

# ELL Stage I: Kindergarten

## Language Strand

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

# ELL Stage I: Kindergarten

## Language Strand

| <b>Standard 1: The student will identify and apply conventions of standard English in his or her communications.</b> |                  |  |  |   |   |  |
|--|------------------|--|--|---|---|--|
|  |                  | Pre-Emergent   | Emergent   | Basic   | Low Intermediate  | High Intermediate  |
| <b>The student will demonstrate knowledge of parts of speech by:</b>   |                  |  |  |   |   |  |
| <b>Standard English Conventions</b>  | <b>Nouns (N)</b> | PE-1: repeating articles with singular nouns.  | E-1: selecting articles ( <i>e.g., a, the</i> ) for singular nouns with instructional support.   | B-1: selecting articles ( <i>e.g., a, the</i> ) for singular and plural nouns with instructional support.   | LI-1: selecting articles ( <i>e.g., a, an, the</i> ) for singular and plural nouns.   | HI-1: selecting articles ( <i>e.g., a, an, the</i> ) for singular and plural nouns.  |
|  |                  | PE-2: repeating singular common nouns.<br><br><small>(math, science, social studies)</small>                                 | E-2: naming singular common nouns.<br><br><small>(math, science, social studies)</small>   | B-2: orally listing common nouns (singular, plural which includes the ending sound for the suffix) and singular proper nouns.<br><br><small>(math, science, social studies)</small> | LI-2: sorting common nouns (singular and plural) and singular proper nouns.<br><br><small>(math, science, social studies)</small> | HI-2: explaining differences between common and proper nouns in context (singular and plural).<br><br><small>(math, science, social studies)</small> |
|  | <b>Verbs (V)</b> | PE-1: repeating simple present tense verbs with instructional support.<br><br><small>(math, science, social studies)</small> | E-1: selecting simple present tense verbs ( <i>e.g., jump, jumps</i> ) with instructional support.<br><br><small>(math, science, social studies)</small> | B-1: using the simple present tense verbs with subject-verb agreement with instructional support.<br><br><small>(math, science, social studies)</small>                             | LI-1: using the simple present tense verbs with subject-verb agreement.<br><br><small>(math, science, social studies)</small>     | HI-1: using the simple present tense verbs with subject-verb agreement.<br><br><small>(math, science, social studies)</small>                        |
|  |                  |  |  |   |   |  |

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## Language Strand

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|--|-----------|--|---|--|--|---|
|  |           | Pre-Emergent   | Emergent  | Basic  | Low Intermediate   | High Intermediate   |
| <b>The student will demonstrate knowledge of parts of speech by:</b>   |           |  |   |  |  |   |
| Standard English Conventions   | Verbs (V) | PE-2: repeating present tense forms of the verb 'to be'.<br>( <i>e.g., am, is, are</i> ) | E-2: conjugating the present tense of the verb 'to be' ( <i>e.g., am, is, are</i> ) with instructional support.                       | B-2: conjugating the present tense of the verb 'to be' ( <i>e.g., am, is, are</i> ).       | LI-2: using the present tense of the verb "to be" ( <i>e.g., am, is, are</i> ) with instructional support. | HI-2: using the present tense of the verb "to be" ( <i>e.g., am, is, are</i> ).   |
|  |           | PE-3: repeating and acting out present progressive verbs.                                | E-3 selecting present progressive verbs to complete sentences ( <i>e.g., "I am..." and "You are..."</i> ) with instructional support. | B-3: using the present progressive verb tense with instructional support.                  | LI-3: using the present progressive verb tense with instructional support.                                 | HI-3: using the present progressive verb tense.   |
|  |           | PE-4: repeating simple past tense verbs with instructional support.                      | E-4: selecting simple past tense verbs with instructional support.  | B-4: using simple past tense verbs with subject-verb agreement with instructional support. | LI-4: using the simple past tense verbs with subject-verb agreement.                                       | HI-4: using the simple past tense verbs with subject-verb agreement, including common irregular verbs ( <i>e.g., go, see, come</i> ). |

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## Language Strand

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

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate knowledge of parts of speech by:**

Standard English Conventions

Verbs (V)

PE-5: repeating simple future tense verbs (*e.g., will*) with instructional support.

E-5: selecting simple future tense verbs (*e.g., will*) with instructional support.

B-5: using simple future tense verbs (*e.g., will*) with subject-verb agreement with instructional support.

LI-5: using the simple future tense verbs (*e.g., will*) with subject-verb agreement.

HI-5: using the simple future tense verbs (*e.g., will*) with subject-verb agreement.

PE-6: N/A

E-6: defining past, present, and future.

B-6: differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.

LI-6: differentiating between past, present, and future verb tenses by responding to a prompt.

HI-6: differentiating between past, present, and future verb tenses.

PE-7: repeating and acting out imperative verbs. (*e.g., Walk. Stop.*)

E-7: repeating and acting out imperative verbs. (*e.g., Sit down. Line up.*)

B-7: using imperative verbs with instructional support. (*e.g., Go away. Help me.*)

LI-7: using imperative verbs. (*e.g., Open the door. Close the book.*)

HI-7: using imperative verbs. (*e.g., Put the markers in the box.*)

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## Language Strand

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

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate knowledge of parts of speech by:**

Pronouns  
(PRO)

PE-1: repeating personal singular subject pronoun (e.g., *I*).

E-1: using personal singular subject pronouns (e.g., *I, you*).

B-1: using personal singular subject pronouns (e.g., *I, you, he, she, it*).

LI-1: using personal singular subject pronouns (e.g., *I, you, he, she, it*) and plural subject pronouns (*we*).

HI-1: using personal singular subject and plural subject pronouns (e.g., *I, you, he, she, it, we, they*).

Adjectives (ADJ)

PE-1: repeating adjectives (e.g., *color, shape*) with nouns.

(math, science, social studies)

E-1: naming color/shape/quantity/size adjectives with nouns.

(math, science, social studies)

B-1: using color/shape/quantity/size adjectives with nouns with instructional support.

(math, science, social studies)

LI-1: using color/shape/quantity/size adjectives with nouns.

(math, science, social studies)

HI-1: using a series of adjectives in the correct order (e.g., *quantity/size/shape/color*) with instructional support.

(math, science, social studies)

PE-2: repeating a possessive adjective (e.g., *my*) with a noun.

E-2: repeating possessive adjectives (e.g., *my, your*) with nouns.

B-2: using possessive adjectives (e.g., *my, your, his, her, its*) with nouns with instructional support.

LI-2: using possessive adjectives (e.g., *my, your, his, her, its, our, their*) with nouns with instructional support.

HI-2: using possessive adjectives (e.g., *my, your, his, her, its, our, their*) with nouns.

Standard English Conventions

# ELL Stage I: Kindergarten

## Language Strand

| <b>Standard 1: The student will identify and apply conventions of standard English in his or her communications.</b> |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
|  |  |  |  |   |  |  |
|  |  |  |  |   |  |  |
| <b>The student will demonstrate knowledge of parts of speech by:</b>   |  |  |  |   |  |  |
| <b>Standard English Conventions</b>  |  | Pre-Emergent   | Emergent   | Basic   | Low Intermediate   | High Intermediate  |
|  | <b>Adverbs (ADV)</b>   | <p>PE-1: following oral directions that use first, then, next.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>                     | <p>E-1: using the “when” adverb (<i>e.g., first, then, next</i>) with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>B-1: using “when” adverbs (<i>e.g., first, then, next</i>).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>  | <p>LI-1: using “when” adverbs (<i>e.g., first, then, next, after, before, finally</i>) with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>HI-1: using the “when” adverbs (<i>e.g., first, then, next, after, before, finally</i>) and “frequency” adverbs (always, never, and sometimes) in context with instructional support.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> |
| <b>Prepositions (PREP)</b>   | <p>PE-1: repeating and physically demonstrating commands that indicate prepositions of location (<i>e.g., on, in</i>).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>E-1: naming prepositions of location (<i>e.g., on, in</i>) from a given prompt.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>B-1: naming prepositions of location (<i>e.g., on, in</i>) from a given prompt.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>           | <p>LI-1: selecting prepositions of location (<i>e.g., on, in, near, behind</i>) to complete a given sentence.</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p> | <p>HI-1: using prepositions of location (<i>e.g., up, down, over</i>).</p> <p style="text-align: center;"><small>(math, science, social studies)</small></p>   |  |

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## Language Strand

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

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate knowledge of parts of speech by:**

Standard English Conventions

Prepositions (PREP)

PE-2: repeating and physically demonstrating commands that indicate prepositions of direction (*e.g., up, down, over*).

(math, science, social studies)

E-2: naming prepositions of direction (*e.g., up, down, over*) from a given prompt.

(math, science, social studies)

B-2: naming prepositions of direction (*e.g., up, down, over*) from a given prompt.

(math, science, social studies)

LI-2: selecting prepositions of direction (*e.g., on, in, near, behind*) to complete a given sentence.

(math, science, social studies)

HI-2: using prepositions of direction (*e.g., on, in, near, behind*).

(math, science, social studies)

PE-3: N/A

E-3: repeating prepositions of time (*e.g., on, at, in, by*) from a given prompt.

(math, science, social studies)

B-3: naming prepositions of time (*e.g., on, at, in, by*) from a given prompt.

(math, science, social studies)

LI-3: selecting prepositions of time (*e.g., on, at, in, by*) to complete a given sentence.

(math, science, social studies)

HI-3: using prepositions of time (*e.g., on, at, in, by*).

(math, science, social studies)

Interjections (I)

PE-1: repeating interjections.

E-1: selecting interjections that relate to a given situation.

B-1: using interjections that relate to a given situation.

LI-1: using interjections in appropriate context.

HI-1: using interjections in appropriate context.

# ELL Stage I: Kindergarten

## Language Strand

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

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate knowledge of parts of speech by:**

Conjunctions  
(C)

PE-1: repeating noun and verb phrases joined by conjunctions. (e.g., *and, or*)

(math, science, social studies)

E-1: selecting conjunctions (e.g., *and, or*) to join noun and verb phrases with instructional support.

(math, science, social studies)

B-1: selecting conjunctions (e.g., *and, or*) to join noun and verb phrases.

(math, science, social studies)

LI-1: differentiating between the conjunctions *and* and *or*.

(math, science, social studies)

HI-1: using conjunctions (e.g., *and, or*) in sentences.

(math, science, social studies)

Phrase and Clause  
(PH/CL)

PE-1: repeating noun phrases with visual support. (e.g. *adjective + noun*)

E-1: producing noun phrases from a visual prompt with instructional support.

B-1: producing noun phrases from a visual prompt.

LI-1: using a noun phrase in sentence frames.

HI-1: using a noun phrase in a complete sentence.

PE-2: repeating joined noun phrases with visual support. (e.g., *adjective + noun*)

E-2: producing joined noun phrases from a visual prompt with instructional support.

B-2: producing joined noun phrases from a visual prompt.

LI-2: using a joined noun phrase in sentence frames.

HI-2: using a joined noun phrase in a complete sentence.

Standard English Conventions



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## Language Strand

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

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate knowledge of sentence construction by:**

Standard English Conventions

Phrase and Clause (PH/CL)

PE-3: repeating and physically demonstrating verb phrases with visual support. (e.g., *Verb + adverb: "walks slowly" or adverb + verb: "always talks"*)

E-3: producing verb phrases from a visual model with instructional support.

B-3: producing verb phrases with instructional support.

LI-3: using a verb phrase in sentence frames.

HI-3: using a verb phrase in a complete sentence.

PE-4: repeating and physically demonstrating joined verb phrases with visual support. (e.g., *verb + adverb: "walks slowly" or adverb + verb: "always talks"*)

E-4: producing joined verb phrases from a visual model with instructional support.

B-4: producing joined verb phrases with instructional support. (e.g., *verb + coordinating conjunction + verb: "walks and talks"*)

LI-4: using a joined verb phrase in sentence frames.

HI-4: using a joined verb phrase in a complete sentence.

PE-5: repeating and physically demonstrating prepositional phrases with visual support.

E-5: producing prepositional phrases from a visual model with instructional support.

B-5: producing prepositional phrases with instructional support.

LI-5: using a prepositional phrase in sentence frames.

HI-5: using a prepositional phrase in a complete sentence.

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## Language Strand

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

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate knowledge of sentence construction by:**

Standard English Conventions

Sentence Construction (SC)

PE-1: repeating a sentence and identifying the subject.

E-1: selecting a subject (singular or plural) from a picture with instructional support.

B-1: selecting a subject (singular or plural) from a picture.

LI-1: selecting a subject (singular or plural) to complete a given sentence with instructional support.

HI-1: selecting a subject (singular or plural) to complete given sentences.

PE-2: repeating a sentence containing a subject and a verb (S-V).

(math, science, social studies)

E-2: completing a fill-in-the-blank sentence by providing a subject or a verb (S-V).

(math, science, social studies)

B-2: forming a sentence using a given subject and verb (S-V).

(math, science, social studies)

LI-2: forming a sentence using given subjects and verbs (S-V).

(math, science, social studies)

HI-2: producing sentences using S-V construction with subject-verb agreement.

(math, science, social studies)

PE-3: repeating a sentence using a pronoun, "to be" verb, and noun construction (S-V-C).

E-3: completing a given S-V-C constructed sentence with a pronoun as the subject.

B-3: forming a sentence with S-V-C construction with a given pronoun, forms of "to be", and noun. (e.g., *It is a bug.*)

LI-3: forming a sentence with S-V-C construction with a given pronouns, "to be" verbs, and nouns. (e.g., *It is a bug.*)

HI-3: producing sentences with a pronoun as the subject using S-V-C construction with subject-verb agreement.

# ELL Stage I: Kindergarten

## Language Strand

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

# ELL Stage I: Kindergarten

## Language Strand

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

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate knowledge of sentence construction by:**

Standard English Conventions

Sentence Construction (SC)

PE-6: repeating a sentence using a noun, "to be" verb, and adjective.

(math, science, social studies)

E-6: completing a given S-V-C constructed sentence with an adjective as the complement.

(math, science, social studies)

B-6: forming an S-V-C constructed sentence with a given noun, a "to be" verb, and an adjective.

(math, science, social studies)

LI-6: forming an S-V-C constructed sentence with a given adjective as the complement.

(math, science, social studies)

HI-6: producing S-V-C constructed sentences with adjectives as the complements with subject-verb agreement.

(math, science, social studies)

PE-7: repeating a sentence using a noun, "to be" verb, and prepositional phrase.

(math, science, social studies)

E-7: completing a given S-V-C constructed sentence with a noun, "to be" verb, and prepositional phrase.

(math, science, social studies)

B-7: forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.

(math, science, social studies)

LI-7: forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.

(math, science, social studies)

HI-7: producing S-V-C constructed sentences with nouns, "to be" verbs, and prepositional phrases with subject-verb agreement.

(math, science, social studies)

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## Language Strand

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

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

**The student will demonstrate knowledge of sentence construction by:**

Standard English Conventions

Sentence Construction (SC)

PE-8: N/A

E-8: repeating a sentence containing a subject, verb, and prepositional phrase.

B-8: completing a fill-in-the-blank sentence by providing a subject, verb, and prepositional phrase.

(math, science, social studies)

LI-8: forming a sentence using a given completing a fill-in-the-blank sentence by providing subject, verb, and prepositional phrase.

(math, science, social studies)

HI-8: producing sentences using a subject, verb, and prepositional phrase.

(math, science, social studies)

PE-9: repeating a sentence using “to be” and “not” to form a sentence in the negative construction.

(math, science, social studies)

E-9: completing a given sentence using “to be” and “not” to form a sentence in the negative construction.

(math, science, social studies)

B-9: completing a fill-in-the-blank sentence by providing “to be” and “not” to form a sentence in the negative construction.

(math, science, social studies)

LI-9: forming a sentence using “to be” and “not” to form a sentence in the negative construction.

(math, science, social studies)

HI-9: producing sentences using “to be” and “not” to form sentences in the negative construction.

(math, science, social studies)

# ELL Stage I: Kindergarten

## Language Strand

| <b>Standard 1: The student will identify and apply conventions of standard English in his or her communications.</b> |                                   |   |   |  |   |   |
|--|-----------------------------------|---|---|--|---|---|
|  |                                   | Pre-Emergent  | Emergent  | Basic  | Low Intermediate  | High Intermediate   |
| <b>The student will demonstrate knowledge of sentence construction by:</b>   |                                   |   |   |  |   |   |
| <b>Standard English Conventions</b>  | <b>Sentence Construction (SC)</b> | <p>PE-10: repeating a sentence using “to be” and “not” to form a sentence in the negative construction.</p> <p><small>(math, science, social studies)</small></p> | <p>E-10: completing a given sentence using “to be” and “not” to form a sentence in the negative construction.</p> <p><small>(math, science, social studies)</small></p> | <p>B-10: completing a fill-in-the-blank sentence by providing “to be” and “not” to form a sentence in the negative construction.</p> <p><small>(math, science, social studies)</small></p> | <p>LI-10: forming a sentence using “to be” and “not” to form a sentence in the negative construction.</p> <p><small>(math, science, social studies)</small></p> | <p>HI-10: producing sentences using “to be” and “not” to form sentences in the negative construction.</p> <p><small>(math, science, social studies)</small></p> |
|  |                                   | <p>PE-11: repeating an imperative sentence using an imperative verb.</p>  | <p>E-11: completing a fill-in-the-blank imperative sentence by providing an imperative verb.</p>  | <p>B-11: forming an imperative sentence using a given imperative verb.</p>   | <p>LI-11: forming an imperative sentence using a given imperative verb.</p>   | <p>HI-11: producing imperative sentences using imperative verbs.</p>  |

# ELL Stage I: Kindergarten

## Language Strand

| <b>Standard 1: The student will identify and apply conventions of standard English in his or her communications.</b> |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| Standard English Conventions   | Pre-Emergent   | Emergent   | Basic   | Low Intermediate   | High Intermediate  |  |
|  | <b>The student will demonstrate knowledge of sentence construction by:</b> |  |   |  |  |  |
|  | Questions (Q)  | <p>PE-1: repeating single word questions with inflection. (e.g., <i>What? Who?</i>)</p> <p>(math, science, social studies)</p> | <p>E-1: completing simple question sentence frames using picture prompts.</p> <p>(math, science, social studies)</p>      | <p>B-1: forming simple questions, using inflection when produced orally, using sentence frames.</p> <p>(math, science, social studies)</p> | <p>LI-1: forming simple questions, using inflection when produced orally.</p> <p>(math, science, social studies)</p>   | <p>HI-1: forming simple questions, using inflection when produced orally.</p> <p>(math, science, social studies)</p> |
|  | PE-2: N/A  | E-2: N/A   | <p>B-2: forming yes/no questions beginning with “to be” using sentence frames.</p> <p>(math, science, social studies)</p> | <p>LI-2: producing yes/no questions beginning with “to be” with inflection.</p> <p>(math, science, social studies)</p>                     | <p>HI-2: producing yes/no questions beginning with “to be” with inflection.</p> <p>(math, science, social studies)</p> |  |

# ELL Stage I: Kindergarten

## Language Strand

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



# ELL Stage I: Kindergarten

## Language Strand

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