

Stage III: 3-5
Pre-Emergent - Basic
ELL LANGUAGE

Standard English Conventions

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

B-1,2: Define and classify singular, as well as plural common and proper nouns (with definite and indefinite articles). (nouns) E-3: Distinguish between nouns that become plural by adding -s/-es and irregular plural nouns. (nouns) **(III-L-1:B-1,2)**

B-4: Distinguish between count and non-count nouns (with definite and indefinite articles). (nouns) **(III-L-1:B-4)**

B-5: Define and list collective nouns (with definite and indefinite articles). (nouns) **(III-L-1:B-5)**

B-6,7: Define possessive nouns; repeat phrases with singular and plural possessive nouns. (nouns) **(III-L-1:B-6,7)**

E-1: Identify physical action, mental action, and state of being (to be) as verbs with instructional support. (verbs) **(III-L-1:E-1)**

E-2: Define past, present, and future. (verbs) **(III-L-1:E-2)**

E-3: Use imperative verbs with instructional support. (verbs) **(III-L-1:E-3)**

B-4: Identify the infinitive verb with instructional support. (verbs) **(III-L-1:B-4)**

E-5: Conjugate simple present tense irregular verbs: to be, to have, to do, and to go, with instructional support. (verbs) **(III-L-1:E-5)**

B-6: Choose a simple present tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (verbs) **(III-L-1:B-6)**

B-7: Choose a present progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (verbs) **(III-L-1:B-7)**

B-8: Differentiate between the use of simple present and present progressive by selecting the appropriate verb in a given sentence. (verbs) **(III-L-1:B-8)**

B-9,10,11: Choose simple past tense regular and irregular verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement. (verbs) **(III-L-1:B-9,10,11)**

B-12: Choose simple future tense verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement. (verbs) **(III-L-1:B-12)**

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B-13: Differentiate between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame. (verbs) **(III-L-1:B-13)**

B-14: Produce declarative, negative, and interrogative sentences using the past participle “going” with the infinitive verb to form the future tense (e.g., I am going to dance) with subject-verb agreement and instructional support. (verbs) **(III-L-1:B-14)**

E,B-15: Choose linking verbs of sensation and being to complete declarative, negative, and interrogative sentences with subject-verb agreement. (verbs) **(III-L-1:B-15, E-15)**

B-16: Choose past progressive tense verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement. (verbs) **(III-L-1:B-16)**

B-17: Define auxiliary (helping) verbs (to be, to have, to do). (verbs) **(III-L-1:B-17)**

B-18: Choose modal auxiliary verbs (will, can, could) to complete declarative, negative, and interrogative sentences with subject-verb agreement. (verbs) **(III-L-1:B-18)**

B-19: Choose future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement). (verbs) **(III-L-1:B-19)**

B-20,21: Define regular and irregular past participles, choose a regular or irregular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement. (verbs) **(III-L-1:B-20,21)**

B-22: Differentiate between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence. (verbs) **(III-L-1:B-22)**

B-23: Identify non-action/stative verbs without a present progressive form (i.e., want, need, like). (verbs) **(III-L-1:B-23)**

B-24: Compare action verbs with non-action/stative verbs (e.e., see/watch, hear/listen) in context with instructional support. **(III-L-1:B-24)**

E-1: Define pronouns and select singular and plural personal subjective pronouns (I, you, he she, it, we, you, they) to complete a given sentence. (pronouns) **(III-L-1:E-1)**

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E-2: List and select singular and plural personal objective pronouns (me, you, him, her, it, us, you, them) to complete a given sentence. (pronouns) **(III-L-1:E-2)**

E-3: List possessive pronouns and select singular and plural possessive pronouns (my/mine, your/yours, our/ours, their/theirs) to complete a given sentence. (pronouns) **(III-L-1:B-14)**

B-4: Categorize subjective, objective and possessive pronouns. (pronouns) **(III-L-1:B-4)**

B-5: Select singular or plural demonstrative pronouns (this/that; these/those) to complete a given sentence with instructional support. (pronouns) **(III-L-1:B-5)**

B-6: Select interrogative pronouns who, what and which to complete a given sentence. (pronouns) B-7: Use reflexive pronouns with instructional support. (pronouns) **(III-L-1:B-6)**

B-8: List indefinite pronouns (all, nothing, both, somebody, anything). (pronouns) **(III-L-1:B-8)**

B-1: Select adjectives to complete a given sentence. (adjectives) **(III-L-1:B-1)**

B-2: Use possessive adjectives (e.g. my, your, his, her, its) with instructional support. (adjectives) **(III-L-1:B-2)**

B-3: Select a sensory/personality adjective (sticky, proud) to complete a given sentence. (adjectives) **(III-L-1:B-3)**

B-2: Select a noun as a modifier to complete a given sentence. (adjectives) **(III-L-1:B-2)**

B-5: Select a singular or plural demonstrative adjective (this, that), these, those) to complete a given sentence. (adjectives) **(III-L-1:B-5)**

B-6: Define and list proper adjectives with nouns (Chinese man, Italian woman). (adjectives) **(III-L-1:B-6)**

B-7: List indefinite adjectives (all, both, many). (adjectives) **(III-L-1:B-7)**

B-8,9: Select a regular or irregular comparative or superlative adjective (big, bigger, biggest) to complete a given sentence. (adjectives) **(III-L-1:B-8,9)**

B-10: Define the present participle as an adjective; select a present participle to complete a given sentence. (adjectives) **(III-L-1:B-10)**

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B-11: Define the past participle as an adjective; select a past participle to complete a given sentence. (adjectives) **(III-L-1:B-11)**

B-1,2,3: Use “when” adverbs (e.g., first, then, next), “frequency” adverbs (e.g., always, never, sometimes), and “where” adverbs (e.g., here, there) with instructional support. (adverbs) **(III-L-1:B-1,2,3)**

E-4: Select and list “how/degree” adverbs (e.g., sadly, proudly), to complete a given sentence. (adverbs) **(III-L-1:E-4)**

B-5,6: Select a regular or irregular comparative or superlative adjective (fast, faster, fastest) to complete a given sentence. (adverbs) **(III-L-1:B-5,6)**

B-7: Select an intensifier adverb to complete a given sentence. (adverbs) **(III-L-1:B-7)**

LI-8: Use conjunctive adverbs “also” and “therefore” with instructional support. (adverbs) **(III-L-1:LI-8)**

B-1,2,3,5,6,7: Select prepositions of a) location (e.g., on in) b) direction (e.g., up, down, over) c) time (e.g., on, at, in, by) d) action and movement e) opposition (before/after, off/on) f) exception (despite, except) to complete a given sentence. (prepositions) **(III-L-1:B-1,2,3,4,5,6,7)**

B-4: Define a preposition. (prepositions) **(III-L-1:B-4)**

B-1: Select coordinating conjunctions (e.g., and, or, but, yet), which joins nouns, verbs, adjectives, phrases or clauses, to complete a given sentence. (conjunctions) **(III-L-1:B-1)**

B-2,3: Select correlative conjunctions (both/and, either/or, not only...but also) to complete a given sentence. (conjunctions) **(III-L-1:B-2,3)**

B-1: Select interjections that relate to a given situation. (interjections) **(III-L-1:B-1)**

E-1,2: Produce noun and joined noun phrases (including nouns as modifiers) from a visual prompt with instructional support. (phrase and clause) **(III-L-1:E-1,2)**

B-3: Produce a phrase with a demonstrative adjective (this, that, these, those) and a noun from a visual prompt. (phrase and clause) **(III-L-1:B-3)**

B-4,5: Produce a verb and joined verb phrases to complete sentence frames. (phrase and clause) **(III-L-1:B-4,5)**

B-6: Use prepositional phrases to complete sentence frames. (phrase and

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clause) **(III-L-1:B-6)**

B-7: Repeat infinitive verb phrases with visual support (e.g., to buy a bicycle). (phrase and clause) **(III-L-1:B-7)**

B-8: Use adverbial phrases (including when, frequency, where) to complete sentence frames. (phrase and clause) **(III-L-1:B-8)**

B-9: Use auxiliary and/or modal auxiliary verb phrases (e.g., did go, may go, will have gone) to complete sentence frames. (phrase and clause) **(III-L-1:B-9)**

B-10: Use degree adverbs and adjectives (e.g., too hot, verb cold, old enough) to complete a sentence frame with instructional support. (phrase and clause) **(III-L-1:B-10)**

B-11: Use linking verbs and noun/adjective complements to complete a sentence frame with instructional support. **(III-L-1:B-11)**

B-14: Use a noun clause to complete a sentence frame with instructional support. (phrase and clause) **(III-L-1:B-14)**

B-1: Select a subject (singular, plural or compound) from a picture. (sentence construction) **(III-L-1:B-1)**

B-2,4,5,6,7,9,10,11: Form a sentence with S-V-C construction with subject-verb agreement, which includes: a) a given subject and verb, b) a given pronoun, forms of “to be” and noun, b) given nouns and forms of “to be” c) given plural nouns and “to be” d) a given noun, a “to be” verb and an adjective e) a given noun, “to be” verb, and prepositional phrase, f) a given subject, verb, and prepositional phrase (sentence construction) **(III-L-1:B-2,4,5,6,7,9,10,11)**

B-3: Repeat a sentence in the negative S-V construction (e.g. Birds do not fly.) **(III-L-1:B-3)**

B-8: Form a sentence in the negative S-V-C construction with a given subject, form of “to be” and an adjective as complement, with subject-verb agreement. (sentence construction) **(III-L-1:B-8)**

B-12,13,17: Form a sentence using a given subject, verb, and direct object (noun) or object pronoun with subject-verb agreement (S-V-O). (sentence construction) **(III-L-1:B-12,13,17)**

B-14: Form a sentence with a given subject, verb, and adverb to modify the verb. (sentence construction) **(III-L-1:B-14)**

B-15: Form an imperative sentence with a given verb (sentence construction)

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(III-L-1:B-15)

B-16: Form compound sentences using two given independent clauses.

(III-L-1:B-16)

B-18: Form sentences using a sentence frame with subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement. **(III-L-1:B-18)**

E-1: Complete question frames using picture prompts. (questions) **(III-L-1:E-1)**

B-2,3: Form yes/no questions with: a) the simple present tense with a given form of “to do” + subject + verb. b) a given form of “to be” + subject + complement (questions) **(III-L-1:B-2,3)**

B-4,5,6: Complete yes/no questions using sentence frames in: a) the present progressive tense b) the simple past tense using “to do” + subject + verb, c) the simple future tense using “will” + subject + verb (questions) **(III-L-1:B-4,5,6)**

B-7: Form yes/no questions in the past progressive tense with given forms of “to be” + subject + verb + -ing. (questions) **(III-L-1:B-7)**

B-8: Form yes/no questions in the future progressive tense using sentence frames. (questions) **(III-L-1:B-8)**

B-11,12,13,14,15,16,17: Convert given declarative sentences into interrogative sentences beginning with: a) what b) where c) who d) when e) why f) how g) which (questions) **(III-L-1:B-11,12,13,14,15,16,17)**

B-19: Complete questions with “to be” + “there” + preposition + noun using a sentence frame. (e.g., Is there a ball in the room?) (questions) **(III-L-1:B-19)**

B-20: Complete yes/no questions with modal auxiliaries using sentence frames. (e.g., Can Jack come out to play? May I be excused) (questions) **(III-L-1:B-20)**

B-21: Produce an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with a sentence frame. (questions) **(III-L-1:B-21)**

B-22: Produce questions, including negative construction, with contractions using sentence frames. (e.g., When’s he arriving? Didn’t he know you were coming over?) (questions) **(III-L-1:B-22)**

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Vocabulary

Standard – The student will acquire English language vocabulary and use it in relevant contexts.

B-1: Name and classify common pictures and words into self-selected categories with instructional support. **(III-L-2:B-1)**

B-2: Identify the meaning/usage of sight words. **(III-L-2:B-2)**

B-3: Identify the meaning/usage of high frequency words. **(III-L-2:B-3)**

B-4: Categorize grade-specific academic vocabulary and symbols by content, with instructional support. **(III-L-2:B-4)**

B-5: Recognize that two words can make a compound word. **(III-L-2:B-5)**

B-6: Use and identify the words that comprise contractions. **(III-L-2:B-6)**

B-7: Use knowledge of base/root words and affixes to determine the meaning of known grade-level content words. **(III-L-2:B-7)**

B-8: Recognize the words represented by common/academic language abbreviations and acronyms. **(III-L-2:B-8)**

B-9: Complete antonym and synonym word pairs. **(III-L-2:B-9)**

B-10: Use word parts and context clues to determine the intended meaning of grade-level homonyms and multiple-meaning words. **(III-L-2:B-10)**

B-11: Pronounce a homograph in context with instructional support. **(III-L-2:B-11)**

B-12: Use word parts and context clues to determine the meaning of grade-level content words within a given sentence. **(III-L-2:B-12)**

B-13: Identify figurative and literal language in grade-level texts. **(III-L-2:B-13)**

B-14: Use a dictionary to find the meanings of grade-level vocabulary. **(III-L-2:B-14)**