contents, appendix, etc.*)

(math, science, social studies)

LI-27: selecting a part of a book for a specific purpose. (e.g., *"Which part of a book will tell me _____?"*)

(math, science, social studies)

HI-27: locating information from a part of a book for a specific purpose.

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Non-Fiction

PE-28: recognizing organizational features of a book (i.e., title, author, and table of contents) with instructional support.

(math, science, social studies)

E-28: locating the organizational features of a book and a dictionary (i.e., title, author, table of contents and glossary) with instructional support.

(math, science, social studies)

B-28: locating the organizational features of a book and a dictionary. (i.e., title, author, table of contents and glossary)

(math, science, social studies)

LI-28: identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)

(math, science, social studies)

HI-28: identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)

(math, science, social studies)

PE-29: identifying functional documents by their organizational structure. (e.g., menus, invitations, flyers, graphic organizers, etc.)

(math, science, social studies)

E-29: locating various facts in functional documents in response to questions. (e.g., menus, recipes, invitations, schedules, flyers, graphic organizers, etc.)

(math, science, social studies)

B-29: selecting a functional document for a specific purpose. (e.g., "Which document will tell me _____?")

(math, science, social studies)

LI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")

(math, science, social studies)

HI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")

(math, science, social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Non-Fiction

PE-30: identifying two items within an expository text heard or read.

(math, science, social studies)

E-30: comparing two items, with instructional support, within an expository text heard or read.

(math, science, social studies)

B-30: comparing and contrasting two items within an expository text, with instructional support.

(math, science, social studies)

LI-30: comparing and contrasting two items within an expository text.

(math, science, social studies)

HI-30: comparing and contrasting two items within an expository text.

(math, science, social studies)

PE-31: N/A

E-31: identifying vocabulary used to influence reader's perspectives in persuasive text (e.g., *emotional words, etc.*), with instructional support.

(social studies)

B-31: distinguishing fact from opinion in persuasive text. (e.g., *advertisements, product labels, written communications, etc.*)

(social studies)

LI-31: distinguishing fact from opinion in persuasive text. (e.g., *advertisements, product labels, written communications, etc.*)

(social studies)

HI-31: distinguishing fact from opinion in persuasive text. (e.g., *advertisements, product labels, written communications, etc.*)

(social studies)

ELL Stage III: Grades 3-5

Reading

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/Non-Fiction

PE-32: N/A

E-32: N/A

B-32: identifying words (i.e., nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.

LI-32: identifying words (i.e., nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.

HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.

PE-33: participating in choral reading (e.g., *clapping and chanting, etc.*) in response to the rhythm of predictably patterned literary selections.

E-33: participating in choral reading by verbally stating the words of predictably patterned literary selections.

B-33: identifying words of rhyme, rhythm and repetition in literary selections.

LI-33: identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.

HI-33: identifying words that the author selects to create a rich auditory experience (e.g., *alliteration, onomatopoeia, etc.*) in a literary selection.

ELL Stage III: Grades 3-5

Reading

| Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. | | | | | |
|--|--|--|---|--|--|
| Comprehending Text | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate knowledge of reading comprehension by: | | | | |
| | Fiction/ Non-Fiction | PE-34: identifying repetition in poetry. | E-34: identifying repetition and rhyme in poetry. | B-34: identifying repetition, rhyme, and rhythm in poetry. | LI-34: identifying structural elements of poetry. (e.g., <i>repetition, rhyme, rhythm, verse, meter, and imagery, etc.</i>) |

ELL Stage III: Grades 3-5

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

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

Emergent

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

Basic

The student at this level has a limited ability to write in English. The student recognizes that spoken words are represented by written language. The student relays short messages by drawing and using sound/symbol relationships to write words and phrases. The student organizes writing from left to right, top to bottom with spacing between words. Errors in writing conventions impede reader's comprehension.

Low Intermediate

The student at this level has a limited ability to write in English. The student applies sound/symbol relationships to spell single-syllable and high frequency words. The student uses basic writing conventions to write sentences, paragraphs, poems and a variety of functional text. The student uses correct subject/verb agreement in a variety of writing applications. Errors in writing conventions may impede reader's comprehension.

ELL Stage III: Grades 3-5

Writing

High Intermediate

The student at this level has the ability to write in English. The student applies sound/symbol relationships to spell single-syllable and high frequency words. The student uses writing conventions to write one or more paragraphs in a variety of writing applications. The student uses correct subject/verb agreement in a variety of sentence types. Errors in writing conventions will not impede reader's comprehension.

Proficient

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

ELL Stage III: Grades 3-5

Writing

| Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. | | | | | | |
|---|------------------|---|--|---|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by: | | | | | | |
| Writing Applications | Narrative | PE-1: participating in a shared writing about events or characters from familiar stories. | E-1: writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support. | B-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support. | LI-1: writing on or more narrative paragraphs based on imagined or real events that includes characters, setting, and details to develop the plot using appropriate transitional words and varied sentence structure. | HI-1: writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure. |
| | | (social studies) | (social studies) | (social studies) | (social studies) | (social studies) |

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

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

Writing Applications

Narrative

PE-2: copying/writing simple poetry or chants from a model.

(math, science, social studies)

E-2: writing simple poetry, rhymes, songs, or chants collaboratively.

(math, science, social studies)

B-2: writing simple poetry with rhythm and rhyme independently.

(math, science, social studies)

LI-2: writing simple poetry, using rhythm, rhyme, similes and sensory details.

(math, science, social studies)

HI-2: writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.

(math, science, social studies)

Expository

PE-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., *teacher modeling, visuals, word banks, etc.*).

(math, science, social studies)

E-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., *teacher modeling, visuals, word banks, etc.*).

(math, science, social studies)

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., *teacher modeling, visuals, word banks, etc.*).

(math, science, social studies)

LI-3: taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with instructional support (e.g., *Student selects Venn Diagram for comparing and contrasting text*).

(math, science, social studies)

HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (e.g., *Student selects Venn Diagram for comparing and contrasting text*).

(math, science, social studies)

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

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

Writing Applications

Expository

PE-4: completing an expository cloze sentence or paragraph using a word bank with visual support. (e.g., *The fox sleeps in the _____.*)

(math, science, social studies)

E-4: writing an expository paragraph containing a topic sentence, supporting details, and a concluding statement using a paragraph frame with visual support.

(math, science, social studies)

B-4: writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

(math, science, social studies)

LI-4: writing expository essays and informational reports that include topic sentences, main ideas, and supporting details using transitions, varied sentence structure and academic vocabulary.

(math, science, social studies)

HI-4: writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.

(math, science, social studies)

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

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

Writing Applications

Expository

PE-5: N/A
Pre-Req: PE-1

E-5: writing the topic and/or main idea of familiar text (e.g., *sentence frame: This paragraph is about _____*).

(math, science, social studies)

B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.

(math, science, social studies)

LI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support. (e.g., *word bank, outline, etc.*).

(math, science, social studies)

HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., *science text chapter, article, book, oral presentations, etc.*).

(math, science, social studies)

Functional

PE-6: writing a variety of functional text with instructional support:

- Friendly letters (with a frame)
- Address an envelope
- Thank you notes.

(social studies)

E-6: writing a variety of functional text with instructional support:

- Thank-you notes
- Friendly letters
- Messages
- Invitations.

(social studies)

B-6: writing a variety of functional text that address audience, stated purpose and context:

- Letters
- Thank-you notes
- Messages
- Invitations.

(social studies)

LI-6: writing a variety of functional text that address audience, stated purpose, and context:

- Letters
- Directions
- Graphs/Tables
- Brochures.

(math, science, social studies)

HI-6: writing a variety of functional text that address audience, stated purpose and context:

- Letters
- Directions
- Procedures
- Graphs/Tables
- Brochures.

(math, science, social studies)

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

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

Writing Applications

Persuasive

PE-7: N/A

E-7: N/A

B-7: writing a persuasive statement with instructional support (e.g., *“Buy Charlie’s Organic Chicken because it is the healthiest.”*).

(social studies)

LI-7: writing one or more persuasive paragraphs, with instructional support, that state a clear position with supporting details using persuasive vocabulary/strategies (e.g., *loaded/emotional words, exaggeration, euphemisms, bandwagon, peer pressure, repetition, etc.*).

(social studies)

HI-7: writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., *loaded/emotional words, exaggeration, euphemisms, bandwagon, peer pressure, repetition, etc.*).

(social studies)

ELL Stage III: Grades 3-5

Writing

| Standard 2: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|-------------------|---|---|--|---|--|
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate | |
| The student will identify and apply conventions of standard English in his or her written communications by: | | | | | | |
| Standard English Conventions | Penmanship | PE-1: legibly printing numerals and upper and lower case letters of the alphabet with a model. | E-1: legibly printing numerals and upper and lower case letters of the alphabet. | B-1: legibly writing cursive upper and lower case letters of the alphabet with a model. | LI-1: legibly writing cursive upper and lower case letters of the alphabet. | HI-1: legibly writing cursive upper and lower case letters of the alphabet. |
| | | PE-2: using basic phonetic spelling to write words. | E-2: using knowledge of letter-sound relationships to spell simple words within word families. | B-2: spelling single-syllable words using learned spelling patterns. | LI-2: spelling two-syllable words using knowledge of syllabication and spelling patterns. | HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns. |
| | Spelling | PE-3: spelling grade appropriate words (i.e., high frequency words) with instructional support. | E-3: spelling grade appropriate words (i.e., high frequency, common and homonyms) with instructional support. | B-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals). | LI-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals). | HI-3: spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals). |
| | | | | | | (math, science, social studies) |
| | | | | | | |

ELL Stage III: Grades 3-5

Writing

| | | | | | |
|--|---|---|---|---|---|
| Standard 2: The student will identify and apply conventions of standard English in his or her communications. | | | | | |
| Standard English Conventions | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will identify and apply conventions of standard English in his or her written communications by: | | | | |
| | Capitalization | <p>PE-4: using capitalization for the pronoun "I" and sentence beginnings.</p> <p style="text-align: center;"><small>(math, social studies)</small></p> | <p>E-4: using capitalization for the pronoun "I," sentence beginnings, and proper nouns (i.e., names, days, months).</p> <p style="text-align: center;"><small>(math, social studies)</small></p> | <p>B-4: using capitalization for proper nouns (i.e., names, days, months), titles (including book titles).</p> <p style="text-align: center;"><small>(math, social studies)</small></p> | <p>LI-4: using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.</p> <p style="text-align: center;"><small>(math, social studies)</small></p> |

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will identify and apply conventions of standard English in his or her written communications by:

Standard English Conventions

Punctuation

PE-5: using punctuation for:

- endings of sentences (period),
- colon to punctuate time
- commas in dates and closings of letters

with instructional support.

(math, science, social studies)

E-5: using punctuation for:

- endings of sentences (question mark, exclamation mark);
- commas in greetings, closings of letters, and dates
- apostrophes to punctuate contractions

with instructional support.

(math, science, social studies)

B-5: using punctuation for:

- sentence endings
- commas to punctuate items in a series and introductory words
- apostrophes to punctuate contractions and singular possessives.

(math, science, social studies)

LI-5: using punctuation for:

- sentence endings
- commas to punctuate items in a series and introductory words or phrases
- quotation marks for dialogue and titles
- colons to punctuate business letter salutations
- apostrophes to punctuate contractions and plural possessives.

(math, science, social studies)

HI-5: using punctuation for:

- sentence endings
- semi-colons in a series, introductory clauses, dialogue and direct address
- quotation marks for dialogue and titles
- colons to punctuate business letter salutations
- apostrophes to punctuate contractions and plural possessives.

(math, science, social studies)

ELL Stage III: Grades 3-5

Writing

| Standard 2: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|-------------------------|---|---|---|--|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will identify and apply conventions of standard English in his or her written communications by: | | | | | | |
| Standard English Conventions | Grammar/Parts of Speech | <p>PE-6: using various subjects (singular/plural common nouns, proper nouns, and pronouns) in sentences in a variety of writing applications with instructional support.</p> <p>(math, science, social studies)</p> | <p>E-6: using various subjects (singular/plural common nouns, proper nouns, singular possessive nouns and pronouns) in sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p> | <p>B-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p> | <p>LI-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p> | <p>HI-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.</p> <p>(math, science, social studies)</p> |
| | | <p>PE-7: using verb tenses (simple present and present progressive) in a variety of writing applications with instructional support.</p> <p>(math, science, social studies)</p> | <p>E-7: using verb tenses (simple-past, present, future; present progressive) in a variety of writing applications with instructional support.</p> <p>(math, science, social studies)</p> | <p>B-7: using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications.</p> <p>(math, science, social studies)</p> | <p>LI-7: using verb tenses (simple and progressive) in a variety of writing applications.</p> <p>(math, science, social studies)</p> | <p>HI-7: using verb tenses (simple and progressive) in a variety of writing applications.</p> <p>(math, science, social studies)</p> |

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will identify and apply conventions of standard English in his or her written communications by:

Standard English Conventions

Syntax/Sentence Construction

PE-8: N/A
Pre-Req: PE-6, 7

E-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.

(math, science, social studies)

B-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.

(math, science, social studies)

LI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.

(math, science, social studies)

HI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.

(math, science, social studies)

PE-9: using declarative sentences (S-V) in a variety of writing applications, with instructional support.

(math, science, social studies)

E-9: using declarative sentences (S-V), positive (She plays.) and negative (She does not play.) construction forms, in a variety of writing applications, with instructional support.

(math, science, social studies)

B-9: using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications, with instructional support.

(math, science, social studies)

LI-9: using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P) positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.

(math, science, social studies)

HI-9: using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P, S-V-DO-IO), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.

(math, science, social studies)

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will identify and apply conventions of standard English in his or her written communications by:

Standard English Conventions

Syntax/Sentence Construction

PE-10: using interrogative sentences in shared writing activities.

(math, science, social studies)

E-10: using interrogative sentences in shared writing activities.

(math, science, social studies)

B-10: using interrogative sentences in a variety of writing applications, with instructional support.

(math, science, social studies)

LI-10: using interrogative sentences in a variety of writing applications.

(math, science, social studies)

HI-10: using interrogative sentences in a variety of writing applications.

(math, science, social studies)

PE-11: N/A
Pre-Req: PE-9

E-11: using exclamatory sentences in a variety of writing applications, with instructional support.

B-11: using exclamatory sentences in a variety of writing applications.

LI-11: using exclamatory sentences in a variety of writing applications.

HI-11: using exclamatory sentences in a variety of writing applications.

PE-12: N/A
Pre-Req: PE-9

E-12: N/A
Pre-Req: E-9

B-12: using imperative sentences in a variety of writing applications.

LI-12: using imperative sentences in a variety of writing applications.

HI-12: using imperative sentences in a variety of writing applications.

ELL Stage III: Grades 3-5

Writing

| Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. | | | | | | |
|---|--------------------|---|--|---|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by: | | | | | | |
| Writing Process | Pre-Writing | <p>PE-1: generating ideas through drawing and labeling with instructional support.</p> <p>(math, science, social studies)</p> | <p>E-1: listing and webbing ideas as a class.</p> <p>(math, science, social studies)</p> | <p>B-1: independently listing and webbing ideas to create a prewriting plan.</p> <p>(math, science, social studies)</p> | <p>LI-1: generating and organizing ideas to create a prewriting plan using multiple teacher selected methods (brainstorming, webbing, writer's notebook, journal, etc.).</p> <p>(math, science, social studies)</p> | <p>HI-1: generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).</p> <p>(math, science, social studies)</p> |
| | | <p>PE-2: selecting ideas from class generated webbing for a given purpose.</p> <p>(math, science, social studies)</p> | <p>E-2: selecting ideas from class generated webbing for a given purpose.</p> <p>(math, science, social studies)</p> | <p>B-2: determining the purpose (<i>e.g., to entertain, to inform, to communicate</i>) and the intended audience of a writing piece.</p> <p>(science, social studies)</p> | <p>LI-2: organizing ideas to reflect the audience and intended purpose.</p> <p>(math, science, social studies)</p> | <p>HI-2: evaluating, organizing and selecting ideas that reflect the audience and purpose.</p> <p>(math, science, social studies)</p> |

ELL Stage III: Grades 3-5

Writing

| Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. | | | | | | |
|---|-----------------|-------------------------------|----------------------------|---|---|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by: | | | | | | |
| Writing Process | Drafting | PE-3: N/A Pre-Req: PE-1, 2 | E-3: N/A Pre-Req: E-1,2 | B-3: using a prewriting plan with instructional support to draft a paragraph with an introduction, body and conclusion. <small>(science, social studies)</small> | LI-3: using a prewriting plan to draft a paragraph or essay with an introductory statement, body, transitions and concluding statement. <small>(science, social studies)</small> | HI-3: using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph. <small>(science, social studies)</small> |

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:

Writing Process

Drafting

PE-4: N/A

Pre-Req: PE-1, 2

E-4: N/A

Pre-Req: E-1, 2

B-4: revising a student draft as a class for:

- word choice
 - sequence of ideas (beginning, middle and end)
 - sentence structure (complete sentences)
- using revision tools (checklists, rubrics, and reference materials).

(science, social studies)

LI-4: revising a student draft as a class or in small groups for:

- word choice
 - sequence of ideas (introduction, body, conclusion)
 - adding/deleting supporting details
 - effective transitions
 - sentence structure (complete and varied sentences)
- using revision tools (checklists, rubrics, and reference materials).

(science, social studies)

HI-4: revising a student draft as a class, in small groups and independently with audience and purpose in mind for:

- word choice
 - sequence of ideas (introduction, body, conclusion)
 - adding/deleting/moving supporting details
 - effective transitions
 - sentence structure (combining/adding/deleting, complete and varied sentences)
- using revision tools. (checklists, rubrics, and reference materials)

(science, social studies)

ELL Stage III: Grades 3-5

Writing

| Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. | | | | | | |
|---|---------|-------------------------------|-----------------------------|---|--|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by: | | | | | | |
| Writing Process | Editing | PE-5: N/A Pre-Req: PE-1, 2 | E-5: N/A Pre-Req: E-1, 2 | B-5: reviewing student drafts for errors in conventions* as a class using editing tools. (e.g., <i>checklists, rubrics, computer spell check and other reference materials</i>) *See Writing Convention standards and Listening and Speaking Conventions standards. | LI-5: reviewing student drafts for errors in conventions* as a class or in small groups using editing tools, (e.g., <i>checklists, rubrics, computer spell check and other reference materials</i>) * See Writing Convention standards and Listening and Speaking Conventions standards. | HI-5: reviewing student drafts for errors in conventions* as a class, in small groups and independently using editing tools. (e.g., <i>checklists, rubrics, computer spell check and other reference materials</i>) * See Writing Convention standards and Listening and Speaking Conventions standards. |
| | | | | (science, social studies) | (science, social studies) | (science, social studies) |

ELL Stage III: Grades 3-5

Writing

| Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. | | | | | | |
|---|-------------------|--------------|----------|--|--|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by: | | | | | | |
| Writing Process | Publishing | PE-6: N/A | E-6: N/A | B-6: publishing products in a teacher selected format (<i>e.g., oral presentation, manuscript, multimedia, etc.</i>). <small>(science, social studies)</small> | LI-6: publishing products in a variety of formats (<i>e.g., oral presentation, manuscript, multimedia, etc.</i>). <small>(science, social studies)</small> | HI-6: publishing products in a variety of formats (<i>e.g., oral presentation, manuscript, multimedia, etc.</i>) and presenting within a set period of time (<i>e.g., 15 minutes</i>). <small>(science, social studies)</small> |
| | | PE-7: N/A | E-7: N/A | B-7: using a teacher established timeline to publish products in a teacher selected format (<i>e.g., oral presentation, manuscript, multimedia, etc.</i>). <small>(science, social studies)</small> | LI-7: using a teacher established timeline to publish products in a variety of formats (<i>e.g., oral presentation, manuscript, multimedia, etc.</i>). <small>(science, social studies)</small> | HI-7: using time management strategies to publish products within a teacher specified period of time. <small>(science, social studies)</small> |

ELL Stage III: Grades 3-5

Writing

| | | | | | |
|---|--|---|---|--|--|
| Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency | Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by: | | | | |
| | PE-1: drawing pictures that represent the main idea and details and labeling them using a word bank. <small>(science, social studies)</small> | E-1: drawing pictures that represent the main idea and details and writing captions using a sentence/patterned text frame. <small>(science, social studies)</small> | B-1: producing a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support. <small>(science, social studies)</small> | LI-1: producing one or two paragraphs with an identifiable main idea and supporting details that reflect the purpose in a variety of genres. <small>(science, social studies)</small> | HI-1: producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres. <small>(science, social studies)</small> |
| PE-2: ordering drawings to represent a beginning, middle and end. <small>(science, social studies)</small> | E-2: ordering drawings and sentences/patterned text to represent a beginning, middle and end. <small>(science, social studies)</small> | B-2: producing a paragraph containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions, with instructional support. <small>(science, social studies)</small> | LI-2: producing one or two paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions and transitional phrases. <small>(science, social studies)</small> | HI-2: producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses. <small>(science, social studies)</small> | |

ELL Stage III: Grades 3-5

Writing

| | | | | | |
|--|--|---|--|---|--|
| Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency | Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by: | | | | |
| | PE-3: N/A Pre-Req: PE-1 | E-3: N/A Pre-Req: E-1 | B-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support. <small>(science, social studies)</small> | LI-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support. <small>(science, social studies)</small> | HI-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics). <small>(science, social studies)</small> |
| PE-4: N/A | E-4: N/A | B-4: substituting synonyms for known adjectives, verbs and nouns with instructional support or resources. <small>(science, social studies)</small> | LI-4: substituting accurate and specific synonyms for adjectives, verbs and nouns and attempting to use figurative language with instructional support or resources. <small>(science, social studies)</small> | HI-4: selecting accurate, specific words and figurative language to express ideas with instructional support or resources. <small>(science, social studies)</small> | |

ELL Stage III: Grades 3-5

Writing

| | | | | | |
|---|--|----------|---|--|--|
| Writing Elements Ideas, Word Choice, Organization, Voice, Sentence Fluency | Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by: | | | | |
| | PE-5: N/A | E-5: N/A | B-5: varying sentence beginnings, lengths and patterns. *See Writing Convention standards and Listening and Speaking Conventions standards. (science, social studies) | LI-5: varying sentence beginnings, lengths and patterns. *See Writing Convention standards and Listening and Speaking Conventions standards. (science, social studies) | HI-5: varying sentence beginnings, lengths and patterns. *See Writing Convention standards and Listening and Speaking Conventions standards. (science, social studies) |

ELL Stage III: Grades 3-5

Writing

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:

Research

PE-1: recording information, observations about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).

(science, social studies)

E-1: recording information, observations or questions about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).

(science, social studies)

B-1: recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.

(science, social studies)

LI-1: recording and organizing information, observations or questions on a topic of student interest from one or two sources (experiment, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.

(science, social studies)

HI-1: recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.

(science, social studies)

ELL Stage III: Grades 3-5

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 III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | |
|---|---|--|--|---|---|
| Standard English Conventions | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate knowledge of parts of speech by: | | | | |
| | Nouns (N) | PE-1: classifying singular common nouns as a person, place or thing. <i>(math, science, social studies)</i> | E-1: defining a noun; using definite and indefinite articles with singular common nouns. <i>(math, science, social studies)</i> | B-1: defining and classifying singular common and proper nouns (with definite and indefinite articles, as appropriate). <i>(math, science, social studies)</i> | LI-1: using singular common and proper nouns (with definite and indefinite articles, as appropriate). <i>(math, science, social studies)</i> |

ELL Stage III: Grades 3-5

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) | <p>PE-2: defining singular and plural as it relates to common nouns.</p> <p>(math, science, social studies)</p> | <p>E-2: classifying common nouns as singular or plural (with definite and indefinite articles).</p> <p>(math, science, social studies)</p> | <p>B-2: defining and classifying singular and plural common nouns and proper nouns (with definite and indefinite articles, as appropriate).</p> <p>(math, science, social studies)</p> | <p>LI-2: using singular or plural common and proper nouns (with definite and indefinite articles, as appropriate).</p> <p>(math, science, social studies)</p> | <p>HI-2: justifying his/her use of singular versus plural nouns, common versus proper nouns and definite versus indefinite articles (e.g., I used "the president" versus "a president" because "the president" is referring to a specific president).</p> <p>(math, science, social studies)</p> |
| | | <p>PE-3: N/A</p> <p>Pre-Req: PE-2</p> | <p>E-3: distinguishing between nouns that become plural by adding -s/-es and irregular plural nouns.</p> | <p>B-3: converting a singular common noun into plural noun, including irregular nouns (with definite and indefinite articles, as appropriate).</p> | <p>LI-3: converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).</p> | <p>HI-3: converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).</p> |

ELL Stage III: Grades 3-5

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

ELL Stage III: Grades 3-5

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-2 | E-7: N/A Pre-Req: E-2 | B-7: defining and producing responses using a plural possessive noun. | LI-7: using plural possessive nouns. | HI-7: using plural possessive nouns, including irregular plurals. |
| | Verbs (V) | PE-1: identifying physical action as verbs with instructional support. | E-1: identifying physical action, mental action, and state of being (to be) as verbs with instructional support. | B-1: defining and classifying physical action, mental action, and state of being (to be) as verbs. | LI-1: defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form. | HI-1: defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject. |
| | PE-2: defining past, present, and future with instructional support. | E-2: defining past, present, and future. | B-2: N/A | LI-2: N/A | HI-2: N/A | |

ELL Stage III: Grades 3-5

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-3: repeating and acting out imperative verbs (<i>e.g., Walk. Stop. Sit down. Line up.</i>). | E-3: using imperative verbs with instructional support (<i>e.g., Go away. Help me.</i>). | B-3: using imperative verbs (<i>e.g., Open the door. Close the book.</i>). | LI-3: using imperative verbs (<i>e.g., Put the markers in the box.</i>). | HI-3: using imperative verbs (<i>e.g., Put the markers in the box.</i>). |
| PE-4: N/A Pre-Req: PE-1 | | E-4: N/A Pre-Req: E-1 | B-4: identifying the infinitive verb with instructional support. | LI-4: identifying the infinitive verb. | HI-4: identifying the infinitive verb. | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|------------------|--|---|--|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Verbs (V) | PE-5: repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense. | E-5: conjugating simple present tense irregular verbs: to be, to have, to do, and to go with instructional support. | B-5: choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement). | LI-5: using simple present tense irregular verbs: 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: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences. |
| | | PE-6: repeating simple present tense regular verbs with instructional support. <small>(math, science, social studies)</small> | E-6: selecting simple present tense regular verbs (jump, jumps) with instructional support. <small>(math, science, social studies)</small> | B-6: choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement). <small>(math, science, social studies)</small> | LI-6: producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support. <small>(math, science, social studies)</small> | HI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement. <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

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-7: repeating present progressive tense verbs with instructional support. | E-7: identifying the present participle; selecting the appropriate form of "to be" used with the present participle (am walking, is walking) with instructional support. | B-7: choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement). | LI-7: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support. | HI-7: producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement. |
| | | PE-8: N/A Pre-Req: PE-1, 6, 7 | E-8: N/A Pre-Req: E-1, 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 III: Grades 3-5

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

ELL Stage III: Grades 3-5

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

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|-----------|-----------------------------|--|---|---|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Verbs (V) | PE-13: N/A Pre-Req: PE-2 | E-13: differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame. | B-13: differentiating between past, present and future verb tenses by responding to a prompt. | LI-13: differentiating between past, present and future verb tenses. | HI-13: differentiating between past, present and future verb tenses. |
| | | PE-14: N/A Pre-Req: PE-9 | E-14: N/A Pre-Req: E-9 | B-14: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., <i>I am going to dance.</i>) with subject-verb agreement with instructional support. | LI-14: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., <i>I am going to dance.</i>) with subject-verb agreement. | HI-14: producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., <i>I am going to dance.</i>) with subject-verb agreement. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|-----------|---|---|---|---|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Verbs (V) | PE-15: repeating sentences using the linking verb "to be" (e.g., <i>He is tall.</i>) | E-15: using the linking verb "to be" in sentences with instructional support. | B-15: using linking verbs of sensation (taste, smell, sound and feel) to complete a declarative, negative, and interrogative sentence (subject-verb agreement). | LI-15: using linking verbs of sensation (taste, smell, sound and feel) and linking verbs of being (act, seem, appear, look) to complete a declarative, negative, and interrogative sentence (subject-verb agreement). | HI-15: using linking verbs of sensation (taste, smell, sound and feel); linking verbs of being (act, seem, appear, look); and linking verbs of change (became, turned, has gone) to complete a declarative, negative, and interrogative sentence (e.g., <i>The milk has gone bad.</i>) (subject-verb agreement). |
| | | PE-16: N/A Pre-Req: PE-7, 9 | E-16: N/A Pre-Req: E-7, 9 | B-16: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement). | LI-16: producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support. | HI-16: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|-----------|--------------------------------|------------------------------|--|--|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Verbs (V) | PE-17: N/A Pre-Req: PE-7, 9 | E-17: N/A Pre-Req: E-7, 9 | B-17: defining auxiliary (helping) verbs (to be, to have, to do) | LI-17: distinguishing between the auxiliary (helping) verb and the main verb. | HI-17: distinguishing between the auxiliary (helping) verb and the main verb. |
| | | PE-18: N/A | E-18: N/A | B-18: choosing modal auxiliary verbs (i.e., will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement). | LI-18: producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must) (subject-verb agreement) with instructional support. | HI-18: producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (i.e., cannot, should not) with subject-verb agreement. |

ELL Stage III: Grades 3-5

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: N/A Pre-Req: E-7, 12 | B-19: choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement). | LI-19: producing declarative, negative, and interrogative simple sentences using the future progressive tense (subject-verb agreement) 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: defining the regular past participle; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement). | LI-20: producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs (subject-verb agreement) with instructional support. | HI-20: producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|------------------|------------------------------|----------------------------|--|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Verbs (V) | PE-21: N/A Pre-Req: PE-11 | E-21: N/A Pre-Req: E-11 | B-21: identifying the irregular past participle; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement). | LI-21: producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs (subject-verb agreement) 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-9 | E-22: N/A Pre-Req: E-9 | 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 III: Grades 3-5

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 (i.e., want, need, like). | LI-23: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., <i>I am longing for a vacation versus I want a vacation.</i>) with instructional support. | HI-23: differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., <i>I am longing for a vacation versus I want a vacation.</i>) |
| | | 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 (i.e., see/watch, hear/listen) in context with instructional support. | LI-24: differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context. | HI-24: differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|-----------------------|--|--|--|--|--|
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate | |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Verbs (V) | PE-25: N/A | E-25: N/A | B-25: N/A | LI-25: N/A | HI-25: comparing transitive (e.g., <i>lay, raise</i>) and intransitive (e.g., <i>lie, rise</i>) verbs in context with instructional support. |
| | Pronouns (PRO) | PE-1: defining pronouns; selecting singular personal subjective pronouns (i.e., I, you, he, she, it) to complete a given sentence. | E-1: defining pronouns and selecting singular and plural personal subjective pronouns (i.e., I, you, he, she, it, we, you, they) to complete a given sentence. | B-1: using subjective pronouns with instructional support. | LI-1: using personal subjective pronouns. | HI-1: using the appropriate personal subjective pronouns. |
| | | PE-2: listing and selecting singular personal objective pronouns (i.e., me, you, him, her, it) to complete a given sentence. | E-2: listing and selecting singular and plural personal objective pronouns (i.e., me, you, him, her, it, us, you, them) to complete a given sentence. | B-2: using objective pronouns with instructional support. | LI-2: stating when to use personal objective pronouns; using personal objective pronouns | HI-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns. |

ELL Stage III: Grades 3-5

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-3: listing singular possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its); selecting singular possessive pronouns to complete a given sentence. | E-3: listing possessive pronouns and selecting singular and plural possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its, our/ours, your/yours, their/theirs); to complete a given sentence. | B-3: using possessive pronouns with instructional support. | LI-3: stating when to use possessive pronouns; using possessive pronouns. | HI-3: stating when to use possessive pronouns; using possessive pronouns. |
| | | PE-4: N/A Pre-Req: PE-1, 2, 3 | E-4: N/A Pre-Req: E-1, 2, 3 | B-4: categorizing personal subjective, personal objective and personal possessive pronouns. | LI-4: selecting personal subjective, personal objective and personal possessive pronouns to complete a given sentence. | HI-4: differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | |
|--|--|--|---|--|--|
| Standard English Conventions | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate knowledge of parts of speech by: | | | | |
| | Pronouns (PRO) | PE-5: N/A | E-5: selecting singular demonstrative pronouns (i.e., this/that) to complete a given sentence with instructional support. | B-5: selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence with instructional support. | LI-5: selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence. |
| | PE-6: selecting interrogative pronouns who and what to complete a given sentence with instructional support. | E-6: selecting interrogative pronouns who, what and which to complete a given sentence with instructional support. | B-6: selecting interrogative pronouns who, what and which to complete a given sentence. | LI-6: using interrogative pronouns who, whom, what, which and whose with instructional support. | HI-6: using interrogative pronouns who, whom, what, which and whose. |

ELL Stage III: Grades 3-5

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: listing singular reflexive pronouns (i.e., myself, yourself, herself, himself, itself); selecting singular reflexive pronouns to complete a given sentence. | E-7: listing singular and plural reflexive pronouns (i.e., myself, yourself, herself, himself, itself, ourselves, yourselves, themselves) and selecting singular and plural reflexive pronouns to complete a given sentence. | B-7: using reflexive pronouns with instructional support. | LI-7: stating when to use reflexive pronouns; using reflexive pronouns. | HI-7: stating when to use reflexive pronouns; using reflexive and intensive pronouns. |
| | | PE-8: N/A | E-8: N/A | B-8: listing indefinite pronouns (i.e., all, nothing, both, somebody, anything: "Jack bought something. Jill didn't buy anything.") | LI-8: using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.") with instructional support. | HI-8: using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything."). |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|---|------------------|---|---|---|--|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Adjectives (ADJ) | <p>PE-1: repeating adjectives (i.e., quantity/size/shape/color) with nouns.</p> <p><small>(math, science, social studies)</small></p> | <p>E-1: defining adjectives; sorting adjectives by categories (i.e., quantity/concept/size/shape/color) with nouns.</p> <p><small>(math, science, social studies)</small></p> | <p>B-1: selecting adjectives to complete given sentences (i.e., quantity/concept/size/shape/color).</p> <p><small>(math, science, social studies)</small></p> | <p>LI-1: producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color) with instructional support.</p> <p><small>(math, science, social studies)</small></p> | <p>HI-1: producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color).</p> <p><small>(math, science, social studies)</small></p> |
| | | <p>PE-2: selecting singular possessive adjectives to complete a given sentence.</p> | <p>E-2: selecting singular and plural possessive adjectives (i.e., my, your, his, her, its, our, their); to complete a sentence.</p> | <p>B-2: using possessive adjectives with instructional support.</p> | <p>LI-2: using possessive adjectives.</p> | <p>HI-2: using possessive adjectives.</p> |
| | | <p>PE-3: N/A</p> <p>Pre-Req: PE-1</p> | <p>E-3: N/A</p> <p>Pre-Req: E-1</p> | <p>B-3: selecting a sensory/personality adjective (e.g., <i>sticky</i>, <i>proud</i>, etc.) to complete a given sentence.</p> | <p>LI-3: using sensory/personality adjectives with instructional support.</p> | <p>HI-3: using sensory/personality adjectives.</p> |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|---|------------------|--|--|--|--|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Adjectives (ADJ) | PE-4: repeating nouns as modifiers (e.g., <i>shoe store, kitchen table, etc.</i>) | E-4: using a noun as a modifier with instructional support. | B-4: selecting a noun as a modifier (e.g., <i>shoe store, kitchen table, etc.</i>), to complete a given sentence. | LI-4: using nouns as modifiers with instructional support. | HI-4: using nouns as modifiers. |
| | | PE-5: N/A | E-5: selecting a singular demonstrative adjective (i.e., <i>this, that</i>) to complete a given sentence. | B-5: selecting a singular or plural demonstrative adjective (i.e., <i>this, that, these, those</i>) to complete a given sentence. | LI-5: using demonstrative adjectives with instructional support. | HI-5: using demonstrative adjectives. |
| | | PE-6: N/A | E-6: N/A | B-6: defining and listing proper adjectives with nouns (e.g., <i>Chinese man, Italian woman, etc.</i>). | LI-6: using proper adjectives with instructional support. | HI-6: using proper adjectives with instructional support. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|---|------------------|--------------|--|--|--|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Adjectives (ADJ) | PE-7: N/A | E-7: N/A | B-7: listing indefinite adjectives (i.e., all, both, many). | LI-7: using indefinite adjectives with instructional support. | HI-7: using indefinite adjectives. |
| | | PE-8: N/A | E-8: listing comparative and superlative adjectives (e.g., <i>big, bigger, biggest, etc.</i>). <small>(math, science, social studies)</small> | B-8: selecting a comparative or superlative adjective (e.g., <i>big, bigger, biggest, etc.</i>) to complete a given sentence. <small>(math, science, social studies)</small> | LI-8: using comparative and superlative adjectives (e.g., <i>big, bigger, biggest; more/most beautiful, etc.</i>) with instructional support. <small>(math, science, social studies)</small> | HI-8: using comparative and superlative adjectives (e.g., <i>big, bigger, biggest; more/most/less/least, etc.</i>). <small>(math, science, social studies)</small> |
| | | PE-9: N/A | E-9: listing irregular comparative and superlative adjectives (e.g., <i>bad, worse, worst, good, better, best, etc.</i>). <small>(math, science, social studies)</small> | B-9: selecting an irregular comparative or superlative adjective to complete a given sentence. <small>(math, science, social studies)</small> | LI-9: using irregular comparative and superlative adjectives with instructional support. <small>(math, science, social studies)</small> | HI-9: using irregular comparative and superlative adjectives. <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|---|------------------|--|---|---|--|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Adjectives (ADJ) | PE-10: N/A | E-10: N/A | B-10: defining the present participle as an adjective; selecting a present participle to complete a given sentence. | LI-10: using present participles (dripping faucet) as adjectives with instructional support. | HI-10: using present participles (dripping faucet) as adjectives. |
| | | PE-11: N/A | E-11: N/A | B-11: defining the past participle as an adjective; selecting a past participle to complete a given sentence. | LI-11: using past participles (tired man) as adjectives with instructional support. | HI-11: using past participles (tired man) as adjectives. |
| | Adverbs (ADV) | PE-1: repeating classroom directions with first, next and then ("when" adverbs, e.g., <i>First, take out your book.</i>) (math, science, social studies) | E-1: defining an adverb; selecting first, next, then, after, before, or finally ("when" adverbs) to complete a given sentence. (math, science, social studies) | B-1: using "when" adverbs with instructional support. (math, science, social studies) | LI-1: using "when" adverbs. (math, science, social studies) | HI-1: using "when" adverbs. (math, science, social studies) |

ELL Stage III: Grades 3-5

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) | <p>PE-2: repeating classroom/school rules with “frequency” adverbs: always, never, sometimes. (e.g., <i>Always bring a pencil to class.</i>)</p> <p>(math, science, social studies)</p> | <p>E-2: selecting always, never, or sometimes (“frequency” adverb) to complete a given sentence.</p> <p>(math, science, social studies)</p> | <p>B-2: using “frequency” adverbs with instructional support.</p> <p>(math, science, social studies)</p> | <p>LI-2: using “frequency” adverbs.</p> <p>(math, science, social studies)</p> | <p>HI-2: using “frequency” adverbs.</p> <p>(math, science, social studies)</p> |
| | | <p>PE-3: following oral directions that use “where” adverbs (here, there).</p> <p>(math, science, social studies)</p> | <p>E-3: following oral directions that use “where” adverbs (here, there, outside, inside).</p> <p>(math, science, social studies)</p> | <p>B-3: using “where” adverbs in sentences with instructional support.</p> <p>(math, science, social studies)</p> | <p>LI-3: using “where” adverbs.</p> <p>(math, science, social studies)</p> | <p>HI-3: using “where” adverbs.</p> <p>(math, science, social studies)</p> |
| | | <p>PE-4: N/A</p> | <p>E-4: selecting and listing “how/degree” adverbs (e.g., <i>quick versus quickly, etc.</i>) to complete a given sentence.</p> <p>(science)</p> | <p>B-4: converting adjectives into “how/degree” adverbs (e.g., <i>quick/quickly, etc.</i>) with instructional support.</p> <p>(science)</p> | <p>LI-4: using “how/degree” adverbs (e.g., <i>quickly ran, too cold, very quickly, etc.</i>) with instructional support.</p> <p>(science)</p> | <p>HI-4: using “how/degree” adverbs.</p> <p>(science)</p> |

ELL Stage III: Grades 3-5

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-5: N/A | E-5: listing regular comparative and superlative adverbs (e.g., <i>fast, faster, fastest, etc.</i>). | B-5: selecting a regular comparative or superlative adverb (e.g., <i>fast, faster, fastest, etc.</i>) to complete a given sentence. | LI-5: using regular comparative and superlative adverb (e.g., <i>slowly, more slowly, most slowly, etc.</i>) with instructional support. | HI-5: using regular comparative and superlative adverbs (e.g., <i>slowly, less slowly, least slowly, etc.</i>). |
| | | PE-6: N/A | E-6: listing irregular comparative and superlative adverbs (e.g., <i>badly, worse, worst, well, better, best, etc.</i>). | B-6: selecting an irregular comparative or superlative adverb to complete a given sentence. | LI-6: using irregular comparative and superlative adverbs with instructional support. | HI-6: using irregular comparative and superlative adverbs. |
| | | PE-7: N/A | E-7: listing intensifier adverbs (e.g., <i>too, not, very, etc.</i>). | B-7: selecting an intensifier adverb to complete a given sentence. | LI-7: using intensifier adverbs (e.g., <i>too, not, very, hardly, barely, enough, etc.</i>) with instructional support. | HI-7: using intensifier adverbs. |

ELL Stage III: Grades 3-5

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-8: N/A | E-8: N/A | B-8: using conjunctive adverb “also” with instructional support. | LI-8: using conjunctive adverbs “also” and “therefore” with instructional support. | HI-8: using conjunctive adverbs. |
| | Prepositions (PREP) | PE-1: repeating and physically demonstrating prepositions of location (i.e., on, in, near, behind). <small>(math, science, social studies)</small> | E-1: naming prepositions of location from a given prompt (i.e., on, in, near, behind) with instructional support. <small>(math, science, social studies)</small> | B-1: selecting prepositions of location to complete a given sentence. <small>(math, science, social studies)</small> | LI-1: using prepositions of location with instructional support. <small>(math, science, social studies)</small> | HI-1: using prepositions of location. <small>(math, science, social studies)</small> |
| | | PE-2: repeating and physically demonstrating prepositions of direction (i.e., up, down, over). <small>(math, science, social studies)</small> | E-2: naming prepositions of direction from a given prompt with instructional support. <small>(math, science, social studies)</small> | B-2: selecting prepositions of direction to complete a given sentence. <small>(math, science, social studies)</small> | LI-2: using prepositions of direction with instructional support. <small>(math, science, social studies)</small> | HI-2: using prepositions of direction. <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

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-3: repeating prepositions of time (i.e., on, at, in, by, during, past, since). <small>(math, science, social studies)</small> | E-3: selecting prepositions of time to complete a given sentence with instructional support. <small>(math, science, social studies)</small> | B-3: selecting prepositions of time to complete a given sentence and justify selection. <small>(math, science, social studies)</small> | LI-3: using prepositions of time with instructional support. <small>(math, science, social studies)</small> | HI-3: using prepositions of time. <small>(math, science, social studies)</small> |
| | | PE-4: N/A Pre-Req: PE-1, 2, 3 | E-4: N/A Pre-Req: E-1, 2, 3 | B-4: defining a preposition. | LI-4: differentiating among prepositions of location, direction and time with instructional support. | HI-4: differentiating among prepositions of location, direction and time. |
| | | PE-5: N/A Pre-Req: PE-1, 2, 3 | E-5: repeating and physically demonstrating prepositions of action and movement (i.e., to, from, off, out of). <small>(math, science, social studies)</small> | B-5: selecting a preposition of action and movement to complete a given sentence with instructional support. <small>(math, science, social studies)</small> | LI-5: selecting a preposition of action and movement (including compound prepositions, in front of, next to, on top of) to complete a given sentence. <small>(math, science, social studies)</small> | HI-5: using prepositions of action and movement (including compound prepositions). <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

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-6: N/A | E-6: N/A | B-6: selecting a preposition of opposition (i.e., before/after, off/on, with/without) to complete a given sentence with instructional support. <small>(math, science, social studies)</small> | LI-6: selecting a preposition of opposition to complete a given sentence. <small>(math, science, social studies)</small> | HI-6: using prepositions of opposition. <small>(math, science, social studies)</small> |
| | | PE-7: N/A | E-7: N/A | B-7: selecting a preposition of exception (i.e., despite, except) to complete a given sentence with instructional support. | LI-7: selecting a preposition of exception (i.e., despite, except) to complete a given sentence. | HI-7: using prepositions of exception (i.e., despite, except). |

ELL Stage III: Grades 3-5

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 | Conjunctions (C) | PE-1: repeating noun and verb phrases joined by coordinating conjunctions <i>and/or</i> . <small>(math, science, social studies)</small> | E-1: selecting coordinating conjunctions <i>and/or</i> to complete a given sentence. <small>(math, science, social studies)</small> | B-1: selecting coordinating conjunctions <i>and/or/ but/yet</i> , which joins nouns, verbs, adjectives, phrases or clauses, to complete a given sentence. <small>(math, science, social studies)</small> | LI-1: defining, using, and differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses with instructional support. <small>(math, science, social studies)</small> | HI-1: defining, using, and differentiating coordinating conjunctions used to join nouns, verbs, adjectives, phrases and clauses. <small>(math, science, social studies)</small> |
| | | PE-2: N/A | E-2: N/A | B-2: selecting correlative conjunctions <i>both/and</i> and <i>either/or</i> to complete a given sentence. <small>(math, science, social studies)</small> | LI-2: defining and differentiating correlative conjunctions <i>both/and</i> and <i>either/or</i> with instructional support. <small>(math, science, social studies)</small> | HI-2: defining and differentiating correlative conjunctions <i>both/and</i> and <i>either/or</i> . <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

| 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 | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | Conjunctions (C) | PE-3: N/A | E-3: N/A | B-3: selecting correlative conjunctions <i>not only...but also</i> to complete a given sentence. <small>(math, science, social studies)</small> | LI-3: defining and differentiating correlative conjunctions <i>not only...but also</i> with instructional support. <small>(math, science, social studies)</small> | HI-3: defining and differentiating correlative conjunctions <i>not only...but also</i> . <small>(math, science, social studies)</small> |
| | Interjections (I) | PE-1: repeating interjections (e.g., <i>Ouch!</i> , <i>Hey!</i> , <i>gosh</i> , etc.). | E-1: selecting interjections that relate to a give situation with instructional support. | B-1: selecting interjections that relate to a given situation. | LI-1: defining interjections as words expressing emotion and using them in appropriate context. | HI-1: using interjections in appropriate context. |
| Phrase and Clause Construction (PH/CL) | PE-1: repeating noun phrases (adjective + noun, e.g., <i>red ball</i> , <i>little girl</i> etc.) with visual support. | E-1: producing noun phrases (including nouns as modifiers, e.g., <i>kitchen table</i> , <i>shoe store</i> , etc.) from a visual prompt with instructional support. | B-1: using noun phrases to complete sentence frames. | LI-1: using noun phrases in a complete sentence. | HI-1: using noun phrases in a complete sentence. | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|---|---|---|--|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Phrase and Clause Construction (PH/CL) | PE-2: repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support. | E-2: producing joined noun phrases from a visual prompt with instructional support. | B-2: using joined noun phrases to complete sentence frames. | LI-2: using a joined noun phrase in a complete sentence. | HI-2: using joined noun phrases in a complete sentence. |
| | | PE-3: N/A Pre-Req: PE-1, 2 | E-3: producing a phrase with a demonstrative adjective (i.e., this, that) and a noun (“that shoe”) from a visual prompt with instructional support. | B-3: producing a phrase with a demonstrative adjective (i.e., this, that, these, those) and a noun (“that shoe”) from a visual prompt. | LI-3: using a demonstrative adjective and a noun in a complete sentence with instructional support. | HI-3: using a demonstrative adjective and a noun in a complete sentence. |
| | | PE-4: repeating and physically demonstrating verb phrases (verb + adverb or adverb + verb, e.g., “walks slowly”, etc.) with visual support. | E-4: using a verb phrase to complete sentence frames with instructional support. | B-4: using a verb phrase to complete sentence frames. | LI-4: using a verb phrase in a complete sentence with instructional support. | HI-4: using a verb phrase in a complete sentence. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|--|--|--|---|--|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Phrase and Clause Construction (PH/CL) | PE-5: repeating joined verb phrases (verb + coordinating conjunction + verb: <i>e.g., "walks and talks"</i>) with visual support. | E-5: producing joined verb phrases from a visual prompt with instructional support. | B-5: using joined verb phrases to complete sentence frames. | LI-5: using a joined verb phrase in a complete sentence. | HI-5: using a joined verb phrases in a complete sentence. |
| | | PE-6: repeating prepositional phrases (<i>e.g., on the table, etc.</i>) with visual support. | E-6: using a prepositional phrase to complete a sentence frame with instructional support. | B-6: using a prepositional phrase to complete a sentence frame. | LI-6: using a prepositional phrase in a complete sentence with instructional support. | HI-6: using a prepositional phrase in a complete sentence. |
| | | PE-7: N/A | E-7: N/A | B-7: repeating infinitive verb phrases (<i>e.g., "to buy a bicycle," etc.</i>) with visual support. | LI-7: using an infinitive verb phrase to complete a sentence frame with instructional support. | HI-7: using an infinitive verb phrase to complete a sentence frame. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|--|--------------|---|--|--|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Phrase and Clause Construction (PH/CL) | PE-8: N/A | E-8: using “when” adverbial phrases (e.g., “ <i>the next day</i> ”, “ <i>after opening the door,</i> ” etc.) to complete a sentence frame with instructional support. | B-8: using an adverbial phrase (including when, frequency, how, where) to complete sentence frames. | LI-8: using an adverbial phrase in a complete sentence with instructional support. | HI-8: using an adverbial phrase in a complete sentence. |
| | | PE-9: N/A | E-9: using auxiliary verb phrases (auxiliary + verb: e.g., <i>did go, etc.</i>) to complete sentence frames with instructional support. | B-9: using auxiliary and/or modal auxiliary verb phrases (e.g., “ <i>did go, “may go, “will have gone,</i> ” etc.) to complete a sentence frame. | LI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support. | HI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence. |
| | | PE-10: N/A | E-10: N/A | B-10: using degree adverbs + adjectives (e.g., <i>too hot, very cold, old enough, too old, etc.</i>) to complete a sentence frame with instructional support. | LI-10: using degree adverbs + adjectives in a complete sentence with instructional support. | HI-10: using degree adverbs + adjectives in a complete sentence. |

ELL Stage III: Grades 3-5

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: | | | | | |
| | Phrase and Clause Construction (PH/CL) | PE-11: N/A | E-11: N/A | B-11: using linking verbs + noun/adjective complement (e.g., <i>"She is a teacher."</i> <i>"We feel sad..."</i> , etc.) to complete a sentence frame with instructional support. | LI-11: using linking verbs + noun/adjective complement in a complete sentence with instructional support. | HI-11: using linking verbs + noun/adjective complement in a complete sentence. |
| | PE-12: N/A | E-12: N/A | B-12: N/A | LI-12: using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame with instructional support. | HI-12: using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame. | |

ELL Stage III: Grades 3-5

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: | | | | | |
| | Phrase and Clause Construction (PH/CL) | PE-13: N/A | E-13: N/A | B-13: N/A | LI-13: using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame with instructional support. | HI-13: using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame. |
| PE-14: N/A | | E-14: N/A | B-14: using a noun clause to complete a sentence frame with instructional support. | LI-14: using noun clauses with instructional support. | HI-14: using noun clauses. | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|-----------------------------------|---|--|---|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Sentence Construction (SC) | <p>PE-1: repeating a sentence and identifying the subject.</p> <p>(math, science, social studies)</p> | <p>E-1: selecting a subject (i.e., noun/pronoun: singular or plural) from a picture with instructional support.</p> <p>(math, science, social studies)</p> | <p>B-1: selecting a subject (i.e., noun/pronoun: singular, plural or compound) from a picture.</p> <p>(math, science, social studies)</p> | <p>LI-1: selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence with instructional support.</p> <p>(math, science, social studies)</p> | <p>HI-1: selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence.</p> <p>(math, science, social studies)</p> |
| | | <p>PE-2: repeating a sentence containing a subject and a verb. (S-V)</p> <p>(math, science, social studies)</p> | <p>E-2: completing a given sentence by providing a subject or a verb. (S-V)</p> <p>(math, science, social studies)</p> | <p>B-2: producing sentences using given subjects and verbs (S-V), with subject-verb agreement.</p> <p>(math, science, social studies)</p> | <p>LI-2: producing sentences using subjects and verbs, with subject-verb agreement. (S-V)</p> <p>(math, science, social studies)</p> | <p>HI-2: producing sentences using subjects and verbs, with subject-verb agreement. (S-V)</p> <p>(math, science, social studies)</p> |

ELL Stage III: Grades 3-5

Language Strand

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

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of parts of speech by:

Standard English Conventions

Sentence Construction (SC)

PE-7: repeating a sentence using a subject + "to be" + adjective (S-V-C).
(e.g., *He is tall.*)

(math, science, social studies)

E-7: completing a given S-V-C constructed sentence with an adjective as the complement.

(math, science, social studies)

B-7: forming sentences with S-V-C construction with given subjects, forms of "to be" and adjectives, with subject-verb agreement.

(math, science, social studies)

LI-7: producing sentences with an adjective as the complement using S-V-C construction, with instructional support.

(math, science, social studies)

HI-7: producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.

(math, science, social studies)

PE-8: repeating a sentence using "to be" + "not" to form a sentence in the negative construction. (S-V-C)
(e.g., *He is not tall.*)

(math, science, social studies)

E-8: completing a sentence frame using a "to be" + "not" to form a sentence in the negative construction. (S-V-C)

(math, science, social studies)

B-8: forming sentences in the negative construction with given subjects, forms of "to be" and adjectives with subject-verb agreement. (S-V-C)

(math, science, social studies)

LI-8: producing sentences in the negative construction with a subject + "to be" + adjective as the complement, (S-V-C) with instructional support.

(math, science, social studies)

HI-8: producing sentences in the negative construction with a subject + "to be" + adjective as the complement, with subject-verb agreement. (S-V-C)

(math, science, social studies)

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|----------------------------|---|--|---|--|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Sentence Construction (SC) | PE-11: repeating a sentence using "There" + "to be" + subject + prepositional phrase. | E-11: completing a sentence frame using "There" + "to be" + subject + prepositional phrase. | B-11: forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement. | LI-11: producing sentences using "There" + "to be" + subject + prepositional phrase, with instructional support. | HI-11: producing sentences using "There" + "to be" + subject + prepositional phrase, with subject-verb agreement. |
| | | PE-12: N/A | E-12: completing a sentence frame using subject + verb + direct object (noun) construction. (e.g., "I am watching you.") <small>(math, science, social studies)</small> | B-12: forming sentences with given subjects, verb tenses, and direct object (noun) with subject-verb agreement. <small>(math, science, social studies)</small> | LI-12: producing sentences using subjects + verbs + direct object (noun) with instructional support. <small>(math, science, social studies)</small> | HI-12: producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement. <small>(math, science, social studies)</small> |
| | | PE-13: N/A | E-13: completing a sentence frame using subject + verb + object pronoun. (e.g., "I am watching you.") | B-13: forming sentences with given subjects, verb tenses, and object pronouns with subject-verb agreement. | LI-13: producing sentences using subjects + verbs + object pronouns with instructional support. | HI-13: producing sentences using subjects + verbs + object pronouns, with subject-verb agreement. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|--|---|--|--|---|---|
| Standard English Conventions | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate | |
| | The student will demonstrate knowledge of parts of speech by: | | | | | |
| | Sentence Construction (SC) | PE-14: N/A | E-14: selecting an adverb to modify a verb to complete a sentence frame. | B-14: forming sentences with given subjects, verbs, and adverbs to modify verbs. | LI-14: producing sentences using adverbs to modify verbs, with instructional support. | HI-14: producing sentences using adverbs to modify verbs. |
| | PE-15: N/A | E-15: completing an imperative sentence frame (e.g., <i>"Sit down. Open your notebook."</i>) | B-15: forming imperative sentences with given verbs. | LI-15: producing imperative sentences, with instructional support. (e.g., <i>Put the markers in the box.</i>) | HI-15: producing imperative sentences. | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|---|----------------------------|--------------|-----------|--|--|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Sentence Construction (SC) | PE-16: N/A | E-16: N/A | B-16: forming compound sentences using two given independent clauses (independent clause + conjunction + independent clause). (e.g., "I like apples, but he likes oranges.") | LI-16: producing compound sentences with instructional support. | HI-16: producing compound sentences. |
| | | PE-17: N/A | E-17: N/A | B-17: producing sentences using a sentence frame with a subject + verb + object (S-V-O) with subject-verb agreement. (e.g., <i>Jill cooked a meal.</i>) <small>(math, science, social studies)</small> | LI-17: producing sentences using subject + verb + object (S-V-O) with instructional support. <small>(math, science, social studies)</small> | HI-17: producing sentences using subject + verb + object (S-V-O) with subject-verb agreement. <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|---|----------------------------|--------------|-----------|--|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Sentence Construction (SC) | PE-18: N/A | E-18: N/A | B-18: producing sentences using a sentence frame with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. (e.g., <i>Jill cooked a meal for us.</i>) <small>(math, science, social studies)</small> | LI-18: producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with instructional support. <small>(math, science, social studies)</small> | HI-18: producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. <small>(math, science, social studies)</small> |
| | | PE-19: N/A | E-19: N/A | B-19: N/A | LI-19: converting a given sentence in the active voice to a sentence in the passive voice. <small>(social studies)</small> | HI-19: producing sentences using the passive voice. <small>(social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

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| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
| Standard English Conventions | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate knowledge of parts of speech by: | | | | | |
| | Sentence Construction (SC) | PE-20: N/A | E-20: N/A | B-20: N/A | LI-20: completing a sentence frame using present real conditional (e.g., <i>"If I leave home, I take an umbrella."</i> <i>"When Jack is tired, he goes to bed."</i>). | HI-20: producing a sentence using present real conditional. |
| | PE-21: N/A | E-21: N/A | B-21: N/A | LI-21: completing a sentence frame using reflexive pronouns. (e.g., <i>"I feel myself getting sick."</i>) | HI-21: constructing a sentence using reflexive pronouns. | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
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| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Sentence Construction (SC) | PE-22: N/A | E-22: N/A | B-22: N/A | LI-22: producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause with instructional support. (e.g., <i>"It has three sides; therefore, it is a triangle."</i>) | HI-22: producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause. |
| | Questions (Q) | PE-1: repeating single word questions with inflection. (e.g. <i>What? Who?, etc.</i>) (math, science, social studies) | E-1: completing question frames using picture prompts. (math, science, social studies) | B-1: producing questions, using inflection when produced orally, using sentence frames. (math, science, social studies) | LI-1: producing questions using inflection when produced orally. (math, science, social studies) | HI-1: producing questions using inflection when produced orally. (math, science, social studies) |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|----------------------|--------------|---|--|---|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Questions (Q) | PE-4: N/A | E-4: completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing?) <small>(math, science, social studies)</small> | B-4: forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verb + -ing. <small>(math, science, social studies)</small> | LI-4: producing Yes/No questions in the present progressive tense with instructional support. <small>(math, science, social studies)</small> | HI-4: producing Yes/No questions in the present progressive tense. <small>(math, science, social studies)</small> |
| | | PE-5: N/A | E-5: completing Yes/No questions in the simple past tense using sentence frames. ("to do" + subject + verb?) <small>(math, science, social studies)</small> | B-5: forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb. <small>(math, science, social studies)</small> | LI-5: producing Yes/No questions in the simple past tense using with instructional support. <small>(math, science, social studies)</small> | HI-5: producing Yes/No questions in the simple past tense. <small>(math, science, social studies)</small> |
| | | PE-6: N/A | E-6: completing Yes/No questions in the simple future tense using sentence frames. ("Will" + subject + verb?) <small>(math, science, social studies)</small> | B-6: forming Yes/No questions in the simple future tense with given subjects + verbs. <small>(math, science, social studies)</small> | LI-6: producing Yes/No questions in the simple future tense with instructional support. <small>(math, science, social studies)</small> | HI-6: producing Yes/No questions in the simple future tense with instructional support. <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|----------------------|--------------|----------|---|--|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Questions (Q) | PE-7: N/A | E-7: N/A | B-7: forming Yes/No questions in the past progressive tense with given forms of "to be" + subject + verb + -ing. | LI-7: producing Yes/No questions in the past progressive tense with instructional support. | HI-7: producing Yes/No questions in the past progressive tense |
| | | PE-8: N/A | E-8: N/A | B-8: producing Yes/No questions in the future progressive tense using sentence frames. ("Will" + subject + "be" + verb + -ing?) | B-8: producing Yes/No questions in the future progressive tense with instructional support. | B-8: producing Yes/No questions in the future progressive tense. |
| | | PE-9: N/A | E-9: NA | B-9: NA | LI-9: producing Yes/No questions in the present perfect tense with instructional support. ("to have" + subject + past participle ...?) | HI-9: producing Yes/No questions in the present perfect tense. |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|----------------------|--|--|---|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Questions (Q) | PE-10: N/A | E-10: NA | B-10: NA | LI-10: producing Yes/No questions in the present perfect progressive tense with instructional support. (“to have” + subject + “been” + present participle?) | HI-10: producing Yes/No questions in the present perfect progressive tense. |
| | | PE-11: repeating interrogative sentences beginning with “What.” <small>(math, science, social studies)</small> | E-11: completing interrogative sentence frames beginning with “What.” <small>(math, science, social studies)</small> | B-11: converting given declarative sentences into interrogative sentences beginning with “What.” <small>(math, science, social studies)</small> | LI-11: producing interrogative sentences beginning with “What” with instructional support. <small>(math, science, social studies)</small> | HI-11: producing interrogative sentences beginning with “What.” <small>(math, science, social studies)</small> |
| | | PE-12: repeating interrogative sentences beginning with “Where.” <small>(math, science, social studies)</small> | E-12: completing interrogative sentence frames beginning with “Where.” <small>(math, science, social studies)</small> | B-12: converting given declarative sentences into interrogative sentences beginning with “Where.” <small>(math, science, social studies)</small> | LI-12: producing interrogative sentences beginning with “Where” with instructional support. <small>(math, science, social studies)</small> | HI-12: producing interrogative sentences beginning with “Where.” <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|----------------------|--|---|--|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Questions (Q) | PE-13: repeating interrogative sentences beginning with "Who." <small>(math, science, social studies)</small> | E-13: completing interrogative sentence frames beginning with "Who." <small>(math, science, social studies)</small> | B-13: converting given declarative sentences into interrogative sentences beginning with "Who." <small>(math, science, social studies)</small> | LI-13: producing interrogative sentences beginning with "Who" or "Whom" with instructional support. <small>(math, science, social studies)</small> | HI-13: producing interrogative sentences beginning with "Who" or "Whom." <small>(math, science, social studies)</small> |
| | | PE-14: N/A | E-14: completing interrogative sentence frames beginning with "When." <small>(math, science, social studies)</small> | B-14: converting given declarative sentences into interrogative sentences beginning with "When." <small>(math, science, social studies)</small> | LI-14: producing interrogative sentences beginning with "When" with instructional support. <small>(math, science, social studies)</small> | HI-14: producing interrogative sentences beginning with "When." <small>(math, science, social studies)</small> |
| | | PE-15: N/A | E-15: completing interrogative sentence frames beginning with "Why." <small>(math, science, social studies)</small> | B-15: converting given declarative sentences into interrogative sentences beginning with "Why." <small>(math, science, social studies)</small> | LI-15: producing interrogative sentences beginning with "Why" with instructional support. <small>(math, science, social studies)</small> | HI-15: producing interrogative sentences beginning with "Why." <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|----------------------|--------------|--|---|---|--|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Questions (Q) | PE-16: N/A | E-16: N/A | B-16: converting given declarative sentences into interrogative sentences beginning with "How." <small>(math, science, social studies)</small> | LI-16: producing interrogative sentences beginning with "How" with instructional support. <small>(math, science, social studies)</small> | HI-16: producing interrogative sentences beginning with "How." <small>(math, science, social studies)</small> |
| | | PE-17: N/A | E-17: completing interrogative sentence frames beginning with "Which." <small>(math, science, social studies)</small> | B-17: converting given declarative sentences into interrogative sentences beginning with "Which." <small>(math, science, social studies)</small> | LI-17: producing interrogative sentences beginning with "Which" with instructional support. <small>(math, science, social studies)</small> | HI-17: producing interrogative sentences beginning with "Which." <small>(math, science, social studies)</small> |
| | | PE-18: N/A | E-18: N/A | B-18: NA | LI-18: producing interrogative sentences beginning with "Whose" with instructional support. <small>(math, science, social studies)</small> | HI-18: producing interrogative sentences beginning with "Whose." <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|---|---|------------|---|--|--|---|
| Standard English Conventions | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate | |
| | The student will demonstrate knowledge of parts of speech by: | | | | | |
| | Questions (Q) | PE-19: N/A | E-19: N/A | B-19: completing questions with “to be” + “there” + subject + preposition + noun using a sentence frame. (e.g., “Is there a ball in the room?”). | LI-19: producing questions with “to be” + “there” + subject + preposition + noun with instructional support. | HI-19: producing questions with “to be” + “there” + subject + preposition + noun. |
| | PE-20: N/A | E-20: N/A | B-20: completing Yes/No questions with modal auxiliaries using sentence frames. (e.g., “Can Jack come out to play?” “May I be excused?”). | LI-20: producing Yes/No questions using modal auxiliaries with instructional support. | HI-20: producing Yes/No questions using modal auxiliaries. | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | | | |
|--|---------------|--------------|-----------|--|--|---|
| | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| The student will demonstrate knowledge of parts of speech by: | | | | | | |
| Standard English Conventions | Questions (Q) | PE-21: N/A | E-21: N/A | B-21: producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with a sentence frame. (auxiliary verb + subject + verb... or...") | LI-21: producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with instructional support. | HI-21: producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses. |
| | | PE-22: N/A | E-22: N/A | B-22: producing questions, including negative construction, with contractions using sentence frames. (e.g., "When's he arriving?" "Didn't he tell you we were coming over?") <small>(math, science, social studies)</small> | LI-22: producing questions, including negative construction, with contractions with instructional support. <small>(math, science, social studies)</small> | HI-22: producing questions, including negative construction, with contractions. <small>(math, science, social studies)</small> |

ELL Stage III: Grades 3-5

Language Strand

| | | | | | |
|------------------------------|--|------------|-----------|------------------|---|
| Standard English Conventions | Standard 1: The student will identify and apply conventions of standard English in his or her communications. | | | | |
| | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | The student will demonstrate knowledge of parts of speech by: | | | | |
| | Questions (Q) | PE-23: N/A | E-23: N/A | B-23: N/A | LI-23: producing tag questions with instructional support. (e.g., "You know Jill, don't you?" "Jack isn't home, is he?"). |

ELL Stage III: Grades 3-5

Language Strand

| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | | | | |
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| The student will demonstrate knowledge of vocabulary by: | | | | | |
| Vocabulary | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | <p>PE-1: repeating the names of objects or pictures and grouping into conceptual categories with instructional support.</p> <p>(math, science, social studies)</p> | <p>E-1: naming and grouping labeled pictures within given conceptual categories.</p> <p>(math, science, social studies)</p> | <p>B-1: naming and classifying pictures and words into self-selected categories with instructional support.</p> <p>(math, science, social studies)</p> | <p>LI-1: naming and classifying pictures and words into self-selected categories and providing rationale for classification with instructional support.</p> <p>(math, science, social studies)</p> | <p>HI-1: classifying words into conceptual categories and providing rationale for classification.</p> <p>(math, science, social studies)</p> |
| | <p>PE-2: repeating sight words.</p> <p>(math, science, social studies)</p> | <p>E-2: recognizing sight words with instructional support.</p> <p>(math, science, social studies)</p> | <p>B-2: identifying the meaning/usage of sight words.</p> <p>(math, science, social studies)</p> | <p>LI-2: identifying the meaning/usage of sight words and utilizing them in context.</p> <p>(math, science, social studies)</p> | <p>HI-2: identifying the meaning/usage of sight words and utilizing them in context.</p> <p>(math, science, social studies)</p> |
| | <p>PE-3: repeating high frequency words.</p> <p>(math, science, social studies)</p> | <p>E-3: recognizing high frequency words with instructional support.</p> <p>(math, science, social studies)</p> | <p>B-3: identifying the meaning/usage of high frequency words.</p> <p>(math, science, social studies)</p> | <p>LI-3: identifying the meaning/usage of high frequency words and utilizing them in context.</p> <p>(math, science, social studies)</p> | <p>HI-3: identifying the meaning/usage of high frequency words and utilizing them in context.</p> <p>(math, science, social studies)</p> |

ELL Stage III: Grades 3-5

Language Strand

| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | | | | | |
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| The student will demonstrate knowledge of vocabulary by: | | | | | | |
| Vocabulary | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate | |
| | <p>PE-4: identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support</p> <p><small>(math, science, social studies)</small></p> | <p>E-4: identifying grade-specific academic vocabulary including key words, symbols, or operations.</p> <p><small>(math, science, social studies)</small></p> | <p>B-4: categorizing grade-specific academic vocabulary and symbols by content, with instructional support.</p> <p><small>(math, science, social studies)</small></p> | <p>LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.</p> <p><small>(math, science, social studies)</small></p> | <p>HI-4 explaining the meaning and usage of grade-specific academic vocabulary and symbols.</p> <p><small>(math, science, social studies)</small></p> | |
| | <p>PE-5: N/A</p> | <p>E-5: recognizing with visual cues, that two words can make a compound word. <i>(e.g., sailboat, football, popcorn, etc.)</i></p> <p><small>(math, science, social studies)</small></p> | <p>B-5: recognizing that two words can make a compound word.</p> <p><small>(math, science, social studies)</small></p> | <p>LI-5: determining the meaning of compound words using knowledge of individual words. <i>(e.g., lunchtime, daydream, everyday, etc.)</i></p> <p><small>(math, science, social studies)</small></p> | <p>HI-5: determining the meaning of compound words using knowledge of individual words.</p> <p><small>(math, science, social studies)</small></p> | |
| | <p>PE-6: repeating common contractions and identifying the words that comprise them with instructional support.</p> | <p>E-6: recognizing common contractions; identifying the words that comprise contractions with instructional support.</p> | <p>B-6: using and identifying the words that comprise contractions.</p> | <p>LI-6: applying contractions in context with instructional support.</p> | <p>HI-6: applying contractions in context.</p> | |
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ELL Stage III: Grades 3-5

Language Strand

| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | | | | | | | | | |
|--|---|--|--|--|---|---|----------|-------|------------------|-------------------|
| | | | | | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | | | | | | The student will demonstrate knowledge of vocabulary by: | | | | |
| Vocabulary | <p>PE-7: identifying the base/roots and affixes (prefixes and suffixes) of known words with instructional support.</p> <p>(math, science, social studies)</p> | <p>E-7: distinguishing base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words, with instructional support.</p> <p>(math, science, social studies)</p> | <p>B-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words.</p> <p>(math, science, social studies)</p> | <p>LI-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words with instructional support.</p> <p>(math, science, social studies)</p> | <p>HI-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words.</p> <p>(math, science, social studies)</p> | | | | | |
| | <p>PE-8: recognizing common abbreviations (e.g., Oct., Mr., Ave., etc.) with instructional support.</p> <p>(math, science, social studies)</p> | <p>E-8: recognizing the words represented by common/academic language abbreviations and acronyms with instructional support. (e.g., in., min., F, AZ, NASA, etc.)</p> <p>(math, science, social studies)</p> | <p>B-8: recognizing the words represented by common/academic language abbreviations and acronyms.</p> <p>(math, science, social studies)</p> | <p>LI-8: stating the words represented by common/academic language abbreviations and acronyms.</p> <p>(math, science, social studies)</p> | <p>HI-8: associating common/academic language abbreviations and acronyms with words.</p> <p>(math, science, social studies)</p> | | | | | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | | | | | | | | | |
|--|--|--|--|---|--|---|----------|-------|------------------|-------------------|
| | | | | | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | | | | | | The student will demonstrate knowledge of vocabulary by: | | | | |
| Vocabulary | <p>PE-9: identifying word pairs as antonyms or synonyms using picture clues.</p> <p>(math, science, social studies)</p> | <p>E-9: identifying and classifying word pairs as antonyms or synonyms of known, grade-level words.</p> <p>(math, science, social studies)</p> | <p>B-9: completing antonym and synonym word pairs.</p> <p>(math, science, social studies)</p> | <p>LI-9: explaining word pair/analogous relationships (e.g., <i>bravery: courage :: smooth: sleek, etc.</i>)</p> <p>(math, science, social studies)</p> | <p>HI-9: completing and explaining analogous relationships (e.g., <i>bravery: courage :: smooth: _____</i>).</p> <p>(math, science, social studies)</p> | | | | | |
| | <p>PE-10: distinguishing the intended meaning of common homonyms using picture clues.</p> <p>(math, science, social studies)</p> | <p>E-10: using word parts and context clues to determine intended meaning of common homonyms.</p> <p>(math, science, social studies)</p> | <p>B-10: using word parts and context clues to determine the intended meaning of grade-level homonyms and multiple-meaning words.</p> <p>(math, science, social studies)</p> | <p>LI-10: using context clues in a variety of content texts to determine the intended meaning of grade-level homonyms and multiple-meaning words with instructional support.</p> <p>(math, science, social studies)</p> | <p>HI-10: using context clues in a variety of content texts to confirm the intended meaning of grade-level homonyms and multiple-meaning words.</p> <p>(math, science, social studies)</p> | | | | | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | | | | | | | | | |
|--|---|----------|--|-------|---|------------------|---|-------------------|--|--|
| Pre-Emergent | | Emergent | | Basic | | Low Intermediate | | High Intermediate | | |
| The student will demonstrate knowledge of vocabulary by: | | | | | | | | | | |
| Vocabulary | PE-11: N/A | | E-11: N/A | | B-11: pronouncing a homograph in context with instructional support. <small>(math, science, social studies)</small> | | LI-11: pronouncing a homograph in context based on meaning with instructional support. <small>(math, science, social studies)</small> | | HI-11: pronouncing a homograph in context based on meaning. <small>(math, science, social studies)</small> | |
| | PE-12: using picture clues to determine the meaning of words. <small>(math, science, social studies)</small> | | E-12: using word parts and context clues to determine the meaning of words within a given sentence with instructional support. <small>(math, science, social studies)</small> | | B-12: using word parts and context clues to determine the meaning of grade-level content words within a given sentence. <small>(math, science, social studies)</small> | | LI-12: using context clues in a variety of content texts to determine the intended meaning of grade-level content words with instructional support. <small>(math, science, social studies)</small> | | HI-12: using context clues in a variety of content texts to confirm the intended meaning of grade-level content words. <small>(math, science, social studies)</small> | |

ELL Stage III: Grades 3-5

Language Strand

| Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. | | | | | | | | | | |
|--|------------|---|---|---|--|---|----------|-------|------------------|-------------------|
| | | | | | | Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |
| | | | | | | The student will demonstrate knowledge of vocabulary by: | | | | |
| Vocabulary | PE-13: N/A | E-13: identifying grade-level figurative language with instructional support. (e.g., <i>similes</i> , <i>metaphors</i> , <i>personification</i> , <i>idioms</i> , etc.) | B-13: identifying figurative and literal language in grade-level texts. | LI-13 explaining the meaning of figurative language including in a variety of grade-level texts. | HI-13: interpreting the meaning of figurative language including in a variety of grade-level texts. | | | | | |
| | PE-14: N/A | E-14: using a dictionary (picture or standard) to find the meanings of grade-level vocabulary with instructional support (math, science, social studies) | B-14: using a dictionary (picture or standard) to find the meanings of grade-level vocabulary. (math, science, social studies) | LI-14: using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words with instructional support. (math, science, social studies) | HI-14: using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words. (math, science, social studies) | | | | | |