

**ELA/ELD STANDARDS CORRELATION MATRIX FOR
SANTILLANA INTENSIVE ENGLISH
Grade Levels K-12**

(SB 1113 – BUDGET ACT 2004-05)



Developed by Santillana USA Publishing

**ELA/ELD STANDARDS CORRELATION MATRIX FOR
SUPPLEMENTAL ELD MATERIALS
(SB 1113 – BUDGET ACT 2004-05)**

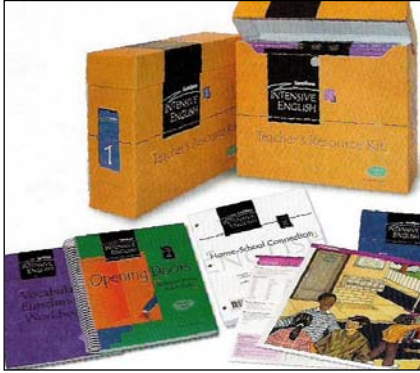
SB 1113 requires that “the department shall develop a correlation matrix that shall be used to determine if the instructional materials correlate to the standards adopted by the State Board of Education. The contents of the matrix will be divided into the English language development levels of proficiency, and indicate how the English language development standards will be used to provide a path to obtaining grade level skills in reading, writing, and speaking.”

Publisher: SANTILLANA USA PUBLISHING Co.

Program Title: SANTILLANA INTENSIVE ENGLISH

Grade Level(s): K-12

PROGRAM DESCRIPTION:



SANTILLANA INTENSIVE ENGLISH Grades K-12

- ❑ Develops social and academic language skills to help English learners transfer successfully into the core curriculum
- ❑ Builds the foundation for reading and language competence for future success.
- ❑ Develops phonemic awareness, phonics and language arts skills for any grade level

SANTILLANA INTENSIVE ENGLISH is:

- Research-based
- Meets NCLB guidelines
- Written to the ESL/ELD/ELA standards
- Innovative, easy-to-use format
- Flexible, content-based lessons
- Benchmark assessments for every level
- Thematic, spiraling organization
- Hundreds of Vocabulary Cards
- *PROVEN TRACK RECORD*

BENEFITS

- Easy to follow, systematic approach to teaching
- Aligns to content areas
- Allows teacher to customize instruction
- Questioning strategies for 5 proficiency levels (Beg. EI, Int. EA, Adv.)
- Survival English covered in first two units of every level
- Lessons incorporate academic & survival vocabulary needed for literacy and academic success.
- Ensures accountability through Benchmark Assessments
- Individual lessons can be modified to fit into the restrictions of state adopted reading programs.

OPENING DOORS Workbook

- Standards-based
- Phonics
- Reading comprehension
- Writing (descriptive, narrative, expository)
- Vocabulary
- Sight words
- Spelling patterns
- Questions formatted to standardized tests
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BENEFITS

- Can supplement any English language arts program
- Follows the thematic and cross-curricular approach of SIE
- Activities build all of four language skills
- Builds phonetic / phonemic awareness
- Develops the writing process within the genres of writing
- Provides teaching/learning strategies to meet the needs of all learners
- Help students learn the skills needed to excel in standardized tests

Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers' edition, WB = workbook, etc.)

On this page, please list the components of the instructional materials addressed on the attached matrix, including the ISBN number for each component. A separate International Standard Book Number (ISBN) facilitates the identification of each program or separate component satisfying the ISBN evaluation criteria. For information regarding assignment and use of ISBNs, contact:

U.S. ISBN Agency
630 Central Avenue
New Providence, NJ 07974
Tel: 877-310-7333
Fax: 908-219-0188
isbn-san@bowker.com

Programs or separate program components that do not meet ISBN evaluation criteria and/or have not been assigned ISBNs should be identified by some other unique number/letter combination. Publishers are asked to limit this identifier to no more than 13 characters.

<u>COMPONENT TITLE</u>	<u>ISBN NUMBER</u>
Level K	
-Santillana Intensive English (SIE) Teacher's Resource Kit	1-58105-303-7
-Opening Doors (OD) and Vocabulary Enrichment Workbook (VW)	1-58986-231-7
Level 1	
-Santillana Intensive English (SIE) Teacher's Resource Kit	1-58105-304-5
-Opening Doors (OD) and Vocabulary Enrichment Workbook (VW)	1-58986-238-4
Level 2	
-Santillana Intensive English (SIE) Teacher's Resource Kit	1-58105-305-3
-Opening Doors (OD) and Vocabulary Enrichment Workbook (VW)	1-58986-245-7
Level 3	
-Santillana Intensive English (SIE) Teacher's Resource Kit	1-58105-306-1
-Opening Doors (OD) and Vocabulary Enrichment Workbook (VW)	1-58986-251-1
Level 4	
-Santillana Intensive English (SIE) Teacher's Resource Kit	1-58105-307-X
-Opening Doors (OD) and Vocabulary Enrichment Workbook (VW)	1-58986-511-1
Level 5	
-Santillana Intensive English (SIE) Teacher's Resource Kit	1-58105-308-8
-Opening Doors (OD) and Vocabulary Enrichment Workbook (VW)	1-58986-631-2
Level 6	
-Santillana Intensive English (SIE) Teacher's Resource Kit	1-58105-309-6
-Opening Doors (OD) and Vocabulary Enrichment Workbook (VW)	1-58986-635-5
Level 7	
-Santillana Intensive English (SIE) Transparency Teacher's Resource Kit	1-59437-311-6
-Opening Doors (OD)	1-59437-309-4
Level 8	
-Santillana Intensive English (SIE) Transparency Teacher's Resource Kit	1-59437-327-2
-Opening Doors (OD)	1-59437-325-6
High School	
-Fresh Start Resource Kit (FS)	1-58986-886-2
K-12 Reference Materials	
-Richmond Picture Dictionary	1-58105-260-X
-Richmond Concise Dictionary	970-29-0661-X
-Richmond Pocket Dictionary	84-294-9860-5
-Richmond Electronic Dictionary	84-294-9508-8

GRADE K READING-WRITING-LISTENING (pp. 6-25)

Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content Standards	<input type="checkbox"/> Word Analysis E11. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness E12. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). E13. Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness I2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). Grade One: Phonemic Awareness I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). I4. Create and say a series of rhyming words, including consonant blends.	<input type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness EA2. Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel,	<input type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts content Standards Kindergarten <input checked="" type="checkbox"/> A2. Match all consonant and short-vowel sounds to appropriate letters. A3. Read simple one-syllable and high-frequency words (i.e., sight words). A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One <input type="checkbox"/> A5. Generate the sounds from all the letters and	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences. <i>Concepts About Print</i> 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. <input type="checkbox"/> 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. <input type="checkbox"/> 1.5 Distinguish letters from words. <input type="checkbox"/> 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. <i>Phonemic Awareness</i> <input type="checkbox"/> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f,	B1 & 1.0 ELA Santillana Intensive English (SIE) Lessons K.5, K.6, K.7 Opening Doors (OD) Pgs. 35, 39, 41 B9 & 2.5 ELA SIE K14, K.15, K.16 OD Pgs. 13, 15, 31 EI3 & 1.0 ELA SIE K.33, K.35, K.45 OD 39, 40, 41	B1 & 1.0 ELA Vocabulary Enrichment Workbook (VW) K.14, K.34, K.80 B9 & 2.5 ELA VW K.9 EI3 & 1.0 ELA VW K.100 EI 9 & 1.0 ELA VW K.2, K.4, K.5

Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<input type="checkbox"/> Kindergarten <input type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.	<input type="checkbox"/> E14. Distinguish initial, medial, and final sounds in single-syllable words. <input type="checkbox"/> E15. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants). English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> E16. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> E17. Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic	<input type="checkbox"/> 15. Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>). <input type="checkbox"/> 16. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>). <input type="checkbox"/> 17. Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i> ; /s/p/l/a/t/ = <i>splat</i> ; /r/i/ch/ = <i>rich</i>). <input type="checkbox"/> 18. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition <input type="checkbox"/> 19. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	<input checked="" type="checkbox"/> or consonant-vowel-consonant). <input checked="" type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> EA5. Track auditorily each word in a sentence and each syllable in a word. <input type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words. Grade Two <input type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel	<input type="checkbox"/> letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> A7. Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sound associations to read words. <input type="checkbox"/> A8. Read compound words and contractions. <input type="checkbox"/> A9. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> A10. Read common word families (e.g., <i>-ite, -ate</i>). <input type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech.	<input type="checkbox"/> <i>s, thl, lj, d, j/</i> . <input type="checkbox"/> 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). <input type="checkbox"/> 1.9 Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> 1.10 Identify and produce rhyming words in response to an oral prompt. <input type="checkbox"/> 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> 1.12 Track auditorily each word in a sentence and each syllable in a word. <input type="checkbox"/> 1.3 Count the number of sounds in syllables and syllables in words. <i>Decoding and Word Recognition</i> <input type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	EI 9 & 1.0 ELA SIE K.21, K.23, K.25 OD Pgs. 6, 7, 8 I 17 & 1.0 ELA VW K.88, K.89, K.93 I 17 & 1.0 ELA VW K.8, K.9 I 23 & 1.0 ELA VW K.104, K.105, K.106 EA 3 & 1.0 ELA VW K.78,	

Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<p><input checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p>Reading Comprehension</p> <p><input type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p><input type="checkbox"/> B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension</p>	<p><input type="checkbox"/> Awareness E18. Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>Fluency and Systematic Vocabulary Development</p> <p><input type="checkbox"/> E19. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p><input checked="" type="checkbox"/> E110. Read simple vocabulary, phrases, and sentences independently.</p> <p><input type="checkbox"/> E111. Read aloud an increasing number of English words.</p> <p><input type="checkbox"/> E112. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p>	<p><input type="checkbox"/> I10. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p><input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book.</p> <p><input type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page.</p> <p><input type="checkbox"/> I13. Understand that printed materials provide information.</p>	<p><input type="checkbox"/> spellings) when reading.</p> <p>EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p><input type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words.</p> <p><input type="checkbox"/> EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p><input type="checkbox"/> EA11. Read aloud fluently and accurately</p>	<p><input type="checkbox"/> Grade Two</p> <p><input type="checkbox"/> A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p><input type="checkbox"/> A13. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p><input type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words.</p> <p><input type="checkbox"/> A15. Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>,</p>	<p><input type="checkbox"/> 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). <i>Vocabulary and Concept Development</i></p> <p><input type="checkbox"/> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p><input type="checkbox"/> 1.18 Describe common objects and events in both general and specific language.</p> <p>2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Informational Materials</i></p> <p><input type="checkbox"/> 2.1 Locate the title, table of contents, name of author,</p>	<p><u>1.0 ELA</u> SIE K.102, K.104, K.106 OD Pgs. 124, 126, 128</p> <p><u>EA13 & 1.0 ELA</u> SIE K.69, K.70, K.71 OD Pgs. 61, 67, 87</p> <p><u>A2 & 1.0 ELA</u> SIE K.70, K.100, K.101 OD Pgs. 133, 134, 135</p>	<p>K.79</p> <p><u>A2 & 1.0 ELA</u></p> <p><u>A24 & 1.0 ELA</u></p>

Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<input type="checkbox"/> questions. <input type="checkbox"/> B10. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B12. Identify, using key words or pictures, the basic sequence of events in stories read aloud. Literary Response and Analysis <input type="checkbox"/> B13. Listen to a story and respond	<input type="checkbox"/> Reading Comprehension E113. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input type="checkbox"/> E114. Draw and label pictures related to a story topic or one's own experience. <input type="checkbox"/> E115. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> E115. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input type="checkbox"/> E117. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> E118. Respond orally	<input type="checkbox"/> I14. Recognize that sentences in print are made up of separate words. <input type="checkbox"/> I15. Distinguish letters from words. <input checked="" type="checkbox"/> I15. Distinguish letters from words. Grade One <input type="checkbox"/> I16. Match spoken words to printed words. <input type="checkbox"/> I17. Identify letters, words, and sentences. Fluency and Systematic Vocabulary Development	<input type="checkbox"/> and with appropriate intonation and expression. EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition <input checked="" type="checkbox"/> <input type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> EA14. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> EA15. Understand that	<input type="checkbox"/> <i>St.</i>). <input type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Fluency and Systematic Vocabulary Development <input type="checkbox"/> A17. Explain common antonyms and synonyms. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A18. Understand and explain common	<input type="checkbox"/> and name of illustrator. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Use pictures and context to make predictions about story content. <input type="checkbox"/> 2.3 Connect to life experiences the information and events in texts. <input type="checkbox"/> 2.4 Retell familiar stories. <input type="checkbox"/> 2.5 Ask and answer questions about essential elements of a text. <input type="checkbox"/> 3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.1 Distinguish fantasy from realistic text. <input type="checkbox"/> 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). <input type="checkbox"/> 3.3 Identify characters, settings, and important	A24 & 1.0 ELA SIE K.99, K.105, K.107 OD Pgs. 140, 141, 142	

Grades K-2 ELD Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<p>orally in one or two words to factual comprehension questions.</p> <p>B14. Draw pictures related to a work of literature identifying setting and characters.</p>	<p><input type="checkbox"/> to factual comprehension questions about stories by answering in simple sentences.</p> <p>E119. Recite simple poems.</p> <p>E120. Identify orally the setting and characters by using simple sentences and vocabulary.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><input type="checkbox"/> I19. Use decoding skills to read more complex words independently.</p> <p><input type="checkbox"/> English-Language Arts Content Standards Grade One</p> <p><input checked="" type="checkbox"/> I20. Classify</p>	<p><input type="checkbox"/> as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p>Grade One: Decoding and Word Recognition</p> <p>EA16. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p><input type="checkbox"/> EA17. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p>	<p><input type="checkbox"/> antonyms and synonyms.</p> <p>Recognize words that have multiple meanings in texts.</p> <p>English-Language Arts Content Standards Grade Two</p> <p><input type="checkbox"/> A19. Identify simple multiple-meaning words.</p> <p><input type="checkbox"/> A20. Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p>English-Language Arts Content Standards Grade Two</p> <p><input checked="" type="checkbox"/></p>	<p>events.</p>		

Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade Kindergarten	
				<input type="checkbox"/> grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).	<input type="checkbox"/> EA18. Use knowledge of vowel digraphs and r-controlled letter-sounds associations to read words. <input type="checkbox"/> EA19. Read compound words and contractions. <input type="checkbox"/> EA20. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). <input type="checkbox"/> EA21. Read common word families (e.g., -ite -ate). <input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., good, bad; blend, mix) in stories or games. <input type="checkbox"/> EA24. Use simple prefixes and	<input type="checkbox"/> A21. Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> A22. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <input type="checkbox"/> English-Language Arts Content Standards Kindergarten <input type="checkbox"/> A23. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A24. Read simple one-syllable and high-	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>		

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade Kindergarten		
				<input type="checkbox"/> English-Language Arts Content Standards Kindergarten I22. Describe common objects and events in both general and specific language. <input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading. I24. Recognize simple prefixes and suffixes when they are attached to	<input type="checkbox"/> suffixes when they are attached to known vocabulary. English-Language Arts Content Standards Grade Two <input type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> . <input type="checkbox"/> EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. Reading Comprehension <input type="checkbox"/> EA27. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. <input type="checkbox"/> EA28. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.	<input type="checkbox"/> frequency words (i.e., sight words). <input type="checkbox"/> A25. Understand that as letters change, so do the sounds (i.e., the alphabetic principle). <input type="checkbox"/> Grade One <input type="checkbox"/> A26. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> A27. Read common, irregular sight words (e.g., <i>the</i> , <i>have</i> , <i>said</i> , <i>come</i> , <i>give</i> , <i>of</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Grades K-2 ELD Reading						ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade Kindergarten	Primary Citation	Supporting Citation
				<p>known vocabulary (e.g., <i>remove</i>, <i>jumping</i>).</p> <p>Reading Comprehension</p> <p>I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</p> <p>I26. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter</p>	<p><input type="checkbox"/> EA29. Write a brief summary (three or four complete sentences) of a story.</p> <p><input type="checkbox"/> EA30. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</p> <p><input type="checkbox"/> Literary Response and Analysis</p> <p>EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme). Read a literary selection and orally identify the literary elements of plot, setting, and characters.</p> <p><input type="checkbox"/> EA33. Read a story and identify the beginning, middle, and end.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> A28. Use knowledge of vowel diagraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p><input type="checkbox"/> A29. Read compound words and contractions.</p> <p>A30. Read inflectional forms (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>) and root words (e.g., <i>look</i>, <i>looked</i>, <i>looking</i>).</p> <p><input type="checkbox"/> A31. Read common word families (e.g., <i>-ite</i>, <i>-ate</i>).</p> <p><input type="checkbox"/> A32. Read aloud with fluency in a manner that sounds like natural speech.</p>				

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade Kindergarten		
				<p>headings.</p> <p>I27. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences. <input type="checkbox"/></p> <p>I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related activities.</p> <p>Literary Response and</p>		<p>Grade Two</p> <p>A33. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/></p> <p>A34. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>). <input type="checkbox"/></p> <p>A35. Decode two-syllable nonsense words and regular multisyllable words.</p> <p>A36. Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>,</p>			

Grades K-2 ELD Reading					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
				<p>Analysis</p> <p>I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.</p> <p>I30. Read simple poetry and use simple sentences in answering factual comprehension questions.</p>		<p><i>St.</i>).</p> <p>A37. Identify and correctly use regular plurals (e.g., <i>-s</i>, <i>-es</i>, <i>-ies</i>) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>Reading Comprehension</p> <p>A38. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.</p>			

Grades K-2 ELD Reading					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade Kindergarten	Primary Citation	Supporting Citation
								<p>A39. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.</p> <p>Literary Response and Analysis</p> <p>A40. Read a variety of children’s literature and respond to it both orally and in writing.</p> <p>A41. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</p> <p>A42. Compare and contrast different authors’ use of literary elements.</p>				

Grades K-2 ELD Reading					ELA Standards					
Beginning	Early Intermediate		Intermediate	Early Advanced		Advanced		Grade Kindergarten	Primary Citation	Supporting Citation

Grades K-2					ELA Standards		Primary Citation	Supporting Citation
ELD Writing Strategies and Applications								
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input checked="" type="checkbox"/> B1. Copy the English alphabet legibly. <input type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). <input type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher. <input checked="" type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story.	<input checked="" type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher. <input type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday"). <input checked="" type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input checked="" type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters. <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input checked="" type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. <input type="checkbox"/> I4. Write simple sentences appropriate for language arts and other content areas (e.g., math,	<input checked="" type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events. <input type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus. <input checked="" type="checkbox"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> EA4. Write a formal letter. <input checked="" type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events. <input checked="" type="checkbox"/> A3. Produce independent writing by using correct grammatical forms. <input type="checkbox"/> A4. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write words and brief sentences that are legible. <i>Organization and Focus</i> 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel-consonant- words (i.e. demonstrate the alphabetic principle). 1.3 Write by moving form left to right and from top to bottom. <i>Penmanship</i> 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters. <input type="checkbox"/> Written And Oral English Language Conventions The standards for written and oral English language conventions	B1 & 1.0 ELA Santiillana Intensive English (SIE) Lessons K.3, K.47, K.53 Opening Doors (OD) Pgs. 15, 16, 17 B4 & 1.0 ELA SIE K.115, K.117, K.118 OD Pgs. 69, 71, 116 EI1 & 1.0 ELA SIE K.43, K.44, K.45 OD Pgs. 69, 72, 75 EI3 & 1.0 ELA SIE K.51, K.53, K.55 OD Pgs. 98, 105, 116 I1 & 1.0 ELA	B1 & 1.0 ELA Vocabulary Enrichment Workbook (VW) K.14, K.26, K.93 B4 & 1.0 ELA VW K.93, K.96, K.101 EI1 & 1.0 ELA VW K.61, K.78 EI3 & 1.0 ELA VW K.116 I4 & 1.0 ELA	

Grades K-2					ELA Standards		Primary Citation	Supporting Citation
ELD Writing Strategies and Applications					Grade Kindergarten			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
		science, social studies). 15. Write a friendly letter of a few lines.			<input type="checkbox"/> have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	SIE K.79, K.81, K.88 OD Pgs. 123, 125, 127 <u>1.0 ELA</u> SIE K.60, K.63, K.64 OD Pgs. 116, 120, 124 <u>EA1, EA3 & 1.0 ELA</u> SIE K.98, K.101, K.103 OD Pgs. 116, 120, 127 <u>EA5, EA3 & 1.0 ELA</u> SIE K.110, K.111, K.115 OD Pgs. 105, 120, 123 <u>A1 & 1.0 ELA</u> SIE K.117, K.119, K.120	Vocabulary Enrichment Workbook (VW) K.79, K.81, K.88 <u>1.0 ELA</u> VW K.60, K.63, K.64 <u>EA1 & 1.0 ELA</u> VW K.98, K.101, K.103 <u>EA5 & 1.0 ELA</u>	

<u>Grades K-2</u>					ELA Standards							
ELD Writing Strategies and Applications												
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade Kindergarten	Primary Citation	Supporting Citation
											OD Pgs. 135, 136, 137 Richmond Picture Dictionary <u>A3 & 1.0 ELA</u> SIE K.97, K.98, K.104 OD Pgs. 131, 135, 136 Richmond Picture Dictionary	VW K.110, K.111, K.115 A1 & 1.0 ELA VW K.117, K.119, K.120 <u>A3 & 1.0 ELA</u> VW K.97, K.98, K.104

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Answer simple questions with one- to -two-word responses. <input checked="" type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). <input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you",	<input checked="" type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input checked="" type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> EI4. Orally communicate basic needs (e.g., "May I get a drink?"). <input type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input type="checkbox"/> I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female	<input type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose,	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. <input type="checkbox"/> <i>Comprehension</i> 1.1 Understand and follow one- and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete,	B2, B1, B4 & 1.0 ELA Santillana Intensive English (SIE) K.2, K. 3, K.8 Opening Doors (OD) Pgs. 2, 3, 4 B3 & 1.0, 1.1 ELA SIE K.6, K.7, K.9 OD Pgs. 7, 8, 10 EI2, EI 13 & 1.0 ELA SIE K.14, K.15, K.16 OD Pgs. 12, 13, 20 EI3, EI1 & 1.0 ELA SIE K.74, K.75, K.78 OD Pgs.45, 65, 83 I1 & 1.0 ELA SIE K.66, K.67, K.70	B2, B1, B4 & 1.0 ELA Vocabulary Enrichment Workbook (VW)K.7, K.9 B3 & 1.0, 1.1 ELA VW K12, K.13 In Their World 4-6, 6-9, 18-24 EI2, EI13 & 1.0 ELA VW K.38 EI3 EI1 & 1.0 ELA VW K.42 I1 & 1.0 ELA VW K.27, K45, K.51	

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
"You're welcome").		<p>pronouns).</p> <p>14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>15. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing</p>	<p>restating and soliciting information.</p> <p><input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p><input checked="" type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").</p>	<p>audience, and subject matter.</p> <p><input type="checkbox"/> A5. Narrate and paraphrase events in greater detail by using more extended vocabulary.</p> <p><input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.</p>	<p>coherent sentences.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p><input checked="" type="checkbox"/> Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>	<p>OD Pgs. 49, 55, 58</p> <p>I4, I3 & 1.0 ELA SIE K.33, K.36, K.37 OD Pgs. 1, 8, 28, 75</p> <p>EA2, EA1 & 1.0, 2.1 ELA SIE K.90, K.91, K.92 OD Pgs. 82, 83, 109</p> <p>EA 6, EA3 & 1.0 ELA SIE K.99, K.100, K.103 OD Pgs. 12, 15, 17</p> <p>A1, A6 & 1.2, 2.3 ELA SIE K.84, K.103, K.118 OD Pgs. 53, 73</p> <p>A3 & 1.0 ELA SIE K.88, K.92, K.98 OD Pgs. 30, 32,</p>	<p>I4, I3 & 1.0 ELA VW K.10, K.11, K.12,</p> <p>EA2,EA1 & 1.0 ,2.1 ELA VW K.77, K.83</p> <p>EA 6, EA3 & 1.0 ELA VW K.36, K.37, K.38 In Their World, 22-6, 28-44</p> <p>A1, A6 & 1.2, 2.3 ELA VW K.109, K.110</p>

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early_Intermediate		Intermediate	Early Advanced	Advanced	Grade Kindergarten		
							<input type="checkbox"/> Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. <input type="checkbox"/> 2.2 Recite short poems, rhymes, and songs. 2.3 Relate an experience or creative story in a logical sequence.		A3 & 1.0 ELA VW K.22

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation				
Beginning		Early_Intermediate		Intermediate		Early Advanced		Advanced		Grade Kindergarten		
										<p><u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p>		

Grades K-2 ELD Listening and Speaking Standards						ELA Standards							
Beginning		Early_Intermediate		Intermediate		Early Advanced		Advanced		Grade Kindergarten		Primary Citation	Supporting Citation

GRADE 1 READING-WRITING-LISTENING (pp. 26-49)

Grades K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development B2. Read aloud simple words (e.g., nouns and adjectives) in	<input type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/,/j, d, j/). EI3. Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness I2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/,/j, d, j/). Grade One: Phonemic Awareness I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). I4. Create and say a series of	<input type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness EA2. Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-	<input type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). <input type="checkbox"/> English-Language Arts content Standards Kindergarten A2. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> <input type="checkbox"/> A3. Read simple one-syllable and high-frequency words (i.e., sight words). A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	<input type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Concepts About Print</i> <input checked="" type="checkbox"/> 1.1 Match oral words to printed words. <input checked="" type="checkbox"/> 1.2 Identify the title and author of a reading selection. <input checked="" type="checkbox"/> 1.3 Identify letters, words, and sentences. Phonemic Awareness <input type="checkbox"/> 1.4 Distinguish	ELD B12 ELA 1.1, 2.1 Santillana Intensive English (SIE) Lesson Cards 29,37,41 Santillana Opening Doors (OD) 19,32,80 Vocabulary Workbook (VW) 1.57,1.58,1.89,1.15 ELD B13 ELA 2.2 SIE Cards 10,11,12 OD 6,7,8,10 VW 1.10,1.11,1.12,1.13 ELD EI8, EI14 ELA 1.4 SIE Cards 53,60,61,101,190 OD 86,95 VW 1.47,1.68,1.82 ELD EI10 ELA 1.1 SIE Cards 22,27,29 OD 13,26,29 VW 1.29,1.33,1.36,1.41 ELD I4, I5, I17 ELA 1.6 SIE Cards 55,90,91,92 OD 44,60,88 ELD I21 ELA 2.0 SIE Cards 74,82,84 OD 125,160,164 VW 1.90,1.93,1.97	ELD B12 ELA 1.1, 2.1 SIE Cards 9,42,43 OD 8,16,29 ELD B13 ELA 2.2 SIE Cards 14,15,19 OD 9,11,12,13 ELD EI8, EI 14 ELA 1.4 SIE Cards 62,65,66,75,76,83 OD 94,120 ELD EI10 ELA 1.1 SIE Cards 30,31,34 OD 31,35,36 ELD I4, I5, I17 ELA 1.6 SIE Cards 70,95,100 ELD I21 ELA 2.0 SIE Cards 90,95,100 OD 77,62

Grades K-2 ELD Reading					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 1	Primary Citation	Supporting Citation	
<input type="checkbox"/>	<p>stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B5. Demonstrate comprehension of simple vocabulary with</p>	<input checked="" type="checkbox"/>	<p>EI4. Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>EI5. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants). English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>EI6. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>EI7. Identify and produce rhyming words in response to</p>	<input checked="" type="checkbox"/>	<p>rhyming words, including consonant blends.</p> <p>I5. Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>I6. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>I7. Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p>I8. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards</p>	<input type="checkbox"/>	<p>vowel-consonant).</p> <p>EA3. Blend vowel-consonant sounds orally to make words or syllables.</p> <p>EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>EA5. Track auditorily each word in a sentence and each syllable in a word.</p> <p>EA6. Count the number of sounds in syllables and syllables in words.</p> <p>Grade Two</p> <p>EA7. Recognize</p>	<input checked="" type="checkbox"/>	<p>Grade One</p> <p>A5. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words.</p> <p>A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>A7. Use knowledge of vowel digraphs and r-controlled letter- sound associations to read words.</p> <p>A8. Read compound words and contractions.</p> <p>A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).</p> <p>A10. Read common word families (e.g., -ite, -ate).</p>	<input checked="" type="checkbox"/>	<p>initial, medial, and final sounds in single-syllable words.</p> <p>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p><i>Decoding and Word Recognition</i></p> <p>1.10 Generate the sounds from all the letters</p>	<p>Richmond Picture Dictionary,</p> <p>ELD I20 ELA 1.17 SIE Cards 41,49,50,56,61,71 OD 59,67,77,81,102 VW 1.46,1.50,1.71,1.72,1.75</p> <p>ELD EA 14/A6 ELA 1.11, 1.14 SIE Cards 56,64,69,73,112 OD 57,66,36,37</p> <p>ELD EA16,A14 ELA 1.10 SIE Cards 114,117,118,110 OD 23,120,123 VW 1.65,1.67,1.82</p> <p>ELD EA21/A10 ELA 1.15 SIE Cards 52,54,119 OD 171,172,173,174,175,176,177 VW 1.85,1.95</p> <p>ELD A7/EA18 ELA 1.15 SIE Cards 99,100,102,103,112 OD 153</p> <p>ELD A9/EA20 ELA 1.14 SIE Cards 106,107,108 OD 100</p>	<p>ELD I20 ELA 1.17 SIE Cards 46,50,55,69,72 OD 62,67,79,97,103</p> <p>ELD EA 15/A6 ELA 1.11. 1.14 SIE Cards 77,81,86 OD 71</p> <p>ELD EA16, A14 ELA 1.10 SIE Cards 58,65,87 OD 95,109,113</p> <p>ELD EA21/A10 ELA 1.15 SIE Cards 46,50,55,69,72 OD 62,69,79,97,103</p> <p>ELD A7/EA18 ELA 1.15 SIE Cards 104,105,113,114,120</p> <p>ELD A9/EA20 ELA 1.14 SIE Cards 11 OD 23</p>

Grades K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		
<input type="checkbox"/> an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing	<input type="checkbox"/> an oral prompt. <input type="checkbox"/> Grade One: Phonemic Awareness E18. Distinguish initial, medial, and final sounds in single-syllable words. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> E19. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input type="checkbox"/> E110. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> E111. Read aloud an increasing number of English words. <input checked="" type="checkbox"/> E112. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/>	<input type="checkbox"/> Grade Two: Decoding and Word Recognition <input type="checkbox"/> I9. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input type="checkbox"/> I10. Recognize and name all uppercase and lowercase letters of the alphabet. <input type="checkbox"/> English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page. <input type="checkbox"/> I13. Understand	<input type="checkbox"/> and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel =	<input type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech. <input type="checkbox"/> Grade Two <input type="checkbox"/> A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> A13. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>).	<input checked="" type="checkbox"/> and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read common word families (e.g., <i>-ite, -ate</i>). 1.16 Read aloud with fluency in a manner that sounds like natural speech.	VW 1.93	

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/> to an answer, drawing pictures). <input type="checkbox"/> B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions. <input checked="" type="checkbox"/> B10. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). <input checked="" type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B12. Identify, using key words or pictures, the basic sequence	<input type="checkbox"/> Reading Comprehension EI13. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input type="checkbox"/> EI14. Draw and label pictures related to a story topic or one's own experience. <input type="checkbox"/> EI15. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI16. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input type="checkbox"/> EI17. Draw logical	<input type="checkbox"/> that printed materials provide information. <input type="checkbox"/> I14. Recognize that sentences in print are made up of separate words. <input type="checkbox"/> I15. Distinguish letters from words. <input type="checkbox"/> Grade One <input type="checkbox"/> I16. Match spoken words to printed words. <input type="checkbox"/> I17. Identify letters, words, and sentences.	<input type="checkbox"/> <i>sup/per</i>). <input type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). <input type="checkbox"/> EA11. Read aloud fluently and accurately with appropriate intonation and expression. <input type="checkbox"/> EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or	<input type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A15. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> A17. Explain common antonyms and synonyms.	<input type="checkbox"/> <i>Vocabulary and Concept Development</i> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input checked="" type="checkbox"/> 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the			

Grades K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		
<p>of events in stories read aloud.</p> <p>Literary Response and Analysis</p> <p>B13. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p>B14. Draw pictures related to a work of literature identifying setting and characters.</p>	<p>inferences from a story read aloud.</p> <p>Literary Response and Analysis</p> <p>EI18. Respond orally to factual comprehension questions about stories by answering in simple sentences.</p> <p>EI19. Recite simple poems.</p> <p>EI20. Identify orally the setting and characters by using simple sentences and vocabulary.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I19. Use decoding skills to read more complex words independently.</p> <p>English-Language Arts</p>	<p>simple text.</p> <p>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</p> <p>EA13. Match all consonant and short-vowel sounds to appropriate letters.</p> <p>EA14. Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>	<p>English-Language Arts Content Standards Grade Two</p> <p>A18. Understand and explain common antonyms and synonyms.</p> <p>A19. Recognize words that have multiple meanings in texts.</p> <p>English-Language Arts Content Standards Grade Two</p> <p>A20. Identify simple multiple-meaning words.</p> <p>A21. Apply</p>	<p>materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Respond to <i>who, what, when, where, and how</i></p>		

Grades K-2 ELD Reading					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
				<input type="checkbox"/> Content Standards Grade One <input type="checkbox"/> I20. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g.,	<input checked="" type="checkbox"/> Grade One: Decoding and Word Recognition <input checked="" type="checkbox"/> EA16. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. <input checked="" type="checkbox"/> EA17. Read	<input type="checkbox"/> knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> English-Language Arts Content Grade Two <input type="checkbox"/> A21. Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> A22. Read aloud with appropriate pacing, intonation, and expression and expository texts.	<input checked="" type="checkbox"/> questions. 2.3 Follow one-step written instructions. 2.4 Use context to resolve ambiguities about word and sentence meanings. 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). 2.6 Relate prior knowledge to textual information. 2.7 Retell the central ideas of simple expository or narrative passages. 3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or		

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
				<input type="checkbox"/> classroom discussions, mediation of conflicts). <input type="checkbox"/> English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I22. Describe common objects and events in both general and specific language. <input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> I24. Recognize	<input checked="" type="checkbox"/> common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> EA18. Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. <input type="checkbox"/> EA19. Read compound words and contractions. <input type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> EA21. Read common word families (e.g., <i>-ite -ate</i>). <input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech. Fluency and	<input type="checkbox"/> English-Language Arts Content Standards Kindergarten <input type="checkbox"/> A23. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A24. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> A25. Understand that as letters change, so do the sounds (i.e., the alphabetic principle). Grade One <input type="checkbox"/> A26. Generate the sounds from all the	<input type="checkbox"/> elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Narrative Analysis of Grade-level-Appropriate Text</i> <input type="checkbox"/> 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. <input type="checkbox"/> 3.2 Describe the roles of authors and illustrators and their contributions to print materials. <input type="checkbox"/> 3.3 Recollect, talk, and write about books read during the school year.		

Grades K-2 ELD Reading					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
				<p>simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).</p> <p>Reading Comprehension</p> <p>I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</p> <p>I26. While reading aloud in a group, point out basic text</p>	<p>Systematic Vocabulary Development</p> <p>EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games. <input type="checkbox"/></p> <p>EA24. Use simple prefixes and suffixes when they are attached to known vocabulary. <input type="checkbox"/></p> <p>English-Language Arts Content Standards Grade Two</p> <p>EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i>. <input type="checkbox"/></p> <p>EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. <input type="checkbox"/></p> <p>Reading Comprehension</p>	<p>letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. <input type="checkbox"/></p> <p>A27. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>A28. Use knowledge of vowel diagraphs and <i>r</i>-controlled letter-sound associations to read words. <input type="checkbox"/></p> <p>A29. Read compound words and contractions.</p>			

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
				<p>features, such as the title, table of contents, and chapter headings.</p> <p>I27. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p>I28. Write captions or phrases for drawings related to a story.</p> <p>Understand and follow some multiple-step directions for classroom-related</p>	<p><input type="checkbox"/> EA27. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.</p> <p><input type="checkbox"/> EA28. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <p><input type="checkbox"/> EA29. Write a brief summary (three or four complete sentences) of a story.</p> <p><input type="checkbox"/> EA30. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> EA31. Read stories and texts from content areas and respond orally to them by</p>	<p><input type="checkbox"/> A30. Read inflectional forms (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>) and root words (e.g., <i>look</i>, <i>looked</i>, <i>looking</i>).</p> <p><input type="checkbox"/> A31. Read common word families (e.g., <i>-ite</i>, <i>-ate</i>).</p> <p><input type="checkbox"/> A32. Read aloud with fluency in a manner that sounds like natural speech.</p> <p><input type="checkbox"/> Grade Two</p> <p><input type="checkbox"/> A33. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
				activities. Literary Response and Analysis I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts. I30. Read simple poetry and use simple sentences in answering factual comprehension questions.	<input type="checkbox"/> restating facts and details to clarify ideas. Literary Response and Analysis <input type="checkbox"/> EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme). <input type="checkbox"/> EA33. Read a literary selection and orally identify the literary elements of plot, setting, and characters. <input type="checkbox"/> EA34. Read a story and identify the beginning, middle, and end.	reading. A34. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). A35. Decode two-syllable nonsense words and regular multisyllable words. A36. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). A37. Identify and correctly use regular plurals (e.g., <i>-s, -es,</i>			

Grades K-2 ELD Reading					ELA Standards									
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 1		Primary Citation	Supporting Citation	
								<p><i>-ies</i>) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>Reading Comprehension</p> <p>A38. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.</p> <p>A39. Locate and use text features, such as the title, table of contents, chapter headings, diagrams,</p>						

Grades K-2 ELD Reading					ELA Standards								
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								and index.					
								<p>Literary Response and Analysis</p> <p>A40. Read a variety of children's literature and respond to it both orally and in writing.</p> <p>A41. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</p> <p>A42. Compare and contrast different authors' use of literary elements.</p>					

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Copy the English alphabet legibly. <input type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). <input checked="" type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher. <input checked="" type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story.	<input checked="" type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher. <input checked="" type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday")). <input checked="" type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters. <input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input checked="" type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. <input type="checkbox"/> I4. Write simple sentences appropriate for language arts and other content areas	<input type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events. <input type="checkbox"/> EA1. Proceed through the writing process to write short paragraphs that maintain a consistent focus. <input checked="" type="checkbox"/> EA2. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> EA3. Write a formal letter. <input checked="" type="checkbox"/> EA4. Produce independent writing with consistent use of standard grammatical forms.	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events. <input checked="" type="checkbox"/> A3. Produce independent writing by using correct grammatical forms. <input type="checkbox"/> A4. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing process shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). <i>Organization and Focus</i> 1.1 Select a focus when writing. 1.2 Use descriptive words when writing. <i>Penmanship</i> 1.3 Print legibly and space letters, words, and sentences appropriately. <input checked="" type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade one outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write brief narratives	ELD B3, B1 ELA 1.1/1.3 Santillana Intensive English (SIE) Lesson Cards 8,12,14 Santillana Opening Doors (OD) 13,14,16 Vocabulary Workbook (VW) 1.13,1.14,1.15 ELD B4 ELA 1.1/1.3 SIE Cards 8,13,22 OD 13,14,18 VW 1.9,1.14,1.19 ELD EI2, EI1 ELA 1.1/1.3 SIE Cards 7,8,10 OD 13,14,18 VW 1.8,1.10,1.12 ELD EI3 ELA 1.1/1/3 SIE Cards 38,40,42 OD 48,50,52 VW 1.26,1.29,1.30,1.32 ELD I2 ELA 1.1/1.3 SIE Cards 46,49,51 OD 71,73,79	ELD B3, B1 ELA 1.1/1.3 SIE Cards 9,11,19 OD 18,21,25 ELD B4 ELA 1.1/1.3 SIE Cards 12,27,28 OD 16,21,25 ELD EI2, EI1 ELA 1.1/1.3 SIE Cards 19,22,27 OD 11,20,28 ELD EI3 ELA 1.1/1/3 SIE Cards 39,41,43 OD 54,56,64

Grades K-2 ELD Writing Strategies and Applications					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
				(e.g., math, science, social studies). 15. Write a friendly letter of a few lines.	(some rules may not be followed).		<p>(e.g., fictional, autobiographical) describing an experience. 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> 1.2 Identify and correctly use singular and plural nouns. 1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking.</p>	<p>VW 1.41,1.42,1.49 Richmond Picture Dictionary</p> <p>ELD I4, I3 ELA 1.1/1.3 SIE Cards 56,60,62 OD 81,106,138</p> <p>VW 1.36,1.45,1.51,1.52</p> <p>ELD EA5 ELA 1.3/2.1 SIE Cards 92,93,107 OD 60,78,80.87 VW 1.61,1.69,1.99</p> <p>ELD EA3 ELA 1.2/1.3 SIE Cards 73,74,75 OD 81,106,138 VW 1.56,1.57,1.68</p> <p>ELD A1 ELA 1.3/2.1 SIE Cards 99,103,113 OD 129,138 VW 1.74,1.77,1.78,1.102</p> <p>ELD A3 ELA 1.0/1.1/1.3 SIE Cards 113,115,118</p>	<p>ELD I2 ELA 1.1/1.3 SIE Cards 50,52,55 OD 75</p> <p>ELD I4, I3 ELA 1.1/1.3 SIE Cards 59,61,64 OD 77,80,84</p> <p>ELD EA5 ELA 1.3/2.1 SIE Cards 109,112,114 OD 36,57</p> <p>ELD EA3 ELA 1.2/1.3 SIE Cards 71,77,81 OD 102,103,160</p> <p>ELD A1 ELA 1.3/2.1 SIE Cards 77,78,87,89 OD 122,134,147</p>

Grades K-2 ELD Writing Strategies and Applications					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
							<input type="checkbox"/> <p><i>Punctuation</i> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. 1.5 Use a period, exclamation point, or question mark at the end of sentences. 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <input type="checkbox"/> <p><i>Spelling</i> 1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <input type="checkbox"/>	OD 73,76,80,87,146 VW 1.73,1.90,1.99	ELD A3 ELA 1.0/1.1/1.3 SIE Cards 114,116,119 OD 66,71,81

Grades K-2 ELD Writing Strategies and Applications					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		Primary Citation	Supporting Citation
					<input type="checkbox"/>			
Grades K-2 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Answer simple questions with one- to -two-word responses. <input type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<input checked="" type="checkbox"/> E11. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input checked="" type="checkbox"/> E12. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> E13. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> E14. Orally communicate basic needs (e.g., "May I get a drink?").	<input type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input checked="" type="checkbox"/> I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses. <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<input checked="" type="checkbox"/> <u>Listening and Speaking</u> 1.0 Listening And Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch,	ELD B2, B1 ELA 1.1/1.2 Santillana Intensive English (SIE) Lesson Cards 1,2,4 Santillana Opening Doors (OD) 4,15,16 Vocabulary Workbook (VW) 1.1,1.2,1.3 ELD B4 ELA 1.0 SIE Cards 1,2,3,5 OD 1,4,5 VW 1.5,1.6,1.7 ELD E12 ELA 1.1/1.2 SIE Cards 12,16,19 OD 20,27,30 VW 1.12,1.14,1.19 ELD E14 ELA 1.1/1,2 SIE Cards 10,14,18 OD 8,9,10 VW 1.20,1.23,1.27,1.34	ELD B2, B1 ELA 1.1/1.2 SIE Cards 6,7,8 OD 16,25,26 In Their World 1-26 ELD B4 ELA 1.0 SIE Cards 8,9,10 OD 6,7,8 ELD E12 ELA 1.1/1.2 SIE Cards 11,20,24 OD 31,33,34 ELD E14 ELA 1.1/1,2 SIE 13,21,22 OD 14,15,16	

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input type="checkbox"/> 14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> 15. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<input type="checkbox"/> conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").	<input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> and modulation. <i>Comprehension</i> <input checked="" type="checkbox"/> 1.1 Listen Attentively. <input type="checkbox"/> 1.2 Ask questions for clarification and understanding. <input checked="" type="checkbox"/> 1.3 Give, restate, and follow simple two-step directions <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Stay on the topic when speaking. <input type="checkbox"/> 1.5 Use descriptive words when speaking about people, places, things, and events.	ELD I2, I3 ELA 1.1/1.2 SIE Cards 65,68,71 OD 114,115,151,152,154 VW 1.42,1.74,1.77 ELD I4 ELA 2.1/2.2 SIE Cards 74,80,83 OD 80 VW 1.26,1.33,1.41 ELD EA1 ELA 1.1/1.2 SIE Cards 93,99,100 OD 114,115,151-152,154 VW 1.36,1.74,1.77 ELD EA2, EA3 ELA 2.1/2.2 SIE Cards 91,97,104 OD 80 VW 1.51,1.52,1.53 ELD A1 ELA 1.1/1.2, 1.4 SIE Cards 103,104,106 OD 114,115,151,152,154 VW 1.74,1.77	ELD I2, I3 ELA 1.1/1.2 SIE Cards 69,70,73 OD 90,101,105 ELD I4 ELA 2.1/2.2 SIE Cards 81,87,89 OD 138 ELD EA1 ELA 1.1/1.2 SIE Cards 102,113,115 OD 106,108,110 ELD EA2, EA3 ELA 2.1/2.2 SIE Cards 92,106,110 OD 138 In Their World, 67-84 ELD A1 ELA 1.1/1.2, 1.4 SIE Cards 109,113,115 OD 119,121,149 ELD A3 ELA

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1		
							<input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) <input checked="" type="checkbox"/> Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. <input type="checkbox"/> Student speaking demonstrates a command of standard American English and the organizational	ELD A3 ELA 1.1/1.2/1.3 SIE Cards 80,90,94 OD 118,144,154 VW 1.53,1.60,1.73	1.1/1.2/1.3 SIE Cards 82,85,99 OD 41,63,117

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grade 1
							<input type="checkbox"/> and delivery strategies outlined in Listening and Speaking Standard 1.0. <input type="checkbox"/> Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, <input type="checkbox"/> students: 2.1 Recite poems, rhymes, <input type="checkbox"/> songs, and stories. <input type="checkbox"/> 2.2 Retell stories using basic story grammar and relating the sequence of story events by		

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Early Advanced	Advanced				Grade 1
							<input type="checkbox"/> answering <i>who</i> , <input type="checkbox"/> <i>what</i> , <i>when</i> , <input type="checkbox"/> <i>where</i> , <i>why</i> , and <input type="checkbox"/> <i>how</i> questions. <input type="checkbox"/> 2.3 Relate an <input type="checkbox"/> important life <input type="checkbox"/> event or <input type="checkbox"/> personal <input type="checkbox"/> experience in a <input type="checkbox"/> simple sequence. <input type="checkbox"/> 2.4 Provide <input type="checkbox"/> descriptions <input type="checkbox"/> with careful <input type="checkbox"/> attention to <input type="checkbox"/> sensory detail. <input type="checkbox"/> <u>Written and</u> <input type="checkbox"/> <u>Oral English</u> <input type="checkbox"/> <u>Language</u> <input type="checkbox"/> <u>Conventions</u> <input type="checkbox"/> The standards <input type="checkbox"/> for written and <input type="checkbox"/> oral English <input type="checkbox"/> language <input type="checkbox"/> conventions		

Grades K-2 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 1		Primary Citation	Supporting Citation
										<p>have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Write and speak in</p>			

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Early Advanced	Advanced			
							<p>complete, coherent sentences.</p> <p><i>Grammar</i></p> <p>1.2 Identify and correctly use singular and plural nouns.</p> <p>1.3 Identify and correctly use contractions (e.g., <i>isn't</i>, <i>aren't</i>, <i>can't</i>, <i>won't</i>) and singular possessive pronouns (e.g., <i>my/mine</i>, <i>his/her</i>, <i>hers</i>, <i>your/s</i>) in writing and speaking.</p> <p><i>Punctuation</i></p> <p>1.4 Distinguish between</p>	

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							declarative, exclamatory, and interrogative sentences. 1.5 Use a period, exclamation point, or question mark at the end of sentences. 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i> 1.8 Spell three-	

Grades K-2 ELD Writing Strategies and Applications						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 1	Primary Citation	Supporting Citation
										and four-letter short-vowel words and grade-level-appropriate sight words correctly.		

GRADE 2 READING-WRITING-LISTENING (pp 50-73)

Grades K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2		
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. <input type="checkbox"/> English-Language Arts Content Standards Kindergarten	<input checked="" type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt. <input checked="" type="checkbox"/> Grade One: Phonemic Awareness	<input checked="" type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> I2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). Grade One: Phonemic Awareness <input type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). <input checked="" type="checkbox"/> I4. Create and say a series of rhyming words, including	<input checked="" type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EA2. Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-	<input type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). <input type="checkbox"/> English-Language Arts content Standards Kindergarten <input type="checkbox"/> A2. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A3. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Decoding and Word Recognition</i> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant / consonant-vowel = <i>sup/per</i>). <input type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words.	B2 & 1.0 ELA Santillana Intensive English Lessons (SIE) 2.5, 2.7, 2.9 Opening Doors (OD) 1,2,3 B4 ELA 1.0 SIE 2.1, 2.5, 2.16 OD 5,6,11 B8, B9 & 2.0 ELA SIE 2.8, 2.13, 2.18 OD 5,7,9 EI1, EI5 & 1.0 ELA SIE 2.20, 2.21, 2.23 OD 2, 20, 24 EI13 & 2.0 ELA SIE 2.29, 2.34, 2.39 OD 14, 16, 24, 32 I1 & 1.0 ELA	B2 & 1.0 ELA Vocabulary Workbook (VW) 2.4, 2.9, 2.11 OD 4,5,6 B4 ELA1.0 VW 2.1,2.2, 2.3 B8, B9 & 2.0 ELA OD 3,5,6 VW 2.5, 2.6, 2.7 EI1, EI5 & 1.0 ELA OD 26 VW 2.12, 2.13, 2.15 EI13 & 2.0 ELA OD 25, 28, 31 VW 2.16, 2.17, 2.19 I1 & 1.0 ELA OD 2, 20, 24 VW 2.21, 2.22, 2.23

Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input checked="" type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.	<input type="checkbox"/> E14. Distinguish initial, medial, and final sounds in single-syllable words. <input checked="" type="checkbox"/> E15. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants). English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> E16. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> E17. Identify and produce rhyming words in response to an oral prompt.	<input type="checkbox"/> consonant blends. <input type="checkbox"/> 15. Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>). <input type="checkbox"/> 16. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>). <input type="checkbox"/> 17. Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i> ; /s/p/l/a/t/ = <i>splat</i> ; /r/i/ch/ = <i>rich</i>). <input type="checkbox"/> 18. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition <input type="checkbox"/> 19. Recognize common	<input type="checkbox"/> vowel-consonant). <input type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> EA5. Track auditorily each word in a sentence and each syllable in a word. <input type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words. Grade Two <input type="checkbox"/> EA7. Recognize and use knowledge of spelling	<input type="checkbox"/> Grade One <input type="checkbox"/> A5. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> A7. Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sound associations to read words. <input type="checkbox"/> A8. Read compound words and contractions. <input checked="" type="checkbox"/> A9. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> A10. Read common word families (e.g., <i>-ite, -ate</i>).	<input type="checkbox"/> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). <input type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms. <input type="checkbox"/> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i>). <input type="checkbox"/> 1.10 Identify simple multiple-meaning words. <input type="checkbox"/> 2.0 Reading Comprehension Students read and	SIE 2.37, 2.39, 2.41 OD26, 55, 73 I3 ELA 1.0 OD 50,60,82 I25 & 2.0 ELA SIE 2.45, 2.46, 2.48 OD 91, 100, 106 EA1 & 1.0 ELA SIE 2.49, 2.50, 2.53 OD 113, 177, 195 A9, EA11, EA22 & 1.0 ELA SIE 2.67, 2.68, 2.77 OD174 A 39 & 2.0 ELA SIE 2.80, 2.81, 2.82 OD 170, 176, 191	I3 ELA 1.0 OD 63, 148 I25 & 2.0 ELA OD 111, 119, 127 VW 2.25, 2.27, 2.28 EA1 & 1.0 ELA OD 173, 203 VW 2.81, 2.94, 2.113 EA25 & 1.0 ELA OD 90 VW 2.24, 2.49, 2.55 A9, EA11, EA22 & 1.0 ELA VW 2.56, 2.57, 2.60 A 39 & 2.0 ELA OD 161, 201 VW 2.67,

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 2						
<input checked="" type="checkbox"/>	<p>B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p>Reading Comprehension</p> <p>B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.</p>	<input type="checkbox"/>	<p>Grade One: Phonemic Awareness</p> <p>EI8. Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>Fluency and Systematic Vocabulary Development</p> <p>EI9. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p>EI10. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI11. Read aloud an increasing number of English words.</p> <p>EI12. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p>	<input type="checkbox"/>	<p>abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p> <p>I10. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>I11. Identify the front cover, back cover, and title page of a book.</p> <p>I12. Follow words from left to right and from top to bottom on the printed page.</p> <p>I13. Understand that printed materials provide</p>	<input type="checkbox"/>	<p>patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant-consonant-vowel = <i>sup/per</i>).</p> <p>EA9. Decode two-syllable nonsense words and regular</p>	<input checked="" type="checkbox"/>	<p>A11. Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Grade Two</p> <p>A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>A13. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant-consonant-vowel = <i>sup/per</i>).</p> <p>A14. Decode two-</p>	<input type="checkbox"/>	<p>understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal. <i>Structural Features of Informational Materials</i></p> <p>2.1 Use titles, tables of contents, and chapter headings to locate information in</p>		2.70, 2.71

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 2						
<input type="checkbox"/>	B10. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).	<input type="checkbox"/>	Reading Comprehension	<input type="checkbox"/>	information.	<input type="checkbox"/>	multisyllable words.	<input type="checkbox"/>	syllable nonsense words and regular multisyllable words.	<input type="checkbox"/>	expository text. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
<input type="checkbox"/>	B11. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/>	EI13. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	<input type="checkbox"/>	I14. Recognize that sentences in print are made up of separate words.	<input type="checkbox"/>	EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).	<input type="checkbox"/>	A15. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	<input type="checkbox"/>	2.2 State the purpose in reading (i.e., tell what information is sought).		
<input type="checkbox"/>	B12. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input checked="" type="checkbox"/>	EI14. Draw and label pictures related to a story topic or one's own experience.	<input type="checkbox"/>	I15. Distinguish letters from words.	<input type="checkbox"/>	EA11. Read aloud fluently and accurately and with appropriate intonation and expression.	<input type="checkbox"/>	A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).	<input type="checkbox"/>	2.3 Use knowledge of the author's purpose(s) to comprehend informational text.		
	Literary Response and Analysis	<input type="checkbox"/>	EI15. Understand and follow simple two-step directions for classroom activities.	<input type="checkbox"/>	Grade One	<input type="checkbox"/>	EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.	<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).		
	B13. Listen to a story and respond orally in one or two words to factual comprehension questions.	<input type="checkbox"/>	EI16. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.	<input type="checkbox"/>	I16. Match spoken words to printed words.	<input type="checkbox"/>	English-Language Arts Content Standards Kindergarten:	<input type="checkbox"/>	A17. Explain common antonyms and synonyms.	<input type="checkbox"/>	2.5 Restate facts and details in the text to clarify and organize ideas.		
	B14. Draw pictures related to a work of literature identifying setting and characters.	<input type="checkbox"/>	EI17. Draw logical inferences from a story read aloud.	<input type="checkbox"/>	I17. Identify letters, words, and sentences.	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	2.6 Recognize cause-and-effect relationships in a text.		
		<input type="checkbox"/>	Literary Response and Analysis		Fluency and Systematic Vocabulary Development						2.7 Interpret information from diagrams, charts, and graphs.		
											2.8 Follow two-step written instructions.		
											3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's		

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
	<input type="checkbox"/> E118. Respond orally to factual comprehension questions about stories by answering in simple sentences. <input type="checkbox"/> E119. Recite simple poems. <input type="checkbox"/> E121. Identify orally the setting and characters by using simple sentences and vocabulary. <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I19. Use decoding skills to read more complex words independently. <input type="checkbox"/> English-Language Arts Content Standards Grade One <input type="checkbox"/>	<input type="checkbox"/> Decoding and Word Recognition EA13. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> EA14. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). <input type="checkbox"/> Grade One: Decoding and Word Recognition <input type="checkbox"/> EA16. Generate the	<input type="checkbox"/> English-Language Arts Content Standards Grade Two <input type="checkbox"/> A18. Understand and explain common antonyms and synonyms. <input type="checkbox"/> A19. Recognize words that have multiple meanings in texts. <input type="checkbox"/> English-Language Arts Content Standards Grade Two <input type="checkbox"/> A20. Identify simple multiple-meaning words. <input type="checkbox"/> A21. Apply	<input type="checkbox"/> literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.1 Compare and contrast plots, settings, and characters presented by different authors. 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. <input type="checkbox"/> 3.3 Compare and contrast different versions of the same stories that reflect different cultures. <input type="checkbox"/> 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.			

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
				<input type="checkbox"/> I20. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input checked="" type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).	<input type="checkbox"/> sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> EA17. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> EA18. Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to	<input type="checkbox"/> knowledge of academic and social vocabulary to achieve independent reading. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A22. Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> A23. Read aloud with appropriate pacing, intonation, and expression and narrative and expository texts. <input type="checkbox"/> English-Language		

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grade 2
				<input type="checkbox"/> English- Language Arts Content Standards Kindergarten I22. Describe common objects and events in both general and specific language. <input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are	<input type="checkbox"/> read words. <input type="checkbox"/> EA19. Read compound words and contractions. <input checked="" type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked,</i> <i>looking</i>). <input type="checkbox"/> EA21. Read common word families (e.g., <i>-ite</i> <i>-ate</i>). <input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad;</i> <i>blend, mix</i>) in stories or games.	<input type="checkbox"/> Arts Standards Kindergarten <input type="checkbox"/> A24. Match all consonant and short- vowel sounds to appropriate letters. <input type="checkbox"/> A25. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> A26. Understand that as letters change, so do the sounds (i.e., the alphabetic principle). <input type="checkbox"/> Grade One <input type="checkbox"/> A27. Generate the sounds from all the	<input type="checkbox"/> <input type="checkbox"/>		

Grades K-2 ELD Reading					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
				<p>attached to known vocabulary (e.g., <i>remove</i>, <i>jumping</i>).</p> <p>Reading Comprehension</p> <p>I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</p> <p>I26. While reading aloud in a group, point out basic text features, such as the title, table of contents, and</p>	<p>EA24. Use simple prefixes and suffixes when they are attached to known vocabulary. English-Language Arts Content Standards Grade Two</p> <p>EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-</i>, <i>un-</i>, <i>-ing</i>, <i>-ly</i>.</p> <p>EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. Reading Comprehension</p> <p>EA27. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.</p>	<p><input type="checkbox"/> letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>A28. Read common, irregular sight words (e.g., <i>the</i>, <i>have</i>, <i>said</i>, <i>come</i>, <i>give</i>, <i>of</i>).</p> <p><input checked="" type="checkbox"/> A29. Use knowledge of vowel diagraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p><input type="checkbox"/> A30. Read compound words and contractions.</p>			

Grades K-2 ELD Reading					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
				<p>chapter headings.</p> <p>I27. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p>I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related activities.</p>	<p><input type="checkbox"/> EA28. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <p><input type="checkbox"/> EA29. Write a brief summary (three or four complete sentences) of a story.</p> <p><input type="checkbox"/> EA30. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p>EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</p> <p>Literary Response and Analysis</p> <p>EA32. Read short poems and orally identify the basic elements (e.g.,</p>	<p><input type="checkbox"/> A31. Read inflectional forms (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>) and root words (e.g., <i>look</i>, <i>looked</i>, <i>looking</i>).</p> <p><input type="checkbox"/> A32. Read common word families (e.g., <i>-ite</i>, <i>-ate</i>).</p> <p><input type="checkbox"/> A33. Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Grade Two</p> <p>A34. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p>			

Grades K-2 ELD Reading					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
				<p>Literary Response and Analysis</p> <p>I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.</p> <p>I30. Read simple poetry and use simple sentences in answering factual comprehension questions.</p>	<p>rhythm and rhyme).</p> <p>EA33. Read a literary selection and orally identify the literary elements of plot, setting, and characters.</p> <p>EA34. Read a story and identify the beginning, middle, and end.</p>	<p>A35. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>A36. Decode two-syllable nonsense words and regular multisyllable words.</p> <p>A37. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p>A38. Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular</p>			

Grades K-2 ELD Reading					ELA Standards									
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation	
								<p>plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>Reading Comprehension</p> <p>A39. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.</p> <p>A40. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.</p>						

Grades K-2 ELD Reading					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
									<p>Literary Response and Analysis</p> <p>A41. Read a variety of children's literature and respond to it both orally and in writing.</p> <p>A42. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</p> <p>A43. Compare and contrast different authors' use of literary elements.</p>				

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Copy the English alphabet legibly. <input checked="" type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). <input checked="" type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher. <input type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story.	<input checked="" type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher. <input checked="" type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday")). <input checked="" type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters. <input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input checked="" type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. <input type="checkbox"/> I4. Write simple sentences appropriate for language arts and other content areas (e.g., math,	<input type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events. <input type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus. <input checked="" type="checkbox"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> EA4. Write a formal letter. <input checked="" type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events. <input checked="" type="checkbox"/> A3. Produce independent writing by using correct grammatical forms. <input type="checkbox"/> A4. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). <i>Organization and Focus</i> 1.1 Group related ideas and maintain a consistent focus. <i>Penmanship</i> 1.2 Create readable documents with legible handwriting. <i>Research</i> 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). <i>Evaluation and Revision</i> 1.4 Revise original drafts to improve sequence and provide more descriptive detail. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the	B3 & 1.0 ELA Santillana Intensive English Lessons (SIE) 2.7, 2.8, 2.11 Opening Doors (OD) 14,15,16 B2 & 1.0 ELA SIE 2.15, 2.17, 2.20 OD 5,6,11 EI1/EI2 & 1.0 ELA SIE 2.22, 2.23, 2.26 OD 30,32,34 EI3 & 1.0 ELA SIE 2.27, 2.30, 2.31 OD45,51,53 I2 & 1.0 ELA SIE 2.33, 2.35, 2.36 OD75,90,98 I4 & 1.0 ELA SIE 2.38, 2.41, 2.42 OD111,112,126 EA 3 & 1.0 ELA SIE 2.51, 2.52,	B3 & 1.0 ELA OD 19,23,25 VW 2.13, 2.14, 2.15 B2 & 1.0 ELA OD 7,9,14 VW 2.21, 2.22, 2.23 EI2 & 1.0 ELA OD 35,37,39 VW 2.25, 2.27, 2.39 EI3 & 1.0 ELA OD 56,60,61 VW 2.43, 2.46, 2.49 I2 & 1.0 ELA OD 93,105,107 VW 2.64, 2.66, 2.69 I4 & 1.0 ELA OD 120,135,144 VW 2.70, 2.71, 2.72 EA 3 & 1.0 ELA OD 170, 184, 192

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
		science, social studies). 15. Write a friendly letter of a few lines.			<input type="checkbox"/> drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade two outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write brief narratives based on their experience: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature. <u>Writing and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Distinguish between	2.53 OD 150, 186, 206 EA 5 & 1.0 ELA SIE 2.64, 2.65, 2.67 OD164, 174, 178 A1 5 & 1.1 ELA SIE 2.71, 2.72, 2.73 OD 150, 186, 206 A3 & 1.3 Written and Oral English Language Conventions ELA SIE 2.74, 2.78, 2.79 OD163, 174, 178	EA 5 & 1.0 ELA OD 177, 182,192 VW 2.81, 2.83, 2.84 A1 5 & 1.0 ELA OD 170, 184, 192 VW 2.86, 2.88, 2.91 A3 & 1.3 Written and Oral English Language Conventions ELA OD 177,182,192 VW 2.90, 2.100, 2.101	

Grades K-2 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
										<input type="checkbox"/> <p>complete and incomplete sentences. 1.2 Recognize and use the correct word order in written sentences. <i>Grammar</i> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p><i>Punctuation</i> 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. 1.5 Use quotation marks correctly. <i>Capitalization</i> 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. <i>Spelling</i> 1.7 Spell frequently used, irregular words correctly e.g., <i>was, were, says, said, who, what, why</i>. 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.</p> <input type="checkbox"/>			

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Answer simple questions with one- to -two-word responses. <input checked="" type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). <input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases	<input checked="" type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input checked="" type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> EI4. Orally communicate basic needs (e.g., "May I get a drink?"). <input type="checkbox"/> EI5. Recite familiar rhymes, songs,	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input checked="" type="checkbox"/> I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that	<input checked="" type="checkbox"/> <u>Listening and Speaking</u> <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <input type="checkbox"/> Comprehension 1.1 Determine the purpose or	B2, EI1 & 1.0 ELA Santillana Intensive English Lessons (SIE) 2.6, 2.11, 2.19 Opening Doors (OD) 1,2,5 B3 & 11 ELA SIE 2.1, 2.5, 2.16 OD 5,6,11 EI 2,I1, I2 & 1.0 ELA SIE 2.41, 2.43, 2.44 OD 25, 29, 31 EI3 & 1.8 ELA SIE 2.42, 2.43, 2.44, 2.45 OD 39, 45,51 I5/EA2 & 1.3, 2.1 ELA SIE 2.49, 2.50,	B2, EI1 & 1.0 ELA OD 4,6,7 VW 2.3, 2.23, 2.29 B3 & 1.1 ELA OD 9,13,14 VW 2.1, 2.2, 2.3 EI 2. I1,I2 & 1.0 ELA OD 30,32,33 VW 2.62, 2.65, 2.93 EI3 & 1.8 ELA OD 53 I5 & 1.3, 2.1 ELA OD 87,111,119 VW 2.40, 2.43, 2.86

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
(e.g., "Thank you", "You're welcome").	and simple stories.	<p>singular, male and female pronouns).</p> <p>14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>15. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing</p>	<p>and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").</p>	<p>vary according to the purpose, audience, and subject matter.</p> <p>A5. Narrate and paraphrase events in greater detail by using more extended vocabulary.</p> <p>A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.</p>	<p><input type="checkbox"/> purposes or listening (e.g., to obtain information, to solve problems, for enjoyment).</p> <p><input type="checkbox"/> 1.2 Ask for clarification and explanation of stories and ideas.</p> <p><input type="checkbox"/> 1.3 Paraphrase information that has been shared orally by others.</p> <p><input checked="" type="checkbox"/> 1.4 Give and follow three- and four-step oral directions.</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p><input checked="" type="checkbox"/> 1.5 Organize presentations to maintain a clear</p>	<p>2.51 OD 81,88,104</p> <p>EA6 & 1.0 ELA SIE 2.51, 2.52, 2.53, 2.54, 2.55 OD 153,159,170</p> <p>A1, A6,EA1 & 2.0__Speaking Applications (Genres and Their Characteristics) ELA SIE 2.84, 2.87, 2.88 OD 176, 185</p> <p>A4/EA5 & 1.6,2.0 ELA Speaking Applications (Genres and</p>	<p>EA6 & 1.0 ELA OD157, 172, 175</p> <p>VW 2.62, 2.76, 2.93</p> <p>A1, A6, EI1 & 2.0__Speaking Applications (Genres and Their Characteristics) ELA VW 2.91, 2.96, 2.105</p> <p>A4 & 1.6,2.0 Speaking Applications (Genres and Their</p>	

Grades K-2 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early_Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
										<p>focus.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.7 Recount experiences in a logical sequence.</p> <p>1.8 Retell stories, including characters, setting, and plot.</p> <p><input checked="" type="checkbox"/> 1.9 Report on a topic with supportive facts and details.</p> <p><input type="checkbox"/> 2.0 Speaking Applications (Genres and</p>	<p>Their Characteristics) SIE 2.76, 2.77, 2.80 OD 184,186,201</p>	<p>Characteristics) <u>ELA</u> OD 144,157</p>	

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
						<p>Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.</p> <p><input type="checkbox"/> Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking</p>		

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<input type="checkbox"/> Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking <input type="checkbox"/> Standard 1.0, students: 2.1 Recount experiences or present stories: <input type="checkbox"/> a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). <input type="checkbox"/> 2.2 Report on a topic with facts and details, drawing from			

Grades K-2 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early_Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
										<p>several sources of information.</p> <p><u>Written and Oral English Language Conventions</u></p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language</p>			

Grades K-2 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early_Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
										<p>Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i> 1.1 Distinguish between complete and incomplete sentences. 1.2 Recognize and use the correct word order in written sentences.</p> <p><i>Grammar</i> 1.3 Identify and correctly use various parts of speech,</p>			

Grades K-2 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early_Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
										including nouns and verbs, in writing and speaking. <i>Punctuation</i> 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. 1.5 Use quotation marks correctly. <i>Capitalization</i> 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.			

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
					<p><i>Spelling</i></p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.</p>		

GRADE 3 READING-WRITING-LISTENING (pp. 6-27)

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> Word Analysis <input checked="" type="checkbox"/> B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and	Word Analysis <input checked="" type="checkbox"/> EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants). <input checked="" type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). <input type="checkbox"/> Fluency and Systematic Vocabulary	Word Analysis <input type="checkbox"/> I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text. <input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by	<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i>) in	<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that some words have	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Decoding and Word Recognition</i> <input type="checkbox"/> 1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words. <input checked="" type="checkbox"/> 1.2 Decode regular multisyllabic words. <input type="checkbox"/> 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.4 Use knowledge of antonyms, synonyms,	B1 & 1.0 ELA Santillana Intensive English Lessons (SIE) 3.1, 3.2, 3.3 Opening Doors (OD) (3a) 2, 3, 13 B8 & 2.0, 2.3 ELA OD (3a) 30, 31, 80 SIE 2.5, 3.6, 3.7 EI 2 & 1.0 ELA SIE 3.8, 3.9. 3.13 OD (3b) 33, 43,47 EI8, EA4 & 2.0 ELA SIE 3.15, 3.16, 3.17 OD (3b) 1, 2, 6	B1 & 1.0 ELA VW 3.8, 3.9, 3.20 B8 & 2.0, 2.3 ELA VW 3.4, 3.5, 3.6 EI 2 & 1.0 ELA VW 3.40, 3.60, 3.62 EI8, EA4 & 2.0 ELA VW 3.64, 3.65, 3.66 Richmond Picture Dictionary Richmond Concise Dictionary Richmond Pocket Dictionary 18 & 1.0 ELA VW 3.71, 3.99, 3.100

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input type="checkbox"/> adjectives) in stories or games. <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases. <input checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/>	<input type="checkbox"/> Development <input type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or	<input type="checkbox"/> recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression. <input type="checkbox"/> I7. Use content-related vocabulary in discussions and reading. <input checked="" type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <input checked="" type="checkbox"/> Reading Comprehension <input checked="" type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about	<input checked="" type="checkbox"/> literature and texts in content areas. <input type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>). <input checked="" type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> EA6. Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize some common idioms (e.g.,	<input type="checkbox"/> multiple meanings and apply this knowledge consistently. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading. <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. <input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <input checked="" type="checkbox"/> Reading Comprehension	<input type="checkbox"/> homophones, and homographs to determine the meanings of words. <input type="checkbox"/> 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>). <input type="checkbox"/> 1.6 Use sentence and word context to find the meaning of unknown words. <input checked="" type="checkbox"/> 1.7 Use a dictionary to learn the meaning and other features of unknown words. <input type="checkbox"/> 1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words. <input checked="" type="checkbox"/> 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed	I8 & 1.0 ELA SIE 3.35, 3.36, 3.37 OD (3b) 7, 13, 33 I9 & 2.1 ELA SIE 3.39, 3.42, 3.44 OD (3b) 41, 45, 61 EA 2, EI1, I1, EA1 & 1.0 ELA SIE 3.58, 3.59, 3.61 OD (3b) 69, 74, 76 EA3 1.7 ELA SIE 3.79, 3.80, 3.92, 3.117 Richmond Picture Dictionary, Richmond Concise Dictionary, Richmond Pocket Dictionary	I9 & 2.1 ELA VW 3.112, 3.113, 3.114 EA 2, EI1, I1, EA1 & 1.0 ELA VW 3.54, 3.56, 3.57 EA 10, I11 & 2.5 ELA VW 3.64, 3.70, 3.76

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input type="checkbox"/> Reading Comprehension B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases. <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input type="checkbox"/>	<input checked="" type="checkbox"/> reading aloud. EI7. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. Reading Comprehension <input type="checkbox"/> EI8. Read and listen to simple stories and demonstrate under-stand by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”). <input type="checkbox"/> EI9. Read and orally identify relationships between written text and one’s own experience by using simple sentences. <input type="checkbox"/> EI10. Understand and follow simple	<input type="checkbox"/> text (e.g., “The brown bear lives with his family in the forest”). <input type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <input checked="" type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details. <input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one’s own experiences. <input type="checkbox"/> I13. Understand and follow some	<input type="checkbox"/> “scared silly”) in discussions and reading. <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. Reading Comprehension <input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. Generate and respond to comprehension questions	<input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input type="checkbox"/> A11. Distinguish fact from opinion	<input type="checkbox"/> (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. Comprehension and	EA 10, I11 & 2.5 Reading Comprehension ELA SIE 3.62, 3.66, 3.73 OD (3b) 60, 64, 66 A1 & 1.0 ELA SIE 3.73, 3.74, 3.76. OD (3b) 76, 83, 85 A 9 & 2.5 ELA SIE 3.83, 3.84, 3.86 OD (3b) 84, 93, 94	A1 & 1.0 ELA VW 3.76, 3.77, 3.79 A 9 & 2.5 Reading Comprehension ELA VW 3.86, 3.87, 3.96

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
<input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B15. Distinguish between fiction and nonfiction by giving one- or two-word oral responses. <input type="checkbox"/> B16. Create pictures, lists,	<input type="checkbox"/> two-step directions for classroom activities. <input type="checkbox"/> E111. Orally identify, using simple sentences, the basic sequence of events in text that one reads. <input type="checkbox"/> E112. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> E113. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> E114. Orally identify examples of fact and opinion in familiar texts read aloud.	<input type="checkbox"/> multiple-step directions for classroom-related activities. <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	<input type="checkbox"/> related to the text. <input type="checkbox"/> EA11. Describe relationships between the text and one's personal experience. <input type="checkbox"/> EA12. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions. <input type="checkbox"/> EA13. Use the text (such as the ideas presented, illustrations, titles) to draw	<input type="checkbox"/> and inference and cause from effect in text.	<input checked="" type="checkbox"/> <i>Analysis of Grade-Level-Appropriate Text</i> 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text. <input type="checkbox"/> 2.4 Recall major points in the text and make and modify predictions about forthcoming information. <input checked="" type="checkbox"/> 2.5 Distinguish the main idea and supporting details in expository text. <input type="checkbox"/> 2.6 Extract appropriate and significant information from the text, including problems and solutions. <input type="checkbox"/> 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). <input type="checkbox"/> 3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They			

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.			<input type="checkbox"/> conclusions and make inferences. <input type="checkbox"/> EA14. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA15. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect. <input type="checkbox"/> <u>Literary</u>		<input type="checkbox"/> distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Structural Features of Literature</i> 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). <input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. <input type="checkbox"/> 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. <input type="checkbox"/> 3.4 Determine the underlying theme or author's message in fiction and nonfiction text.			

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
				<input type="checkbox"/> <p><u>Response and Analysis</u></p> <p>EA16. Identify and describe figurative language (e.g., similes, metaphors, and personification)</p> <p>EA17. Distinguish between literary connotations and symbols from culture to culture.</p> <p>EA18. Read a literary selection and orally identify metaphors and</p>			<input type="checkbox"/> 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. <input type="checkbox"/> 3.6 Identify the speaker or narrator in a selection.	

Grades 3-5 ELD Reading					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 3	Primary Citation	Supporting Citation
					<p>similes.</p> <p>EA19. Identify the motives of characters in a work of fiction.</p> <p>EA20. Recognize and describe themes stated directly in a text.</p> <p>EA21. Read a literary selection and orally identify the speaker or narrator by using simple sentences.</p> <p>EA22. Read a literary selection and</p>					

Grades 3-5 ELD Reading					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 3		Primary Citation	Supporting Citation
					<p>orally identify the main conflict in the plot and its resolution.</p> <p>EA23. Recognize the difference between the first-person and third-person points of view in a literary text.</p>					

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Write the English alphabet legibly. <input type="checkbox"/> B2. Label key parts of common objects. <input checked="" type="checkbox"/> B3. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B4. Use models to write short narratives. <input type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	<input type="checkbox"/> EI1. Write short narrative stories that include elements of setting and characters. <input checked="" type="checkbox"/> EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. <input checked="" type="checkbox"/> EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences. <input checked="" type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> EI5. Follow a model to write a friendly	<input type="checkbox"/> I1. Narrate with some detail a sequence of events. <input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). <input checked="" type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.) <input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for	<input checked="" type="checkbox"/> EA1. Write a detailed summary of a story. <input type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns. <input checked="" type="checkbox"/> EA3. Independently write simple responses to literature. <input type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> EA5. Independently write a persuasive letter with relevant evidence. <input checked="" type="checkbox"/> EA6. Write multiple-paragraph narrative and expository	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input checked="" type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms. <input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events. <input type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. <input checked="" type="checkbox"/> A5. Independently use all the steps of the writing process.	<input checked="" type="checkbox"/> <p style="text-align: center;">Writing</p> <p>1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). <i>Organization and Focus</i></p> <p><input checked="" type="checkbox"/> 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</p> <p>Penmanship</p> <p><input checked="" type="checkbox"/> 1.2 Write legibly in cursive or joined italic, allowing</p>	<p>B3, B3 & Written and Oral English Language Conventions 1.0, 1.1, 1.4 ELA Santillana Intensive English Lessons (SIE) 3.2, 3.3, 3.4 Opening Doors (OD) 5, 6, 7</p> <p>B4 & 2.2 ELA SIE 3.23, 3.24, 3.25 OD. (3a) 111, (3b) 3, 9</p> <p>EI2 Written and Oral English Language Conventions 1.1 ELA SIE 3.26, 3.27, 3.28 OD (3b) 921, 22</p> <p>EI3 & 2.2 ELA SIE 3.27, 3.40, 3.41 OD (3b) 46, 68, 70</p> <p>I4, I2, EI4 & 1.1 Writing Strategies ELA SIE 3.48, 3.50, 3.55 OD (3b) 82, 87, 101</p> <p>I6 & B4 & 2.3</p>	<p>B3 & Written and Oral English Language Conventions 1.0, 1.1, 1.4 ELA VW 3.4, 3.7, 3.18</p> <p>B4 & 2.2 ELA VW 3.21, 3.22, 3.24</p> <p>EI2 Written and Oral English Language Conventions 1.1 ELA VW 3.25, 3.27, 3.29</p> <p>EI3 & 2.2 ELA VW 3.30, 3.34, 3.39</p> <p>I4, I2, EI4 & 1.1 Writing Strategies ELA VW 3.40, 3.50, 3.52</p>

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation	
	<p>letter.</p> <p><input type="checkbox"/> EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>language arts and other content areas (e.g., math, science, history-social science).</p> <p><input checked="" type="checkbox"/> I6. Write a letter independently by using detailed sentences.</p>	<p>compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>		<p><input type="checkbox"/> margins and correct spacing between letters in a word and words in a sentence.</p> <p><input checked="" type="checkbox"/> Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). <i>Evaluation and Revision</i></p> <p><input checked="" type="checkbox"/> 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student</p>	<p><u>ELA</u> SIE 3.61, 3.69, 3.80 OD (3b) 163, 166, 168</p> <p>EA 1, EA3 & 1.1 Writing Strategies <u>ELA</u> SIE 3.89, 3.98, 3.99 OD (3b) 172, 174, 176</p> <p>EA 6 & 1.0 Writing Strategies <u>ELA</u> SIE 3.118, 3.119, 3.120 OD (3b) 136, 143, 159</p> <p>A1 & 1.0, 2.1 Writing Strategies 1.1,1.2,1.4,1.8 Oral and Written Conventions <u>ELA</u> SIE 3.82, 3.99, 3.114 OD (3b) 187, 189, 194</p> <p>A2 & 1.0 Writing Strategies 1.1,1.2,1.4,1.8 Oral and Written Conventions <u>ELA</u> SIE 3.73, 3.89, 3.90 OD (3b) 168, 66</p>	<p>I6 & B4 & 2.3 <u>ELA</u> VW 3.64, 3.100, 3.107</p> <p>EA 1, EA3 & 1.1 Writing Strategies <u>ELA</u> VW 3.85, 3.86, 3.87</p> <p>EA 6 & 1.0 Writing Strategies <u>ELA</u> VW 3.90, 3.91, 3.93</p> <p>A1 & 1.0 Writing Strategies 1.1,1.2,1.4,1.8 Oral and Written Conventions <u>ELA</u> VW 3.103, 3.105, 3.107</p> <p>A2, A5 & 1.0, 1.4 Writing Strategies 1.1,1.2,1.4,1.8 Oral and</p>	

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3	Primary Citation	Supporting Citation
										<p>writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade three outlined in Writing Standard 1.0, students:</p> <p><input checked="" type="checkbox"/> 2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.</p> <p><input checked="" type="checkbox"/> 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p><input checked="" type="checkbox"/> 2.3 Write personal</p>		Written Conventions <u>ELA</u> VW 3.51, 3.55, 3.56

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<p>and formal letters, thank-you notes, and invitations:</p> <p>a. Show awareness of the knowledge and interest of the audience and establish a purpose and context.</p> <p>b. Include the date, proper salutation, body, closing, and signature.</p> <p><u>Written and Oral English Language Conventions</u></p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input checked="" type="checkbox"/></p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English</p>			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3	Primary Citation	Supporting Citation
										<input checked="" type="checkbox"/> conventions appropriate to this grade level. Sentence Structure 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. <input type="checkbox"/> Grammar 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. <input type="checkbox"/> 1.3 Identify and use past, present, and future verb tenses properly in writing		

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<input type="checkbox"/> and speaking. 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. Punctuation 1.5 Punctuate dates, city and state, and titles of books correctly. <input checked="" type="checkbox"/> 1.6 Use commas in dates, locations, and addresses and for items in a series. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. <i>Spelling</i> 1.8 Spell correctly one-syllable words that have blends, contractions,			

Grades 3-5 ELD Writing Strategies and Applications						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3	Primary Citation	Supporting Citation
										compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from -y to <i>--ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). 1.9 Arrange words in alphabetic order.		

Grades 3-5					ELA Standards		
ELD Listening and Speaking Standards							
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Answer simple questions with one- to two-words responses. <input checked="" type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	<input checked="" type="checkbox"/> E11. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i> . <input checked="" type="checkbox"/> E12. Ask and answer questions using phrases or simple sentences. <input type="checkbox"/> E13. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> E14. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. <input type="checkbox"/> E15. Orally communicate basic needs (e.g., "May I	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> 1.1 Retell, paraphrase, and explain what has been said by a speaker. 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker. 1.3 Respond to questions with appropriate elaboration. <input checked="" type="checkbox"/> 1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). <i>Organization and Delivery of Oral Communication</i> 1.5 Organize ideas chronologically or around major points of information. 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. <input checked="" type="checkbox"/> 1.7 Use clear and specific	B2, B1-ELD & 1.0 ELA Santillana Intensive English Lesson Cards (SIE) 3.1, 3.2, 3.3 Opening Doors (OD) (3a) 38, 44, 48 B3-ELD & 1.1 ELA SIE 3.17, 3.41, 3.42, 3.43 OD (3b) 2, 4, 12, 16 E12, E11 & 1.0 ELA SIE 3.27, 3.29, 3.30 OD (3b) 12, 14, 16 E14 & 1.0 ELA SIE 3.115, 3.116, 3.117 OD (3b) 23, 26, 28 I1 & 1.0 Listening and Speaking ELA SIE 3.14, 3.15,	B2-ELD & 1.0 ELA Santillana Santillana Vocabulary Workbook (VW) 3.1, 3.4, 3.6 In Their World 27-44 B3-ELD & 1.1 ELA VW 3.21, 3.24, 3.33, 3.34 E12 & 1.0 ELA VW 3.57 In Their World 45-66 E14 & 1.0 ELA VW 3.28, 3.29, 3.30 I1 & 1.0 Listening and Speaking ELA VW 3.42, 3.43 I5 & 1.3 ELA VW 3.51, 3.52, 3.53

Grades 3-5					ELA Standards		Primary Citation	Supporting Citation
ELD Listening and Speaking Standards					Grade 3			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
	<input type="checkbox"/> get a drink of water?" <input type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input type="checkbox"/> conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?"). <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "'It's raining cats and dogs") to	<input checked="" type="checkbox"/> the purpose, audience, and subject matter. <input checked="" type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> vocabulary to communicate ideas and establish the tone. 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read. <i>Analysis and Evaluation of Oral and Media Communications</i> 1.10 Compare ideas and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts. 2.0 Speaking Applications (Genres and Their Characteristics) <input type="checkbox"/> Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies	3.16 OD (3b) 44, 56, 58 1.5 & 1.3 ELA SIE 3.14, 3.15, 3.16, 3.17, 3.18 OD (3b) 37, 67, 72 EA2, EA1, I2, A1 & 1.1 ELA SIE 3.71, 3.73, 3.74, 3.76 OD (3b) 72, 78, 88 EA6 & 2.0 ELA SIE 3.118, 3.119, 3.120 OD (3b) 88, 102, 119 A4, A3 & 1.6, 1.7 Organization and Delivery of Oral Communication & 2.1 ELA SIE 3.114, 3.115, 3.116 OD (3b) 86, 87, 88 A5 & 1.5 Organization and Delivery of Oral	EA2, EA1, I2, A1 & 1.1 ELA VW 3.56, 3.57, 3.58 EA6 & 2.0 ELA VW 3.32, 3.64, 3.86 A4,A3 & 1.6, 1.7, 2.1 Organization and Delivery of Oral Communication ELA VW 3.100, 3.107, 3.109 A5 & 1.5 Organization and Delivery of Oral Communication ELA 3.115,3.116, 3.117	

Grades 3-5					ELA Standards			
ELD Listening and Speaking Standards					Grade 3		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
			communicate ideas to a variety of audiences.		<input type="checkbox"/> outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: 2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot. <input type="checkbox"/> 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. <input checked="" type="checkbox"/> 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	<p>Communication ELA SIE 3.11, 3.112, 3.113 OD (3b) 150, 151, 160</p>		
					<p><u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for</p>			

Grades 3-5					ELA Standards			
ELD Listening and Speaking Standards								
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3		Primary Citation	Supporting Citation
						<p>listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><input checked="" type="checkbox"/> Sentence Structure 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p> <p><input type="checkbox"/> Grammar 1.2 Identify</p>		

Grades 3-5						ELA Standards							
ELD Listening and Speaking Standards													
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<input type="checkbox"/> subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. <input type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. Punctuation 1.5 Punctuate dates, city and state, and titles of books correctly. 1.6 Use commas			

Grades 3-5					ELA Standards					
ELD Listening and Speaking Standards										
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 3	Primary Citation	Supporting Citation
								<input type="checkbox"/> in dates, locations, and addresses and for items in a series. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). 1.9 Arrange words in		

Grades 3-5						ELA Standards							
ELD Listening and Speaking Standards													
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
											<input type="checkbox"/> alphabetic order. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

GRADE 4 READING-WRITING-LISTENING (pp. 28-54)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> Word Analysis <input type="checkbox"/> B1. Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B3. Read aloud simple words	Word Analysis <input checked="" type="checkbox"/> EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants). <input type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). <input type="checkbox"/> Fluency and	Word Analysis <input type="checkbox"/> I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text. <input type="checkbox"/> I5. Demonstrate internalization of English grammar,	<input checked="" type="checkbox"/> Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA3. Recognize that some words have multiple meanings	<input checked="" type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary.	<input type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Word Recognition</i> <input checked="" type="checkbox"/> 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i> <input checked="" type="checkbox"/> 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	B4 & 1.0 <u>ELA Santillana Intensive English (SIE) 4.1, 4.2, 4.3</u> Opening Doors (OD) 3-4,7-8,10-11 B5, B13 & 1.0 <u>ELA</u> SIE 4.4, 4.5, 4.6 OD 1,2-4, 7-8 EI4 & 1.0 <u>ELA</u> SIE 4.11, 4.14, 4.15 OD 13, 15-16, 18 EI4, EI 18, I6 & 2.0 ELA SIE 4.20, 4.21, 4.23 OD 25, 26-7, 54-5 I7 & 1.0 <u>ELA</u> SIE 4.22, 4.24, 4.25 OD 70-71, 75-7, 83 I9 & 2.0 ELA	B4 & 1.0 <u>ELA</u> Vocabulary Workbook (VW) 4.1, 4.2, 4.3 13, 15-16 B5, B13 & 1.0 <u>ELA</u> Od10-11, 15-16 VW 4.4, 4.5, 4.7 EI4 & 1.0 <u>ELA</u> OD 19, 20, 23 VW 4.6, 4.8, 4.9 EI4, EI 18, I6 & 2.0 ELA Od 57, 66-7 VW 4.11, 4.12, 4.13 I7 & 1.0 <u>ELA</u> OD 84-5, 93-4, 96-7 VW 4.14, 4.15, 4.16 I9 & 2.0 ELA	

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> (e.g., nouns and adjectives) in stories or games. <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings,	<input checked="" type="checkbox"/> Systematic Vocabulary Development <input type="checkbox"/> E13. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> E14. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> E15. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences. <input type="checkbox"/> E16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some	<input checked="" type="checkbox"/> usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input checked="" type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression. <input checked="" type="checkbox"/> I7. Use content-related vocabulary in discussions and reading. <input type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension	<input type="checkbox"/> (e.g., <i>present/gift, present/time</i>) in literature and texts in content areas. <input type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>). <input checked="" type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> EA6. Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize some common idioms (e.g.,	<input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading. <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. <input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. Reading	<input type="checkbox"/> 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. <input checked="" type="checkbox"/> 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>). <input type="checkbox"/> 1.5 Use a thesaurus to determine related words and concepts. <input checked="" type="checkbox"/> 1.6 Distinguish and interpret words with multiple meanings. 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the	SIE 4.31, 4.32, 4.33 OD999-101, 106-7, 137 EA1, I5 & 1.0 ELA SIE 4.36, 4.40, 4.46 OD150-51, 174-6, 185-7 EA5, A6 & 1.2, 1.4, 1.6 ELA SIE 4.63, 4.64 OD 179-80, 181-2, 198-9 Richmond Picture Dictionary, Richmond Pocket Dictionary, Richmond Concise Dictionary EA 10, A9 & 2.0 ELA SIE 4.47, 4.55, 4.64 OD214-15, 227-8, 245-6 A2, A1 & 1.0 ELA	OD 131, 142-3, 145 VW 4.18, 4.21, 4.22 EA1/ I5 & 1.0 ELA OD 188-9, 200-201 VW 4.87, 4.90 EA5, A6 & 1.2, 1.4, 1.6 ELA OD 2, 128-9 EA 10, A9 & 2.0 ELA OD 241-2, 243-5 VW 4.95, 4.101, 4.102 A2, A1 & 1.0 ELA

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
<input type="checkbox"/> classroom objects). <u>Reading Comprehension</u> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases. <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input checked="" type="checkbox"/> errors when speaking or reading aloud. <input checked="" type="checkbox"/> E17. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. <u>Reading Comprehension</u> <input type="checkbox"/> E18. Read and listen to simple stories and demonstrate under-stand by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”). <input type="checkbox"/> E19. Read and orally identify relationships between written text and one’s own experience by using simple sentences.	<input checked="" type="checkbox"/> questions about text (e.g., “The brown bear lives with his family in the forest”). <input type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details. <input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one’s own experiences. <input type="checkbox"/> I13. Understand	<input type="checkbox"/> “scared silly”) in discussions and reading. <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. <input type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to	<input checked="" type="checkbox"/> <u>Comprehension</u> <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.	<input type="checkbox"/> quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> <input type="checkbox"/> Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. <input type="checkbox"/> <i>Comprehension and analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). <input type="checkbox"/> 2.3 Make and confirm	SIE 4.62, 4.71, 4.76 OD 217, 221, 253 A 10 & 2.0 ELA SIE 4.74, 4.80, 4.87 OD 80, 195-7, 269-72	OD193,285 VW 4.48, 4.72 A 10 & 2.0 ELA 26, 27,80 VW 4.19, 4.20, 4.42

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 4		
<input type="checkbox"/>	B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/>	EI10. Understand and follow simple two-step directions for classroom activities.	<input type="checkbox"/>	and follow some multiple-step directions for classroom-related activities.	<input type="checkbox"/>	A11. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/>	predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
<input type="checkbox"/>	B13. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.	<input type="checkbox"/>	I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	<input type="checkbox"/>		<input type="checkbox"/>	2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
<input type="checkbox"/>	<u>Literary Response and Analysis</u>	<input type="checkbox"/>	EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	2.5 Compare and contrast information on the same topic after reading several passages or articles.
<input type="checkbox"/>	B14. Listen to a story and respond orally in one or two words to factual comprehension questions.	<input type="checkbox"/>	EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	EA12. Describe relationships between the text and one's personal experience.	<input type="checkbox"/>		<input type="checkbox"/>	2.6 Distinguish between cause and effect and between fact and opinion in expository text.
<input type="checkbox"/>	Identify orally different characters and settings in simple literary texts by using words or phrases.				EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.			<input type="checkbox"/>	2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).
	B15. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.		EI14. Orally identify examples of fact and opinion in						3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the
	B16. Create pictures, lists,								

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	familiar texts read aloud.		<input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or		<input type="checkbox"/> structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Structural Features of Literature</i> 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. <input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. <input type="checkbox"/> 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. <input type="checkbox"/> 3.4 Compare and			

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
				<input type="checkbox"/> chronological order and cause and effect. <input type="checkbox"/> <u>Literary Response and Analysis</u> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification) . EA18. Distinguish between literary connotations and symbols from culture to culture.			<input type="checkbox"/> contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	

Grades 3-5 ELD Reading					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 4	Primary Citation	Supporting Citation
					<p>Read a literary selection and orally identify metaphors and similes.</p> <p>EA19. Identify the motives of characters in a work of fiction.</p> <p>EA20. Recognize and describe themes stated directly in a text.</p> <p>EA21. Read a literary selection and orally identify the speaker or narrator by using simple sentences.</p>					

Grades 3-5 ELD Reading					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 4		Primary Citation	Supporting Citation
					<p>EA22. Read a literary selection and orally identify the main conflict in the plot and its resolution.</p> <p>EA23. Recognize the difference between the first-person and third-person points of view in a literary text.</p>					

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Write the English alphabet legibly. <input checked="" type="checkbox"/> B2. Label key parts of common objects. <input checked="" type="checkbox"/> B3. Create simple sentences or phrases with some assistance. <input type="checkbox"/> B4. Use models to write short narratives. <input type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	<input type="checkbox"/> EI1. Write short narrative stories that include elements of setting and characters. <input checked="" type="checkbox"/> EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. <input checked="" type="checkbox"/> EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences. <input checked="" type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> EI5. Follow a model to write a friendly	<input type="checkbox"/> I1. Narrate with some detail a sequence of events. <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input checked="" type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). <input checked="" type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.) <input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for	<input checked="" type="checkbox"/> EA1. Write a detailed summary of a story. <input type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns. <input checked="" type="checkbox"/> EA3. Independently write simple responses to literature. <input type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input checked="" type="checkbox"/> EA5. Independently write a persuasive letter with relevant evidence. <input checked="" type="checkbox"/> EA6. Write multiple-paragraph narrative and expository	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms. <input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events. <input checked="" type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. <input type="checkbox"/> A5. Independently use all the steps of the writing process.	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). Organization and Focus	B2 & 1.0 ELA Santillana Intensive English Lessons (SIE) 4.10, 4.21, 4.25 Opening Doors (OD) 6, 10-11, 20 B3, EI2 & 1.0 ELA SIE 4.38, 4.39, 4.41 OD3, 7-8, 19 EI3 & 1.0 ELA SIE 4.59, 4.60, 4.63 OD 5, 26-7,30 EI4 & 1.0 ELA SIE 4.70, 4.71, 4.73 OD 204,237,244-5 I 3, I4 & 1.0 ELA SIE 4.82, 4.83, 4.91	B2 & 1.0 ELA VW 4.2, 4.6, 4.13 B3, Ei2 & 1.0 ELA OD 21, 26-7, 37 VW 4.89, 4.91, 4.92 EI3 & 1.0 ELA OD137, 157-8 VW 4.63, 4.64, 4.67 EI4 & 1.0 ELA OD212, 229, 284 VW 4.70, 4.71, 4.80 I 3, I4 & 1.0

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
	<p>letter.</p> <p><input type="checkbox"/> E16. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>language arts and other content areas (e.g., math, science, history-social science).</p> <p><input type="checkbox"/> I6. Write a letter independently by using detailed sentences.</p>	<p>compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>		<p><input checked="" type="checkbox"/> 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p> <p><input checked="" type="checkbox"/> 1.2 Create multiple-paragraph compositions:</p> <p>a. Provide an introductory paragraph.</p> <p>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>c. Include</p>	<p>OD37,66-7,101</p> <p>EA 1, EA3 & 1.0 ELA SIE 4.96, 4.97, 4.98 OD 205-6,210-11, 244-5</p> <p>EA5 & 1.0 ELA SIE 4.92, 4.93, 4.99 OD 279, 319</p> <p>A1 & 1.2, 1.3 ELA SIE 4.115, 4.116, 4.118 OD 300-01, 302-3, 306-5</p> <p>A4 , EA6 & 1.0 ELA SIE 4.101, 4.105, 4.107 OD 300-01, 302-03, 306-07</p>	<p>ELA OD 141, 171 VW 4.66, 4.83, 4.85</p> <p>EA 1, EA3 & 1.0 ELA OD 88, 120, 229 VW 4.89, 4.91, 4.92</p> <p>EA5 & 1.0 ELA OD 265-6 VW 4.94, 4.95</p> <p>A1 & 1.2, 1.3 ELA 141,187,204 VW 4.101, 4.102, 4.111</p> <p>A4 , EA6 & 1.0 ELA OD 204, 212, 280 VW 4.68, 4.85, 4.110</p>	

Grades 3-5 ELD Writing Strategies and Applications						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										<input type="checkbox"/> supporting paragraphs with simple facts, details, and explanations. <input type="checkbox"/> d. Conclude with a paragraph that summarizes the points. <input type="checkbox"/> e. Use correct indentation. 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). <input type="checkbox"/> <i>Penmanship</i>			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										<input type="checkbox"/> 1.4 Write fluidly and legibly in cursive or joined italic. <input type="checkbox"/> <i>Research and Technology</i> 1.5 Quote or paraphrase information sources, citing them appropriately. 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). <input type="checkbox"/> 1.7 Use various reference materials (e.g., dictionary, thesaurus, card			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										<ul style="list-style-type: none"> catalog, encyclopedia, online information) as an aid to writing. <input type="checkbox"/> 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. <input type="checkbox"/> 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive). <input type="checkbox"/> <i>Evaluation and</i> 			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										<i>Revision</i> 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. 2.0 Writing Applications (Genres and Their Characteristics) <input type="checkbox"/> Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of <input type="checkbox"/> command of			

Grades 3-5 ELD Writing Strategies and Applications						ELA Standards				
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
								<input type="checkbox"/> standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade four outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. <input type="checkbox"/>		

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										<input type="checkbox"/> <p>b. Provide a context to enable the reader to imagine the world of the event or experience.</p> <p>c. Use concrete sensory details.</p> <p>d. Provide insight into why the selected event or experience is memorable.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of the literary work.</p> <p>b. Support judgments</p>			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										through references to both the text and prior knowledge. 2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). 2.4 Write			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										<p>summaries that contain the main ideas of the reading selection and the most significant details.</p> <p><u>Written And Oral English Language Conventions</u></p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are</p>			

Grades 3-5 ELD Writing Strategies and Applications						ELA Standards				
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
								<p>essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Use simple and compound sentences in writing and speaking. 1.2 Combine short, related</p>		

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. <i>Grammar</i> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. <i>Punctuation</i> 1.4 Use parentheses, commas in direct quotations, and apostrophes in			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
										<p>the possessive case of nouns and in contractions.</p> <p>1.5 Use underlining, quotation marks, or italics to identify titles of documents.</p> <p><i>Capitalization</i></p> <p>1.6 Capitalize names of magazines, newspapers, works of art, musical composition, organizations, and the first word in quotations when appropriate.</p> <p><i>Spelling</i></p> <p>1.7 Spell</p>			

Grades 3-5 ELD Writing Strategies and Applications						ELA Standards				
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
								correctly roots, inflections, suffixes and prefixes, and syllable constructions.		

ELD Listening and Speaking Standards Grades 3-5					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Answer simple questions with one- to two-words responses. <input checked="" type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	<input type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i> . <input checked="" type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "May I get a drink of	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input type="checkbox"/> I4. Participate in	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures. 1.4 Give precise directions and instructions. <i>Organization and Delivery of Oral Communication</i> 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence. 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and	B2 & 1.0 ELA Santillana Intensive English Lessons (SIE) 4.1, 4.2, 4.4 Opening Doors (OD) 1, 7-8, 10-11 B3 & 1.0 ELA SIE 4.24, 4.25, 4.26 OD 10-11, 13, 191 EI 2 & 1.1 ELA SIE 4.32, 4.33, 4.34, 4.35, 4.36 OD26-7, 41,43 EI4 & ELA1.8 SIE 4.45,4.46,4.47 OD 76-7, 102-3, 106-7, 110-111 I1 & 1.1 ELA SIE 4.41, 4.42,	B2 & 1.0 ELA OD 13, 15-6, 18 4.1, 4.2, 4.4 VW 4.1, 4.2, 4.3 B3 & 1.0 ELA OD 23-4, 25, 26-7 VW 4.11, 4.12, 4.13 EI 2 & 1.1 ELA OD 52, 60-61 VW 4.61, 4.62 EI4 & ELA 1.8 SIE 4.45,4.46,4.47 OD 114-5 VW 4.48, 4.50 I1 & 1.1 ELA OD 90-91, 93-4

ELD Listening and Speaking Standards Grades 3-5					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
	<input type="checkbox"/> water?”). EI6. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input type="checkbox"/> peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”). <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas	<input checked="" type="checkbox"/> and writing that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> difference, and posing and answering a question). <input type="checkbox"/> 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. <input type="checkbox"/> 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information. <input type="checkbox"/> 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning. <input checked="" type="checkbox"/> <i>Analysis and Evaluation of Oral Media Communication</i> <input type="checkbox"/> 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and	4.43, 4.44 OD 70-71, 79-80, 87-8 I2 & 1.8 ELA SIE 4.45, 4.46, 4.47 OD 76-7, 102-3, 106-7, 110-11 EA2, EA3 & 1.2 ELA SIE 4.49, 4.50, 4.53 OD139, 148-9, 155-6 EA 6 & 1.2 ELA SIE 4.57, 4.58, 4.59 OD 137, 168-70, 174-6 A 1, EA1 & 1.8 ELA Organization and Delivery of Oral Communication SIE 4.62, 4.64, 4.65 OD 214-15, 227-8, 255-6 A5, A6 & 1.8 ELA Organization and Delivery of Oral Communication SIE 4.73, 4.76, 4.80	I2 & 1.8 ELA SIE 4.45, 4.46, 4.47 114-5 VW 4.48, 4.50 EA2, EA3 & 1.2 ELA OD 87-8, 128-9, 185-7 EA 6 & 1.2 ELA OD 128-9, 185-7 VW 4.56, 4.58, 4.67 A 1, EA1 & 1.8 ELA Organization and Delivery of Oral Communication OD 121-2, 110-11, 114-5 VW 4.70, 4.71, 4.80

ELD Listening and Speaking Standards Grades 3-5					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
					to a variety of audiences.		<input type="checkbox"/> Speaking Standard 1.0. Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students: 2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. <input type="checkbox"/> c. Provide insight into why the selected event or experience is memorable. 2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. <input checked="" type="checkbox"/> c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports). 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing. Written and Oral English	OD 255-6,264-4, 269-72, 275-6	A5, A6 & 1.8 ELA Organization and Delivery of Oral Communication OD 223-4, 227-8 VW 4.89, 4.90, 4.91

ELD Listening and Speaking Standards Grades 3-5					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Early Advanced	Advanced	Grade 4		
						<p>Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p><input checked="" type="checkbox"/> 1.1 Use simple and compound sentences in writing and speaking. 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p> <p><i>Grammar</i></p> <p>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p> <p><i>Punctuation</i></p> <p><input type="checkbox"/> 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. 1.5 Use underlining, quotation marks, or italics</p>		

ELD Listening and Speaking Standards Grades 3-5										ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4			
										<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>to identify titles of documents.</p> <p><i>Capitalization</i> 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><i>Spelling</i> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>		

ELD Listening and Speaking Standards Grades 3-5						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation

GRADE 5 READING-WRITING-LISTENING (pp. 55-79)

Grades 3-5 ELD Reading						ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation	
<input checked="" type="checkbox"/>	Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce. While reading aloud.	<input checked="" type="checkbox"/>	Word Analysis EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).	<input checked="" type="checkbox"/>	Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. I2. Use common English morphemes in oral and silent reading.	<input type="checkbox"/>	Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	<input type="checkbox"/>	Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	<input checked="" type="checkbox"/>	Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and	<input checked="" type="checkbox"/>	ELD B1, EI1 ELA 1.1 Santillana Intensive English(SIE) Lesson Cards 10,12,15 Santillana Opening Doors (OD) 2,4,7,61,63 VW Vocabulary Workbook (VW) 5.1,5.4,5.5	ELD B1, EI1 ELA 1.1 SIE Cards 14, 18, 21 OD 10,25,59 VW 5.6,5.8,5.9
<input type="checkbox"/>	B2. Recognize sound/symbol relationships in one's own writing.	<input type="checkbox"/>	EI2. Recognize common English morphemes in phrases and simple sentences (e.g.,	<input type="checkbox"/>	I3. Create a simple dictionary of frequently used words. I4. Use knowledge of English morphemes,	<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input checked="" type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input checked="" type="checkbox"/>	ELD B3, EI4 ELA 1.1 SIE Cards 6,7,9 OD 5-6, 8-9,10 VW 5.2,5.3,5.4	<input type="checkbox"/>	ELD B3, EI4 ELA 1.1 SIE cards 11,13,15 OD 11,13,15 VW 5.6,5.7,5.8	
<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	ELDEI8, B6 ELA 1.0, 2.0 SIE Cards 25,	<input type="checkbox"/>	ELDEI8, B6 ELA 1.0, 2.0 SIE Cards 27, 28,	

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games. <input checked="" type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using drawings, words,	<input type="checkbox"/> basic syllabication rules and phonics). <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in	<input type="checkbox"/> phonics, and syntax to decode and interpret the meaning of unfamiliar words in text. <input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression. <input checked="" type="checkbox"/> I7. Use content-related vocabulary in discussions and reading. <input type="checkbox"/> I8. Recognize some common root words and affixes when they are	<input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift</i> , <i>present/time</i>) in literature and texts in content areas. <input type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i> , <i>education</i>). <input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> EA6. Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas.	<input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading. <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of	<input checked="" type="checkbox"/> expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.2 Use word origins to determine the meaning of unknown words. <input checked="" type="checkbox"/> 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. <input type="checkbox"/> 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>). <input checked="" type="checkbox"/> 1.5 Understand and explain the figurative and metaphorical use of words in context. 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure,	29, 31 OD 53,72-3,75-6 VW 5.25, 5.29, 5.31 ELD I10, B13 ELA 2.1 SIE Cards 31, 32,41 OD 67-8, 69-71, 92-4 VW 5.31,5.32, 5.41 ELD I11 ELA 1.0/1.1/2.3 SIE Cards 25,51,82 OD29,34,36 VW 5.31.5.35.5.37 ELD I7 ELA 1.0 SIE Cards 62,65,71 OD 121-122,135-136,151,153 VW 5.62,5.65,5.68, 5.70,5.72 ELD EA5, A6 ELA 1.0, 2.0 SIE Cards	30 OD 34,36,51 VW 5.27,5.28,5.30 ELD I10, B13 ELA 2.1 SIE Cards 36, 39 OD 121-2, 135-6 VW 5.36, 5.39 ELD I11 ELA 1.0/1.1/2.3 SIE Cards 26,29,64 OD 51-52,53,95 ELD I7 ELA 1.0 SIE Cards 68,70,72 OD 155-156,161,162,164 ELD EA5, A6 ELA 1.0, 2.0 SIE Cards 84, 93,

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input type="checkbox"/> or phrases. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases. <input type="checkbox"/>	<input type="checkbox"/> simple sentences. <input type="checkbox"/> E16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input checked="" type="checkbox"/> E17. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. <input type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> E18. Read and listen to simple stories and demonstrate under-stand by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).	<input type="checkbox"/> attached to known vocabulary (e.g., <i>speak, speaker</i>). <input type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”). <input checked="" type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with	<input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize some common idioms (e.g., “scared silly”) in discussions and reading. <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. <input type="checkbox"/> <u>Reading Comprehension</u>	<input type="checkbox"/> unknown words. <input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <input checked="" type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.	<input type="checkbox"/> organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal. <input checked="" type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order.	49,53, 63, 78 Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary 2000, Richmond Picture Dictionary ELD EA11 ELA 2.3 SIE Cards 76,93,117 OD 167-169,170-172,177-178 VW 5.76,5.81,5.83, 5.93,5.96 ELD EA7 ELA 1.0 SIE Cards 80,82,87 OD 159-160,165-166,194 VW 5.82,5.87,5.89, 5.91	101 OD 195 ELD EA11 ELA 2.3 SIE Cards 81,83,96 OD 183-184,186-187,189-191 ELD EA7 ELA 1.0 SIE Cards 84,89,91 OD 195,206,279

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> Identify orally	<input type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences. <input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads. <input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> EI13. Read and identify basic text features	<input type="checkbox"/> details. <input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences. <input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	<input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text. <input type="checkbox"/> EA12. Describe relationships between the text and one's personal experience. <input type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts,	<input type="checkbox"/> Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input type="checkbox"/> A11. Distinguish fact from opinion and inference and cause from effect in text.	<input checked="" type="checkbox"/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <input type="checkbox"/> <i>Expository Critique</i> 2.5 Distinguish facts, supported inferences, and opinions in text. <input type="checkbox"/> 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of	ELD A9, I11, EA10, EA22 ELA 1.0/2.3 SIE Cards 69,108,113 OD 115-116,121-122,130-131,189-190,218-219 VW 5.31,5.35,5.37 ELD A2, EA4, I8 ELA 1.2/1/4 SIE Cards 100,102,107 OD 206-207,234,256-257	ELD A9, I11, EA10, EA22 ELA 1.0/2.3 SIE Cards 65,69,105 OD 112,132-133,137-138 ELD A2, EA4, I8 ELA 1.2/1/4 SIE Cards 97,98,111

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<p>different characters and settings in simple literary texts by using words or phrases.</p> <p>B15. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.</p> <p>B16. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</p>	<p>such as the title, table of contents, and chapter headings.</p> <p>E114. Orally identify examples of fact and opinion in familiar texts read aloud.</p>		<p>glossaries, and indexes, and identify the functions.</p> <p>EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.</p> <p>EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</p> <p>EA16. Identify some significant</p>		<input type="checkbox"/> the materials to be read by students. <i>Structural Features of Literature</i> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. <input type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied			

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
				<input type="checkbox"/> structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.			<input type="checkbox"/> or stated directly) in sample works. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	
				<input type="checkbox"/> <u>Literary Response and Analysis</u> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification) . EA18. Distinguish between literary				

Grades 3-5 ELD Reading					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 5	Primary Citation	Supporting Citation
					<p>connotations and symbols from culture to culture.</p> <p>Read a literary selection and orally identify metaphors and similes.</p> <p>EA19. Identify the motives of characters in a work of fiction.</p> <p>EA20. Recognize and describe themes stated directly in a text.</p> <p>EA21. Read a literary selection and orally identify</p>					

Grades 3-5 ELD Reading					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 5	Primary Citation	Supporting Citation
					<p>the speaker or narrator by using simple sentences.</p> <p>EA22. Read a literary selection and orally identify the main conflict in the plot and its resolution.</p> <p>EA23. Recognize the difference between the first-person and third-person points of view in a literary text.</p>					

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Write the English alphabet legibly. <input checked="" type="checkbox"/> B2. Label key parts of common objects. <input checked="" type="checkbox"/> B3. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B4. Use models to write short narratives. <input checked="" type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	<input type="checkbox"/> EI1. Write short narrative stories that include elements of setting and characters. <input checked="" type="checkbox"/> BI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. <input checked="" type="checkbox"/> BI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences. <input checked="" type="checkbox"/> BI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> BI5. Follow a model	<input type="checkbox"/> I1. Narrate with some detail a sequence of events. <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input checked="" type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). <input type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.) <input checked="" type="checkbox"/> I5. Use more complex vocabulary and	<input type="checkbox"/> EA1. Write a detailed summary of a story. <input checked="" type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns. <input checked="" type="checkbox"/> EA3. Independently write simple responses to literature. <input checked="" type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> EA5. Independently write a persuasive letter with relevant evidence. <input type="checkbox"/> EA6. Write multiple-paragraph	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input checked="" type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms. <input checked="" type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events. <input type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. <input checked="" type="checkbox"/> A5. Independently use all the steps of	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization</i>	ELDB1, B3, B4 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 1,3,7,13 Santillana Opening Doors (OD) 1,3,16,18,26 VW Vocabulary Workbook (VW) 5.1,5.2,5.7,5.13 ELD B2, B5, EI3 ELA 1.0 SIE Cards 1,2,3 OD 1,2, 8-9 VW 5.1,5.2,5.3 ELD EI2 ELA 1.1, 1.2 SIE Cards 31,34,35 OD 8-9, 18, 27 VW 5.31,5.34,5.35 EI4 ELA 2.0 SIE Cards 50, 52, 59 OD 69-71, 72-3, 75-7 ELD I3 ELA 1.1, 1.2, 2.0,	ELDB1, B3, B4 ELA 1.0 SIE Cards 14, 15, 17 OD 21-22, 28, 32-33 VW 5.14,5.16,5.17 ELD B2, B5, EI3 ELA 1.0 SIE Cards 4,5,6 OD 10, 69-70 VW 5.4,5.5,5.6 ELD EI2 ELA 1.1, 1.2 SIE Cards 37, 38, 39 OD 29,43 EI4 ELA 2.0 SIE Cards 56, 58, 60 OD 85-6, 92-4 ELD I3 ELA 1.1, 1.2, 2.0,

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
	<p>to write a friendly letter.</p> <p><input type="checkbox"/> BI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p> <p><input type="checkbox"/> I6. Write a letter independently by using detailed sentences.</p>	<p>narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>	<p>the writing process.</p>	<p><i>and Focus</i></p> <p><input type="checkbox"/> 1.1 Create multiple-paragraph narrative compositions:</p> <p>a. Establish and develop a situation or plot.</p> <p>b. Describe the setting.</p> <p>c. Present an ending.</p> <p><input type="checkbox"/> 1.2 Create multiple-paragraph expository compositions:</p> <p>a. Establish a topic, important ideas, or events in sequence or chronological order.</p>	<p>SIE Cards 47,101,102 OD 30,77,103-104,179-180,134,204</p> <p>ELD I5 ELA 1.2,2.0 SIE Cards 68,74,81 OD 115-118,127-128,155-156 VW 5.62,5.65,5.68,7.70 , 7.72</p> <p>ELD EA3 ELA 1.1, 1.6 SIE Cards 101,105,108 OD 115-118,218-221,250-253 VW 5.72</p> <p>ELD EA4 ELA 1.1, 1.2, 1.6, 2.2 SIE 96,98,103 OD 201-203,222-223,242-245 VW 5.62,5.65,5.68, 5.70,5.72</p>	<p>SIE Cards 78,92,93 OD 37,123,157-158,224,235-236</p> <p>ELD I5 ELA 1.2,2.0 SIE Cards 70,75,78 OD 85-86,98-99,121-123</p> <p>ELD EA3 ELA 1.1, 1.6 SIE Cards 51,54 OD 139,144-145,151-153</p> <p>ELD EA4 ELA 1.1, 1.2, 1.6 SIE Cards 106,109,118 OD 211-213,232-233,246-247</p> <p>ELD A1/A3 ELA 1.1,</p>

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
							<input type="checkbox"/> b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.	ELD A1/A3 ELA 1.1, 1.6,2.1 SIE Cards 86,101,112,118 OD 204,235-236,278	1.6,2.1 SIE Cards 66,87,91,96 OD 192-193,199-200
							<input checked="" type="checkbox"/> c. Offer a concluding paragraph that summarizes important ideas and details.	ELD A2 ELA 1.6,2.4 SIE Cards 59,91,117 OD 134,157-158	ELD A2 ELA 1.6,2.4 SIE Cards 91,94,95 OD 129,266-267
							<i>Research and Technology</i> 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic		

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<p>references) to locate relevant information.</p> <p>1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).</p> <p>1.5 Use a thesaurus to identify alternative word choices and meanings.</p> <p><input type="checkbox"/> <i>Evaluation and</i></p>			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<i>Revision</i> 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.			
										2.0 Writing Applications (genres and Their Characteristics) Students write narrative, expository, persuasive, and			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<input type="checkbox"/> descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.			
										<input type="checkbox"/> Using the writing strategies of grade five outlined in Writing			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<input type="checkbox"/> Standard 1.0, students: <input type="checkbox"/> 2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. <input type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. <input type="checkbox"/> b. Support judgments through references to the text and to prior			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<p>knowledge.</p> <p>c. Develop interpretations that exhibit careful reading and understanding.</p> <p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <p>a. Frame questions that direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts,</p>			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<p>details, examples, and explanations.</p> <p>2.4 Write persuasive letters or compositions:</p> <p>a. State a clear position in support of a proposal.</p> <p>b. Support a position with relevant evidence.</p> <p>c. Follow a simple organizational pattern.</p> <p>d. Address reader concerns.</p>			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<p><u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions</p>			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5	Primary Citation	Supporting Citation
										<p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p><i>Grammar</i></p> <p>1.2 Identify and correctly use verbs that are</p>		

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<p>often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns.</p> <p><i>Punctuation</i> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.</p> <p><i>Capitalization</i> 1.4 Use correct capitalization.</p> <p><i>Spelling</i></p>			

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
											1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.		

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input type="checkbox"/> B2. Answer simple questions with one-to two-words responses. <input checked="" type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	<input checked="" type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input checked="" type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. <input type="checkbox"/> EI5. Orally communicate basic	<input type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input checked="" type="checkbox"/> EA4. Participate in and initiate more	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. <i>Comprehension</i> 1.1 Ask questions that seek information not already discussed. 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 1.3 Make inferences or draw conclusions based on an oral report. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.4 Select a focus, organizational structure, and point of view for an oral presentation. <input checked="" type="checkbox"/> 1.5 Clarify and support spoken ideas with evidence and examples. 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. <i>Analysis and Evaluation of Oral and Media Communications</i> <input checked="" type="checkbox"/> 1.7 Identify, analyze, and critique persuasive	ELD B3, B1 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 6,7,8 Santillana Opening Doors (OD) 3,7,15 VW Vocabulary Workbook (VW) 5.2,5.6,5.7 ELD B4 ELA 1.0 SIE Cards 1,2,3 OD 1,3,5-6 VW 5.1,5.3,5.4,5.5 ELD EI2 ELA 1.1 SIE Cards 10,12,14 OD 11,13,15 VW 5.20,5.22,5.25 ELD EI4, B1 ELA 1.0 SIE Cards 13,14,15 OD 29,34,36 VW 5.31,5.35,5.37 ELD I2 ELA 1.1	ELD B3, B1 ELA 1.0 SIE Cards 11,12 OD 8-9,10,29 ELD B4 ELA 1.0 SIE Cards 6,12,13 OD 8-9,11,15 ELD EI2 ELA 1.1 SIE Cards 15,16,19 OD 8-9,16 ELD EI4,B1 ELA 1.0 SIE Cards 17,20,22 OD 51-52,53 ELD I2 ELA 1.1

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
	<input type="checkbox"/> needs (e.g., "May I get a drink of water?"). <input type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input type="checkbox"/> extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?"). <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats	<input type="checkbox"/> according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input checked="" type="checkbox"/> A5. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. <input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens.	SIE Cards 33,39,40 OD 85 VW 5.35,5.37,5.39 ELD I4 ELA 1.1, 1.2 SIE Cards 41,42,43 OD 101 VW 5.1,5.3,5.4,5.5 ELD EA1 ELA 1.0 SIE Cards 44,45,51 OD 95,98,112 VW 5.39,5.55,5.52 ELD EA2, A5 ELA 1.1/1.3/1.5 SIE Cards 61,79,82,86 OD 139,144-146, 155-156 ELD A1 ELA 1.0 SIE Cards 82,93,94,104 OD 115-115,121-122,130-131 VW 5.102,5.104,5.105	SIE Cards 34,35,36 ELD I4 ELA 1.1, 1.2 SIE Cards 41,43,46 ELD EA1 ELA 1.0 SIE Cards 52,54,59 OD 115-116,121-122, 130-131 ELD EA2, A5 ELA 1.1/1.3/1.5 SIE Cards 61,88,94 OD 159-160,220-221, 225-226 ELD A1 ELA 1.0 SIE Cards 64,78,105 OD 112,132-133,137-138

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
					and dogs”) to communicate ideas to a variety of audiences.		<input checked="" type="checkbox"/> <p>2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <p>a. Frame questions to direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations.</p> <p>2.3 Deliver oral responses to literature:</p> <p>a. Summarize significant events and details.</p> <p>b. Articulate an understanding of several ideas or images communicated by the literary work.</p> <p>c. Use examples of textual evidence from the work to support conclusions.</p> <p><u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of</p>	ELD A3, EA4 ELA 1.1, 1.6, 2.0 SIE Cards 96,101,104 OD 242-245,259-259,266-267 VW 5.96,5.101,5.104	ELD A3, EA4 ELA 1.1, 1.6, 2.0 SIE Cards 103,106,114 OD 250-253,263-264,268-269

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5		
					<input type="checkbox"/> standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. <input type="checkbox"/> <i>Grammar</i> 1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns. <i>Punctuation</i> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. <i>Capitalization</i> 1.4 Use correct capitalization. <i>Spelling</i> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.		

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation

GRADE 6 READING-WRITING-LISTENING (pp. 6-30)

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> Word Analysis B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by	<input checked="" type="checkbox"/> Word Analysis EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input checked="" type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and	<input type="checkbox"/> Word Analysis I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> I3. Use a standard dictionary to	<input type="checkbox"/> Word Analysis EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Use knowledge of English	<input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A3. Recognize that some words have	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Word Recognition <input checked="" type="checkbox"/> 1.1 Read aloud narrative and expository text	ELD B2/B3/EI1/EI3 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 1,3,5,10,15 Santillana Opening Doors (OD) 8-9,11-12,15-16 Vocabulary Workbook (VW) 6.1,6.3,6.5,6.8, 6.10,6.14,6.15 ELD B8 ELA 2.0 SIE Cards 14,19,21,25 OD 31.34-35.42-43 VW 6.4,6.5,6.7,6.12, 6.20,6.22,6.25	ELD B2/B3/EI1/EI3 ELA 1.0 SIE Cards 2,4,6,12 OD 20-21,34-35,42-43 ELD B8 ELA 2.0 SIE Cards 17,18,20,22 OD 54,57,59-61

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<p>using one to two words or simple-sentence responses.</p> <p><input type="checkbox"/> B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).</p> <p><input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student.</p> <p><input type="checkbox"/> B6. Retell stories by using phrases and sentences.</p> <p><input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p>Reading Comprehension</p>	<p>content area texts.</p> <p>Fluency and Systematic Vocabulary Development</p> <p><input type="checkbox"/> EI4. Use knowledge of literature and content areas to understand unknown words.</p> <p><input checked="" type="checkbox"/> EI5. Read simple paragraphs and passages independently.</p> <p><input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p><input type="checkbox"/> EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.</p>	<p>determine meanings of unknown words.</p> <p><input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode text.</p> <p><input type="checkbox"/> I5. Recognize simple idioms, analogies, figures of speech (e.g., to "take a fall"), and metaphors in literature and texts in content areas.</p> <p><input type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><input checked="" type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently.</p>	<p>morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p><input checked="" type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.</p> <p><input checked="" type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).</p> <p><input type="checkbox"/> EA6. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p><input type="checkbox"/> EA7. Recognize</p>	<p>multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.</p> <p><input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><input type="checkbox"/> A5. Use common idioms and some analogies (e.g., "shine like a star," "let the cat out of the bag") and metaphors.</p> <p><input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.</p> <p>Reading Comprehension</p> <p><input checked="" type="checkbox"/> A7. Identify and explain the main</p>	<p>fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p><i>Vocabulary and Concept Development</i></p> <p><input checked="" type="checkbox"/> 1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p><input type="checkbox"/> 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p><input checked="" type="checkbox"/> 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p><input type="checkbox"/> 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i></p>	<p>ELD I8/I3 ELA 1.0 SIE Cards 49,51,59,68,80 OD 75,106-107</p> <p>ELD I3 ELA 2.0 SIE Cards 22,27, 31,33,35,38,40 OD 189-190,213- 214,234-235 VW 6.19,6.27,6.29</p> <p>ELD I7 ELA 1.1/1.4 SIE Cards 55,62,73,77,82 VW 6.4,6.5,6.6,6.7, 6.25</p> <p>ELD I10/EI22?/ EI9/EI5 ELA 2.6/2.7 SIE Cards 74,74,78,80,83 OD 59-60,100- 102,104 VW 6.54,6.62,6.67,1</p>	<p>ELD EI8/I3 ELA 1.0 SIE Cards 28,30,37,52,78</p> <p>ELD EI3 ELA 2.0 SIE Cards 20,28,32,34,36,39 OD 253,264- 265,268-271</p> <p>ELD I7 ELA 1.1/1.4 SIE Cards 59,60,67,72</p> <p>ELD I10/EI22?/ EI9/EI5 SIE Cards 63,64,68,70 OD 42-43,126,131- 132</p>

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases. <input type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities. <input type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure). <input type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts. <input type="checkbox"/> B12. Point out text features, such as the title, table of contents, and	<input checked="" type="checkbox"/> E18. Use a standard dictionary to find the meaning of known vocabulary. Reading Comprehension <input checked="" type="checkbox"/> E19. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. <input type="checkbox"/> E110. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> E111. Identify and orally explain categories of familiar informational materials by using simple sentences. <input checked="" type="checkbox"/> E112. Read text and orally identify the	<input type="checkbox"/> I18. Recognize that some words have multiple meanings. Reading Comprehension <input type="checkbox"/> I19. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions. <input checked="" type="checkbox"/> I110. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. <input type="checkbox"/> I111. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. <input type="checkbox"/> I112. Identify and	<input type="checkbox"/> EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. Reading Comprehension <input checked="" type="checkbox"/> EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers,	<input type="checkbox"/> EA10. Analyze the setting (place, time, customs)	<input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their	6.68 ELD EA4 ELA 1.2 SIE Cards 52,54,84,90,101 ELDEA9/EA5/A7 ELA 2.6/2.7 SIE Cards 90,101,116,117,119,120 OD 131-132,160-162,238-239 Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary200, Richmond Picture Dictionary ELD A8 ELA 2.6/2.7 SIE Cards 109,112,113 OD 170,167-169,153-156 ELD A9/A6 ELA 2.1/2.6/2.8 SIE Cards 102,106,111,114	ELD EA4 ELA 1.2 SIE Cards 17,94,99,101 ELDEA9/EA5/A7 ELA 2.6/2.7 SIE Cards 94,98,103,105 OD 100-102,104,126 ELD A8 ELA 2.6/2.7 SIE Cards 109,112,113 OD 170,167-169,153-156 ELD A9/A6 ELA 2.1/2.6/2.8 SIE Cards 115,116,117 OD 227-229,153-156,181

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input type="checkbox"/> chapter headings. <input type="checkbox"/> B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns. <input type="checkbox"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts. Literary Response and Analysis <input type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about simple literary texts. <input type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or phrases.	<input type="checkbox"/> main ideas and details of informational materials, literary text, and text in content areas by using simple sentences. <input type="checkbox"/> EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences. <input type="checkbox"/> EI14. Orally identify the factual components of simple informational materials by using key words or phrases. Literary Response and Analysis <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	<input type="checkbox"/> use detailed sentences to explain orally the differences among some categories of informational materials. <input type="checkbox"/> I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books). Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension	<input type="checkbox"/> instructional materials). <input type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks). Literary Response and Analysis <input type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony. <input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences. <input type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences.	<input type="checkbox"/> and its influence on the meaning of and conflict in a literary text. <input type="checkbox"/> A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism). <input type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics. <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). <input type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts. <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input type="checkbox"/> own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal. Structural Features of Informational Materials 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. 2.2 Analyze text that uses the compare-and-contrast organizational pattern. Comprehension and Analysis of Grade-Level-Appropriate Text	OD 163-165,188,204 Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary 2000, Richmond Picture Dictionary	

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 6			
<input type="checkbox"/>	B17. Role-play a character from a familiar piece of literature by using words and phrases.	<input type="checkbox"/>	EI16. Read literary texts and orally identify the main events of the plot by using simple sentences.	<input type="checkbox"/>	EA15. Compare and contrast a similar theme across several genres by using detailed sentences.	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.		
<input type="checkbox"/>	B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	<input type="checkbox"/>	EI17. Read a selection and orally identify the speaker or narrator.	<input type="checkbox"/>	EA16. Describe orally and in writing a similar theme or topic by using detailed sentences.		<input type="checkbox"/>	2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.		
<input type="checkbox"/>	B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.	<input type="checkbox"/>	EI18. Identify the difference in points of view between first person and third person by using simple sentences.		EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.		<input type="checkbox"/>	2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).		
<input type="checkbox"/>	B20. Recite simple poems.	<input type="checkbox"/>	EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.		EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.		<input checked="" type="checkbox"/>	Expository Critique		
		<input type="checkbox"/>	EI20. Describe orally in simple sentences a character in a brief literary text by identifying the				<input checked="" type="checkbox"/>	2.6 Determine the adequacy and appropriateness of the evidence for an		

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6		
		thoughts and actions of the character.				<input checked="" type="checkbox"/> author's conclusions. 2.7 Make reasonable assertions about a text through <input type="checkbox"/> accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in		

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grade 6
							<input type="checkbox"/> <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Structural Features of Literature</i> 3.1 Identify the forms of fiction and describe the major characteristics of each form. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. <input type="checkbox"/> 3.3 Analyze the influence of setting on the problem and its resolution. <input type="checkbox"/> 3.4 Define how tone or meaning is		

Grades 6-8 ELD Reading Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<p>conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p><input type="checkbox"/> 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p><input type="checkbox"/> 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p><input type="checkbox"/> 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and</p>			

Grades 6-8 ELD Reading Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6	Primary Citation	Supporting Citation
										nonfictional texts. Literary Criticism 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).		

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. <input checked="" type="checkbox"/> B2. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms. <input checked="" type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea	<input type="checkbox"/> EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text. <input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> EI3. Create a draft of a paragraph by following an outline. <input checked="" type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input checked="" type="checkbox"/> EI5. Write expository compositions, such as descriptions, comparison and	<input checked="" type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input checked="" type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support. <input type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts. <input type="checkbox"/> I4. Write responses to selected	<input type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting. <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas.	<input checked="" type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. <input checked="" type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing. <input type="checkbox"/> A3. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> A4. Write pieces related to career development (e.g., business letter, job	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. <input checked="" type="checkbox"/> 1.2 Create multiple-paragraph expository compositions: a. Engage the	ELD B2/B3 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 1,3,4,6,11 Santillana Opening Doors (OD) 1,3,5-6,8-9 Vocabulary Workbook (VW) 6.1,6.3,6.4,6.6,6.7, 6.8,6.11,6.12,6.13 ELD B5 ELA 1.2 SIE Cards 17,18,22,27 OD 26-27,57,65 VW 6.19,6.27,6.29, 6.40,6.44,6.47 ELD EI5/EI7 ELA 1.1,1.3 SIE Cards 27,35,42,49,56 OD 51-52,82-83,95-96,100-102 VW 6.27,6.35,6.40, 6.44,6.47,5.53,5.5	ELD B2/B3 ELA 1.0 SIE Cards 7,8,12,13 OD 12,17,18 ELD B5 ELA 1.2 SIE Cards 31,39,48,54,62 OD 59-61,64,67-68 ELD EI5/EI7 ELA 1.1,1.3 SIE Cards 32,39,49,53,62 OD 104,109-110,113-115

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input type="checkbox"/> and some detail. <input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.	<input type="checkbox"/> contrast, and problem and solution, that include a main idea and some details in simple sentences. <input type="checkbox"/> E16. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. <input checked="" type="checkbox"/> E17. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. <input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job	<input checked="" type="checkbox"/> literature that exhibit understanding of the text, using detailed sentences and transitions. <input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> I6. Write documents related to career development (e.g., business letter, job application). <input type="checkbox"/> I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details. <input type="checkbox"/> I8. Use basic	<input checked="" type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input checked="" type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input checked="" type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input type="checkbox"/> EA9. Write an essay or report that	<input type="checkbox"/> application, letter of inquiry, memorandum). <input type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it. <input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input type="checkbox"/> A8. Write	<input type="checkbox"/> interest of the reader and state a clear purpose. <input type="checkbox"/> b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. <input checked="" type="checkbox"/> c. Conclude with a detailed summary linked to the purpose of the composition. <input checked="" type="checkbox"/> 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climatic order. <i>Research and Technology</i> <input type="checkbox"/> 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches,	6 ELD I2/I1 ELA 1.1/1.2 SIE Cards 45,52,55,59,69 OD 225-226,240-241 ELD I5 ELA 1.2/2.3 SIE Cards 41,55,62,78 OD 275-276,279-281 ELD EA6/A1 ELA 1.2,2.2 SIE Cards 89,92,97 OD 48,153-156,225-226 ELD EA8 ELA 2.3 SIE Cards 89,94,98,99 OD 204-205,238-239 ELD A1/A2 ELA 2.5 SIE Cards 103,106,108,113,117	ELD I2 ELA 1.1/1.2 SIE Cards 45,52,55,59,69 OD 225-226,240-241 ELD I5 ELA 1.2/2.3 SIE Cards 41,55,62,78 OD 275-276,279-281 ELD EA6/A1 ELA 1.2,2.2 SIE Cards 89,92,97 OD 48,153-156,225-226 ELD EA8 ELA 2.3 SIE Cards 89,94,98,99 OD 204-205,238-239 ELD A1/A2 ELA 2.5 SIE Cards 103,106,108,113,117

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
	applications).	<input type="checkbox"/> strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.) I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	<input checked="" type="checkbox"/> documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense). <input checked="" type="checkbox"/> A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.	<input type="checkbox"/> e-mail addresses) to locate information. <input checked="" type="checkbox"/> 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). <i>Evaluation and Revision</i> <input checked="" type="checkbox"/> 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American	102,107,112,116,120 OD 203,218-220,252 ELD A7/A.9 ELA 1.6, 2.3 SIE Cards 108,113,114,119,120 OD 293-294,299-300,310-311,313	OD 170,244-245,254-255 ELD A7/A.9 ELA 1.6, 2.3 SIE Cards 109,115,118 OD 204-205,238-239	

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<p>English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <p>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b. Include sensory details and concrete language to develop plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, suspense).</p> <p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>a. State the thesis or purpose.</p>			

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<input checked="" type="checkbox"/> <ul style="list-style-type: none"> b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. 2.3 Write research reports: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. 2.4 Write responses to literature. <ul style="list-style-type: none"> <input type="checkbox"/> a. Develop an 			

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<p>interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p> <p>2.5 Write persuasive compositions:</p> <p>☒ a. State a clear position on a proposition or proposal.</p> <p>b. Support the position with organized and relevant evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p> <p>Written And Oral English Language Conventions</p> <p>The standards for written and oral English language</p>			

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<p>conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions</p> <p><input type="checkbox"/> Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p>Sentence Structure</p> <p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>Grammar</p> <p>1.2 Identify and properly use indefinite pronouns</p>			

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<input type="checkbox"/> and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. Punctuation 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. Capitalization 1.4 Use correct capitalization. Spelling 1.5 Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>). <input type="checkbox"/> <input type="checkbox"/>			

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input checked="" type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing). <input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input checked="" type="checkbox"/> EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content. <input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil"). <input type="checkbox"/>	<input checked="" type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose,	<input checked="" type="checkbox"/> Listening And Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Comprehension <input checked="" type="checkbox"/> 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture). <input checked="" type="checkbox"/> 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. <input checked="" type="checkbox"/> 1.3 Restate and execute multiple-step oral instructions and directions. <input type="checkbox"/> Organization and Delivery of Oral Communication <input type="checkbox"/> 1.4 Select a focus, an organizational structure, and a	ELD B2, B3 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 1,3,5,7 Santillana Opening Doors (OD) 1,2,5-6,17 Vocabulary Workbook (VW) 6.10,6.11,6.12, 6.15,6.17,6.18 ELD B4,B1 ELA 1.0/1.2 SIE Cards 1,2,3 OD 1,5-6,16 VW 6.3 ELD EI2, EI1 ELA 1.0 SIE Cards 9,10,11 OD 15,17,20-21 VW 6.10,6.11,6.12, 6.15,6.17,6.18 ELD EI5 ELA	ELD B2, B3 ELA 1.0 SIE Cards 10,11,15,19 OD 8-9,15,17 ELD B4,B2 ELA 1.0/1.2 SIE Cards 5,6,7 OD 8-9,11,17 ELD EI2, Ei1 ELA 1.0 SIE Cards 16,17,19 OD 26-27,29,34-35 ELD EI5 ELA 1.0/1.2

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
	E16. Prepare and deliver short oral presentations.	<input checked="" type="checkbox"/> 14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> 15. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. <input type="checkbox"/> 16. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input type="checkbox"/> EA7. Use simple figurative language and idiomatic	<input type="checkbox"/> audience, and subject matter. <input type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> point of view, matching the purpose, message, occasion, and vocal modulation to the audience. <input checked="" type="checkbox"/> 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts. <input checked="" type="checkbox"/> 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology. <input type="checkbox"/> 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. <input checked="" type="checkbox"/> <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns. Use of onomatopoeia) for	1.0/1.2 SIE Cards 8,12,13 OD 1,5-6,8-9,20 ELD I2 ELA 1.4 SIE Cards 31,35,42 OD 34-35,59-60,84-86 VW 6.11,6.14,6.19,6.23,6.25 ELD I1/I4/I3 ELA 1.0/1.2 SIE Cards 44,47,49 OD 62-63,65,70 VW 6.27,6.28,6.29,6.34,6.36,6.39 ELD EA1/EA3/I5 ELA 1.1/1.4/1.5 SIE Cards 62,63,72,75 OD 126,131-133,134-137 ELD EA4 ELA 1.0/1.4/1.7 SIE Cards 78,80,82,86 OD 146-149,160-162,197-198 VW 6.66,6.68,6.70,6.73,6.78,6.82	SIE Cares 15,17,18 OD 11,13,15 ELD I2 ELA 1.4 SIE Cards 36,37,38 OD 29,87-88,104 ELD I1/I4/I3 ELA 1.0/1.2 SIE Cards 43,46,50 OD 71-72,72-73,84-86 ELD EA1/EA3/I5 ELA 1.1/1.4/1.5 SIE Cards 67,70,78 OD 160-162,167-169 ELD EA4 ELA 1.0/1.4/1.7 SIE Cards 81,83,87 OD 208-210,213-214,231-233	

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
				<input type="checkbox"/> expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. EA8. Prepare and deliver presentations that use various sources.			<input type="checkbox"/> intent and effect. 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) <input type="checkbox"/> Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade	ELD A1/A6 ELA 1.4/1.5 SIE Cards 92,95,103 OD 238-239,248-251,293-294 ELD A3/A4 ELA 1.0/1.4/1.7 SIE Cards 248-255,268-271,307-309	ELD A1/A6 ELA 1.4/1.5 SIE Cards 99,115,118 OD 234-235,284,299-300 ELD A3/A4 ELA 1.0/1.4/1.7 SIE Cards 98,100,101 OD 213-214,231-233,260-261

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6	Primary Citation	Supporting Citation
										<p>six outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations:</p> <p>a. Establish a context, plot, and point of view.</p> <p>b. Include sensory details and concrete language to develop the plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p> <p>2.2 Deliver informative presentations:</p> <p>a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</p> <p>b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers,</p>		

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<input type="checkbox"/> periodicals, online information). 2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. <input type="checkbox"/> b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. 2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. <input type="checkbox"/> c. Offer a logical sequence of information. d. Engage the listener and foster			

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6	Primary Citation	Supporting Citation
										<p>acceptance of the proposition or proposal.</p> <p>2.5 Deliver presentations on problems and solutions:</p> <p>a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.</p> <p>b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.</p> <p>Written and Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p>		

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Early Advanced	Advanced			
							<p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><input type="checkbox"/> Sentence Structure</p> <p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. <i>Grammar</i></p> <p><input type="checkbox"/> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>Punctuation</p> <p><input type="checkbox"/> 1.3 Use colons after the salutation in</p>	

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<input type="checkbox"/> business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. <input type="checkbox"/> Capitalization 1.4 Use correct capitalization. Spelling 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there). <input type="checkbox"/> <input type="checkbox"/>			

GRADE 7 READING-WRITING-LISTENING (pp. 31-53)

Grades 6-8 ELD Reading Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 7		Primary Citation	Supporting Citation
<input checked="" type="checkbox"/>	Word Analysis B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. <input checked="" type="checkbox"/> B4. Respond with	<input type="checkbox"/>	Word Analysis EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación, university, universidad</i>) in phrases, simple sentences, literature, and content area texts.	<input type="checkbox"/>	Word Analysis I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> I3. Use a standard dictionary to determine meanings of unknown words. <input type="checkbox"/> I4. Use knowledge of English morphemes,	<input type="checkbox"/>	Word Analysis EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA4. Recognize	<input checked="" type="checkbox"/>	Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	<input checked="" type="checkbox"/>	Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <i>Vocabulary and Concept Development</i> 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry. 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-	ELD B4, B1 ELA 1.0 Santillana Intensive English (SIE) Cards 1,3,4,7 Opening Doors (OD) 1,3,7 ELDB8,B3,B11,EI 9 ELA 2.0 SIE Cards 11,16,20 OD 38-9,42-43, 58, 59 ELD B15 ELA2.0 SIE Cards 9,29,36 OD 88, 38-39, 56-57, 64 ELD EI 5 ELA2.0 SIE Cards 11,12,14,18,41,42 OD 38, 21,24,16,18 ELD EI 18 ELA1.3	ELDB4,B1 ELA 1.0 Santillana Intensive English (SIE) Cards 2,4,6 OD 4,7,9 ELDB8,B3,B11,EI9 ELA 2.0 SIE Cards 14,19,23 OD 47, 56, 70-71 ELD B15 ELA2.0 SIE Cards 34,79,84 OD 85-6,73, 70-71 ELD EI5 ELA2.0 SIE Cards 19,20,49,63 OD 31,32,37, 45 ELD EI 8 ELA1.3

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<input type="checkbox"/> appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). <input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student. <input type="checkbox"/> B6. Retell stories by using phrases and sentences. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input checked="" type="checkbox"/> Reading Comprehension <input type="checkbox"/> B8. Read simple text and orally respond to factual comprehension questions by using	<input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EI4. Use knowledge of literature and content areas to understand unknown words. <input type="checkbox"/> EI5. Read simple paragraphs and passages independently. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input checked="" type="checkbox"/> EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. <input type="checkbox"/> EI8. Use a standard	<input type="checkbox"/> phonics, and syntax to decode text. <input type="checkbox"/> I5. Recognize simple idioms, analogies, figures of speech (e.g., to "take a fall"), and metaphors in literature and texts in content areas. <input type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently. <input checked="" type="checkbox"/> I8. Recognize that some words have multiple meanings. Reading Comprehension	<input type="checkbox"/> that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. <input checked="" type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). <input type="checkbox"/> EA6. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA8. Read aloud with appropriate	<input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> A5. Use common idioms and some analogies (e.g., "shine like a star," "let the cat out of the bag") and metaphors. <input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. Reading Comprehension <input checked="" type="checkbox"/> A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas. <input type="checkbox"/> A8. Analyze a	<input checked="" type="checkbox"/> area vocabulary. 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the	SIE Cards 8,58,67. ,70 OD 162-3, 206, 244, 263 Richmond Picture Dictionary, Richmond Pocket Dictionary, Richmond Concise Dictionary, Richmond Electronic Dictionary 2000 ELD I8 ELA2.0 SIE Cards 47,70,93,96 ELDI9 ELA 1.0, 2.0 SIE Cards 28,29,30 OD 45, 88, 117 ELD I16 ELA 2.0, 3.0 SIE Cards 51, 61, 77 OD 102, 105-6, 120-21	SIE Cards 62,64,69 OD 96-7, 137-8, 135, 173 ELD I8 ELA2.0 SIE Cards 63,93,99 ELDI9 ELA 1.0, 2.0 SIE Cards 34, 36, 51 OD 164, 169 ELD I16 ELA 2.0,3.0 SIE Cards 23,26,27,31,40 OD 108, 114, 115-17

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<input type="checkbox"/> key words or phrases. <input type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities. <input type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure). <input type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts. <input type="checkbox"/> B12. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> B13. Use pictures, lists, charts, and tables found in informational	<input checked="" type="checkbox"/> dictionary to find the meaning of known vocabulary. <p>Reading Comprehension</p> <input type="checkbox"/> E19. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. <input type="checkbox"/> E110. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> E111. Identify and orally explain categories of familiar informational materials by using simple sentences. <input type="checkbox"/> E112. Read text and orally identify the main ideas and	<input checked="" type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions. <input type="checkbox"/> I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. <input type="checkbox"/> I12. Identify and use detailed sentences to explain orally the differences among some categories of informational	<p>Reading Comprehension</p> <input checked="" type="checkbox"/> EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials). <input type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties,	<input type="checkbox"/> variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks). <input type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). <p>Literary Response and Analysis</p> <input type="checkbox"/> A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text. <input type="checkbox"/> A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism).	<input type="checkbox"/> materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers,	<p>ELD EA5, I3 ELA 1.2, 1.3 SIE Cards 65,68,69,72,143-144,166,176-177, 193 OD 80,88-89,134</p> <p>ELD EA9 ELA 2.0,3.0 SIE Cards 51,68,76 OD 45,88,166</p> <p>ELD A6 ELA 1.2, 1.3 SIE Cards 58, 69, 97 OD 206, 244, 263 Richmond Picture Dictionary, Richmond Pocket Dictionary, Richmond Concise Dictionary, Richmond Electronic Dictionary 2000</p>	<p>ELD EA5, I3 ELA 1.2, 1.3 SIE Cards 70,79,82, 174-175,178-179, 189 OD 92,123,193</p> <p>ELD EA9 ELA 2.0, 3.0 SIE Cards 71,73,88 OD 117,164,169</p> <p>ELD A6 ELA 1.2, 1.3 SIE Cards 57,66,67,83 OD 123, 162, 193</p>

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<input type="checkbox"/> materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns. <input type="checkbox"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts. Literary Response and Analysis <input checked="" type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about simple literary texts. <input type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using	<input type="checkbox"/> details of informational materials, literary text, and text in content areas by using simple sentences. <input type="checkbox"/> EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences. <input type="checkbox"/> EI14. Orally identify the factual components of simple informational materials by using key words or phrases. Literary Response and Analysis <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	<input type="checkbox"/> materials. <input type="checkbox"/> I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books). Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay). <input checked="" type="checkbox"/> I16. Apply	<input type="checkbox"/> contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks). Literary Response and Analysis <input type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony. <input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences. <input type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences. <input type="checkbox"/> EA15. Compare and contrast a similar theme across several genres by using detailed sentences.	<input type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics. <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). <input type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts. <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input type="checkbox"/> instructional manuals, signs). 2.2 Locate information by using a variety of consumer, workplace, and public documents. <input type="checkbox"/> 2.3 Analyze text that uses the cause-and-effect organizational pattern. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text. <input type="checkbox"/> 2.5 Understand and explain the use of a simple mechanical device by following technical directions. <i>Expository Critique</i> <input type="checkbox"/> 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting	ELD A7 ELA 2.0, 3.0 SIE Cards 70,93,108,119 OD 164, 167, 169 ELDA1/ EA1 ELA 1.2 SIE Cards 56,58,65,90 OD 112,133,159,161	ELDA7 ELA 2.0, 3.0 SIE Cards 96,99, 106 OD 45,88,117 ELDA1/EA1 ELA 1.2 SIE Cards 47,59,66,87 OD 137-8, 200-1, 231

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<input type="checkbox"/> words and phrases. <input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. <input type="checkbox"/> B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry. <input type="checkbox"/> B20. Recite simple poems.	<input type="checkbox"/> E116. Read literary texts and orally identify the main events of the plot by using simple sentences. <input checked="" type="checkbox"/> E117. Read a selection and orally identify the speaker or narrator. <input type="checkbox"/> E118. Identify the difference in points of view between first person and third person by using simple sentences. <input type="checkbox"/> E119. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences. <input type="checkbox"/> E120. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and	knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/> EA16. Describe orally and in writing a similar theme or topic by using detailed sentences. <input type="checkbox"/> EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences. <input type="checkbox"/> EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.		<input type="checkbox"/> instances of bias and stereotyping. 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> 3.1 Articulate the expressed purposes			

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			actions of the character.							<input type="checkbox"/> and characteristics of different forms of prose (e.g., short story, novel, novella, essay). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). <input type="checkbox"/> 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. <input type="checkbox"/> 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the			

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						<input type="checkbox"/> effects of loneliness). 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.		

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
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<input checked="" type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. <input checked="" type="checkbox"/> B2. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms. <input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and	<input type="checkbox"/> EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text. <input checked="" type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input checked="" type="checkbox"/> EI3. Create a draft of a paragraph by following an outline. <input type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input checked="" type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support. <input type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts. <input type="checkbox"/> I4. Write responses to selected	<input checked="" type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting. <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas.	<input type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. <input checked="" type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing. <input type="checkbox"/> A3. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> A4. Write pieces related to career development (e.g., business letter, job	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. <input checked="" type="checkbox"/> 1.2 Support all statements and claims with anecdotes,	ELD B1 ELA 1.3 Santillana Intensive English (SIE) Lesson Cards 19,20,28 Santillana Opening Doors (OD) 10,26-27,48,57 Vocabulary Workbook (VW) 6,15,24 ELD B3, B2 ELA 1.0, 1.2 SIE Cards 7,13,22 VW 1,2,3,4 ELD EI5, EI7 ELA 1.0 SIE Cards 15,38,60 OD 26-27,30-31,59 ELD EI6 ELA 1.3,1.4,2.3 SIE Cards 65,68,69,72,143-144,166,176-177,193 OD 80,88-89,134 Richmond Picture	ELD B1 ELA 1.3 SIE Cards 23,25,32 OD 7,49,59,60 ELD B3, B2 ELA 1.0, 1.2 SIE Cards 11,17,21 ELD EI5, EI7 ELA 1.0 SIE Cards 28,44,50 OD 16,35,41 ELD EI6 ELA 1.3,1.4,2.3 SIE Cards 70,79,82,174-175,178-179,189 OD 92,123,193

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<input type="checkbox"/> some detail. <input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.	<input checked="" type="checkbox"/> E15. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. <input checked="" type="checkbox"/> E16. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. <input type="checkbox"/> E17. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. <input type="checkbox"/> E18. Complete	<input checked="" type="checkbox"/> literature that exhibit understanding of the text, using detailed sentences and transitions. <input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> I6. Write documents related to career development (e.g., business letter, job application). <input type="checkbox"/> I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details. <input type="checkbox"/> I8. Use basic	<input type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input checked="" type="checkbox"/> EA9. Write an essay or report that	<input type="checkbox"/> application, letter of inquiry, memorandum). <input type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it. <input type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input type="checkbox"/> A8. Write	<input checked="" type="checkbox"/> descriptions, facts and statistics, and specific examples. 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts. <i>Research and Technology</i> <input checked="" type="checkbox"/> 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. <input checked="" type="checkbox"/> 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. <input type="checkbox"/> 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information	Dictionary, Richmond Pocket Dictionary, Richmond Concise Dictionary Richmond Electronic Dictionary 2000 ELD I5, I2, E14 ELA 1.0 SIE Cards 17,22,29,60,87 OD 46,59,64,143-144 VW 51,60,65,67 ELD I9 ELA 1.7, 2.3 SIE Cards 58,62,75,103 OD 240-241,298,323 ELD EA1 ELA 2.1 SIE Cards 96,101,104,110 VW 91,109 ELD EA9 ELA 1.5, 2.3 SIE Cards 58,78,94,103 OD 178-	ELD I5, I2, E14 ELA 1.0 SIE Cards 19,21,30,68 OD 8,119,134 ELD I9 ELA 1.7, 2.3 SIE Cards 60,68,77 OD 258,276,312 ELD EA1 ELA 2.1 SIE Cards 86,97,105 ELD EA9 ELA 1.5, 2.3 SIE Cards 88,91,93 OD 153-154,176-

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	simple informational documents related to career development (e.g., bank forms and job applications).	<input checked="" type="checkbox"/> strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.) I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	<input checked="" type="checkbox"/> documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense). <input checked="" type="checkbox"/> A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.	<input checked="" type="checkbox"/> and prepare reports. <i>Evaluation and Revision</i> 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. ELD A2 ELA 1.1, 2.0 <input checked="" type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade	179,237,281 ELD A2 ELA 1.1, 2.0 SIE Cards 103,109,114,120 OD 237,240-42, 267,270 ELD A9 ELA 1.5, 2.3 SIE Cards 100, 111,117,120 OD 270,298,323	177,278-279 ELD A2 ELA 1.1, 2.0 SIE Cards 119,115,117,104 OD 244-5, 256-7, 259-60 ELD A9 ELA 1.5, 2.3 SIE Cards 58,209,291 OD 291,295,321	

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							<input checked="" type="checkbox"/> seven outlined in Writing Standard 1.0, students: 2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense: naming of specific narrative action, including movement, gestures, and expressions). <input type="checkbox"/> 2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize	

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							<input checked="" type="checkbox"/> <p>interpretations around several clear ideas, premises, or images from the literary work.</p> <p>c. Justify interpretations through sustained use of examples and textual evidence.</p> <p>2.3 Write research reports:</p> <p>a. Pose relevant and tightly drawn questions about the topic.</p> <p>b. Convey clear and accurate perspectives on the subject.</p> <p>c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries).</p> <p>d. Document reference sources by means of footnotes and a bibliography.</p>		

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
							<input type="checkbox"/> 2.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments. <input type="checkbox"/> 2.5 Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details. Written And Oral English Language Conventions The standards for written and oral English language conventions have		

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<p>been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to the grade level.</p> <p>Sentence Structure</p> <p><input type="checkbox"/> 1.1 Place modifiers properly and use the active voice.</p> <p>Grammar</p> <p><input type="checkbox"/> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p><input type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences.</p>	

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 7	Primary Citation	Supporting Citation
								<input type="checkbox"/> 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). Punctuation <input type="checkbox"/> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. Capitalization <input type="checkbox"/> 1.6 Use correct capitalization. Spelling <input type="checkbox"/> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.		

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing). <input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input checked="" type="checkbox"/> EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content. <input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil"). <input type="checkbox"/>	<input checked="" type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to	<input checked="" type="checkbox"/> Listening And Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. <input checked="" type="checkbox"/> Comprehension 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. 1.2 Determine the speaker's attitude toward the subject. 1.3 Respond to persuasive messages with questions, challenges, or affirmations. <input checked="" type="checkbox"/> <i>Organization and Delivery of Oral Communication</i>	ELD B2/B1/EI2 ELA 1.0/1.1 Santillana Intensive English (SIE) Lesson Cards 1,3,4,6,8 Santillana Opening Doors (OD) 15,28,30-31 Vocabulary Workbook (VW) 1,2,3,8 ELD B4 ELA 1.0 SIE Cards 1,2,3 VW 1,4,5,6 ELD EI5, EI1 ELA 1.0 SIE Cards 4,6,7 OD 1,3,4 VW 1,2,3,4 ELD I4, I1 ELA 1.0, 1.2 SIE Cards 6,8,10 VW 1,4,6,9 ELD I5/EA1 ELA 1.0 SIE Cards	ELD B2/B1/EI2 ELA 1.0/1.1 SIE Cards 2,5,7,9 OD 33, 38-39 ELD B4 ELA 1.0 SIE Cards 4,5 ELD EI5, EI1 ELA 1.0 SIE Cards 1,2,5,8,9,11 ELD I4, I1 ELA 1.0, 1.2 SIE Cards 7,9 ELD I5/EA1 ELA 1.0 SIE Cards 35,37,38 OD 15,30-31,42-43

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
	EI6. Prepare and deliver short oral presentations.	<p>pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.</p> <p>I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.</p>	<p>by asking and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.</p> <p>EA7. Use simple figurative language and idiomatic expressions (e.g., "heavy as a ton of bricks," "soaking wet") to communicate ideas to a variety of audiences.</p>	<p>the purpose, audience, and subject matter.</p> <p>A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions.</p> <p>A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.</p>	<p>1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p>1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.</p> <p>1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>1.7 Provide constructive feedback to speakers concerning the coherence and logic</p>	<p>31,36,39,40 OD 38-39, 45,47 VW 31,43,63</p> <p>ELD EA6, A3 ELA 1.1 SIE Cards 71,76,77,85 OD 8,29,80,102</p> <p>ELD A1, A6 ELA 1.3, 1.4 SIE Cards 72,77,101,104,107 OD 30,45,69,295-296</p> <p>ELD A2 ELA 2.0 SIE Cards 4,64 OD 151-152,153-154,256-257 VW 91,106,162,114,115</p>	<p>ELD EA6, A3 ELA 1.1 SIE Cards 74,77,79,83 OD 15,36,96,113</p> <p>ELD A1, A6 ELA 1.3, 1.4 SIE Cards 73,75,102,103 OD 47,209-210,259-260,271-272</p> <p>ELD A2 ELA 2.0 SIE Cards 47,59,81 OD 267,306</p>	

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 7	Primary Citation	Supporting Citation
					<input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.			<input type="checkbox"/> of a speech's content and delivery and its overall impact upon the listener. 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied. <input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies		

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 7	Primary Citation	Supporting Citation
								<p>outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations:</p> <p><input type="checkbox"/> a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.</p> <p>b. Describe complex major and minor characters and a definite setting.</p> <p>c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).</p> <p>2.2 Deliver oral summaries of articles and books:</p> <p><input type="checkbox"/></p>		

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
							<p>a. Include the main ideas of the event or article and the most significant details.</p> <p>b. Use the student's own words, except for material quoted from sources.</p> <p>c. Convey a comprehensive understanding of sources, not just superficial details.</p> <p>2.3 Deliver research presentations;</p> <p><input type="checkbox"/> a. Pose relevant and concise questions about the topic.</p> <p>b. Convey clear and accurate perspectives on the subject.</p> <p>c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries).</p> <p>d. Cite reference</p>		

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
							<input type="checkbox"/> <p>sources appropriately. 2.4 Deliver persuasive presentations: a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.</p> <p>Written And Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language</p>		

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 7		Primary Citation	Supporting Citation
										<input type="checkbox"/> Conventions Students write and speak with a command of standard English conventions appropriate to the grade level. Sentence Structure 1.1 Place modifiers properly and use the active voice. <input type="checkbox"/> Grammar 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences. <input type="checkbox"/> 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). Punctuation 1.5 Identify			

Grades 6-8 ELD Listening and Speaking Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 7		Primary Citation	Supporting Citation
										<input type="checkbox"/> hyphens, dashes, brackets, and semicolons and use them correctly. <input type="checkbox"/> Capitalization 1.6 Use correct capitalization. <input type="checkbox"/> Spelling 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.			

GRADE 8 READING-WRITING-LISTENING (pp. 54-80)

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> Word Analysis B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Word Analysis EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación, university, universidad</i>) in phrases, simple sentences, literature, and content area texts. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EI4. Use	<input checked="" type="checkbox"/> Word Analysis I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. <input type="checkbox"/>	<input type="checkbox"/> Word Analysis EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/>	<input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently in	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Vocabulary and Concept Development <input checked="" type="checkbox"/> 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. <input type="checkbox"/> 1.2 Understand the most important	ELD B4, B1 ELA 1.3 Santillana Intensive English (SIE) Lesson Cards 8,10,12 Santillana Opening Doors (OD) 1,4,5 Vocabulary Workbook (VW) 4,67 ELD B7 ELA 1.3 SIE Cards 1,2,3 OD 1,4,5,8 VW 2,34 ELD EI5/EI1 ELA 1.0/1.3 SIE Cards 25,29,34,36 OD 4,10,17,22,23 VW 21,31,43 ELD EI9 ELA 3.0 SIE Cards 22,23,27 OD 45-46,48,52-53 VW 51,60,65 ELD I5,Ei9 ELA 1.1 SIE Cards 23,26,31,66,74,107 OD 99,294-295,296-297 VW 91-92,100,106,112-113 Richmond Picture Dictionary,	ELD B4, B1 ELA 1.3 SIE Cards 1,2,3,4 OD 7,8,10 ELD B7 ELA 1.3 SIE Cards 4,8,9 OD 10,12,15 ELD EI5/EI1 ELA 1.0/1.3 SIE Cards 18,20,22,24 OD 5,6,7,12 ELD EI9 ELA 3.0 SIE Cards 15,16,18,20,24 OD 33-34,49,56-57 ELD I5,Ei9 ELA 1.1 SIE Cards 39,47,59,82-84 OD 265-267,304-306

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/> B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). <input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student. <input type="checkbox"/> B6. Retell stories by using phrases and sentences. <input checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input checked="" type="checkbox"/> B8. Read simple	<input checked="" type="checkbox"/> knowledge of literature and content areas to understand unknown words. <input type="checkbox"/> EI5. Read simple paragraphs and passages independently. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. <input type="checkbox"/> EI8. Use a standard dictionary to find the meaning of known vocabulary.	<input checked="" type="checkbox"/> I3. Use a standard dictionary to determine meanings of unknown words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode text. <input type="checkbox"/> I5. Recognize simple idioms, analogies, figures of speech (e.g., to "take a fall"), and metaphors in literature and texts in content areas. <input type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I7. Use decoding skills and knowledge of both	<input checked="" type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. <input checked="" type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). <input checked="" type="checkbox"/> EA6. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	<input checked="" type="checkbox"/> reading literature and texts in content areas. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> A5. Use common idioms and some analogies (e.g., "shine like a star," "let the cat out of the bag") and metaphors. <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. Reading Comprehension <input type="checkbox"/> A7. Identify and explain the main ideas and critical details of informational	<input type="checkbox"/> points in the history of English language and use common word origins to determine the historical influences on English word meanings. <input checked="" type="checkbox"/> 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) <input type="checkbox"/> Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the	Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary 2000 ELD I10, I1 ELA 2.0 SIE Cards 66,75,100 OD 79,143,197 VW 99,100,104 ELD EA7/A5 ELA 1.1 SIE Cards 27,28,29,30,47,66,74,107 OD 99,294-295,296-297 VW 91-92,100,106,112-115,116 ELD EA13 ELA 3.1 SIE Cards 91,105,112 OD 280-287,294 VW 92,100,109,114,116 ELD A5/A6/EA5 ELA 1.1 SIE Cards 66,74,107 OD 99,294-295,296-297 VW 91-92,100,106,112-	ELD I10, I1 ELA 2.0 SIE Cards 40,52,108 OD 180,229,277 ELD EA7/A5 ELA 1.1 SIE Cards 39,47,59,82-84 OD 265-267,304-306 ELD EA13 ELA 3.1 SIE Cards 108,111 OD 289,296 ELD A5/A6/EA5 ELA 1.1 SIE Cards 39,47,59,82-84 OD 265-267,304-306	

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/>	text and orally respond to factual comprehension questions by using key words or phrases.	<input checked="" type="checkbox"/>	Reading Comprehension EI9. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.	<input type="checkbox"/>	academic and social vocabulary to read independently. I8. Recognize that some words have multiple meanings. Reading Comprehension <input checked="" type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.	<input type="checkbox"/>	materials, literary text, and text in content areas. A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks). <input type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). <input type="checkbox"/> Literary Response and Analysis A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.	text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> 2.1 Compare and contrast the	115 Richmond Picture Dictionary, Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary 2000 ELD A7, A2, EA3, EA9 ELA 1.3/2.0 SIE Cards 66,75,100 OD 79,143,197 VW 99,100,104	ELD A7, A2, EA3, EA9 ELA 1.3/2.0 SIE Cards 45,52,108 OD 180,229,277
<input type="checkbox"/>	B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities.	<input type="checkbox"/>	EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	<input type="checkbox"/>	I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions. I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas.	<input type="checkbox"/>	EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. <input checked="" type="checkbox"/> Reading Comprehension EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).			
<input type="checkbox"/>	B10. Recognize categories of common informational materials (e.g., newspaper, brochure).	<input type="checkbox"/>	EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.	<input type="checkbox"/>	I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas.	<input type="checkbox"/>	A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).			
<input type="checkbox"/>	B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts.	<input type="checkbox"/>	EI12. Read text and orally identify the main ideas and details of informational	<input type="checkbox"/>	I11. Understand and orally explain most multiple-step directions for using a simple	<input type="checkbox"/>	EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials). EA11. Analyze a variety of			
<input type="checkbox"/>	B12. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	EI12. Read text and orally identify the main ideas and details of informational	<input type="checkbox"/>	I11. Understand and orally explain most multiple-step directions for using a simple	<input type="checkbox"/>	EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials). EA11. Analyze a variety of			

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
<input type="checkbox"/> B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns. <input type="checkbox"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts. Literary Response and Analysis <input type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about simple literary texts. <input type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or	<input type="checkbox"/> materials, literary text, and text in content areas by using simple sentences. <input type="checkbox"/> EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences. <input type="checkbox"/> EI14. Orally identify the factual components of simple informational materials by using key words or phrases. Literary Response and Analysis <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary	<input type="checkbox"/> mechanical device and filling out simple applications. <input type="checkbox"/> I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials. <input type="checkbox"/> I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books). Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	<input type="checkbox"/> rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks). Literary Response and Analysis <input type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony. <input checked="" type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences. <input type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences. <input type="checkbox"/> EA15. Compare	<input type="checkbox"/> A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism). <input type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics. <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). <input type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts. <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input type="checkbox"/> features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). 2.2 Analyze text that uses proposition and support patterns. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. <input type="checkbox"/> 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying		

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<p>phrases.</p> <p><input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using words and phrases.</p> <p><input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.</p> <p><input type="checkbox"/> B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.</p> <p><input type="checkbox"/> B20. Recite simple poems.</p>	<p><input type="checkbox"/> texts and orally identify the main events of the plot by using simple sentences.</p> <p><input type="checkbox"/> EI17. Read a selection and orally identify the speaker or narrator.</p> <p><input type="checkbox"/> EI18. Identify the difference in points of view between first person and third person by using simple sentences.</p> <p><input type="checkbox"/> EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.</p> <p><input type="checkbox"/> EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and</p>	<p><input type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay).</p> <p>I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.</p>	<p>and contrast a similar theme across several genres by using detailed sentences.</p> <p><input type="checkbox"/> EA16. Describe orally and in writing a similar theme or topic by using detailed sentences.</p> <p><input type="checkbox"/> EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.</p> <p><input type="checkbox"/> EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.</p>		<p><input type="checkbox"/> meaning.</p> <p><input type="checkbox"/> 2.5 Understand and explain the use of a complex mechanical device by following technical directions.</p> <p><input type="checkbox"/> 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p><input type="checkbox"/> <i>Expository Critique</i></p> <p><input type="checkbox"/> 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p><input checked="" type="checkbox"/> 3.0 Literary Response and Analysis</p> <p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history</p>			

Grades 6-8 ELD Reading Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8	Primary Citation	Supporting Citation
			actions of the character.							<p>and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. <i>Structural Features of Literature</i></p> <p>3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel</p>		

Grades 6-8 ELD Reading Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8	Primary Citation	Supporting Citation
										<p>episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p><input type="checkbox"/> 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p><input type="checkbox"/> 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p><input type="checkbox"/> 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p><input type="checkbox"/> 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a</p>		

Grades 6-8 ELD Reading Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8	Primary Citation	Supporting Citation
										<p>writer's style and use those elements to interpret the work.</p> <p><i>Literary Criticism</i></p> <p>3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p>		

Grades 6- 8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. <input checked="" type="checkbox"/> B2. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.	<input checked="" type="checkbox"/> EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text. <input checked="" type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> EI3. Create a draft of a paragraph by following an outline. <input checked="" type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input checked="" type="checkbox"/> EI5. Write expository compositions, such as descriptions, comparison and	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input checked="" type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support. <input type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts. <input type="checkbox"/> I4. Write responses to selected	<input checked="" type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting. <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input checked="" type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas.	<input checked="" type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. <input type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing. <input checked="" type="checkbox"/> A3. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> A4. Write pieces related to career development (e.g., business letter, job	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> <input checked="" type="checkbox"/> 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. <input checked="" type="checkbox"/> 1.2 Establish coherence within and among paragraphs through effective transitions,	ELD B2 ELA 1.1 Santillana Intensive English (SIE) Lesson Cards 2,7,9 Santillana Opening Doors (OD) 1,5-6,7 Vocabulary Workbook (VW) 1,2,3,8 ELD B3, B4 ELA 1.1 SIE Cards 1,2,7,9 OD 2,5-6,8 ELD EI4, EI1, EI2 ELA 1.1/2.0 SIE Cards 9,12,13,19, OD 24-31,37-38,48 VW 21,24,26,28 ELD EI5 ELA 2.5 SIE Cards 22,23,25 OD 23-25,37-38,45-46 VW 36,38,40,49 ELD I2 ELA	ELD B2 ELA 1.1 SIE Cards 1,3,4 OD 9,12,14 ELD B3, B4 ELA 1.1 SIE Cards 3,4,6 OD 9,11,16 ELD EI4, EI1, EI2 ELA 1.1/2.0 SIE Cards 3,6,7,22,25 OD 32,45,52-53 ELD EI5 ELA 2.5 SIE Cards 7,13,27 OD 29-31,48,52-53 ELD I2 ELA 1.1/2.0

Grades 6- 8 ELD Writing Strategies and Applications Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation	
<input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.	<input type="checkbox"/> contrast, and problem and solution, that include a main idea and some details in simple sentences. <input type="checkbox"/> E16. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. <input type="checkbox"/> E17. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. <input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job	<input checked="" type="checkbox"/> literature that exhibit understanding of the text, using detailed sentences and transitions. <input type="checkbox"/> 15. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> 16. Write documents related to career development (e.g., business letter, job application). <input type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details. <input type="checkbox"/> 18. Use basic	<input type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input checked="" type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input type="checkbox"/> EA9. Write an essay or report that	<input type="checkbox"/> application, letter of inquiry, memorandum). <input type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it. <input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input type="checkbox"/> A8. Write	<input type="checkbox"/> parallel structures, and similar writing techniques. 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. <i>Research and Technology</i> 1.4 Plan and conduct multiple-step information searches by using computer networks and modems. 1.5 Achieve an effective balance between researched information and original ideas. <i>Evaluation and Revision</i> 1.6 Revise writing for word choice; appropriate organization; consistent point	1.1/2.0 SIE Cards 43,56,106 OD 106,107-109,114-115,136-137 VW 50,54,67 ELD I5, I9 ELA 1.0/2.0 SIE Cards 54,59,61 OD 132,147-148,155 VW 24,24,26,28 ELD EA4 ELA 1.2 SIE Cards 84,86,90 OD 165-167,178-179,180-181 ELD EA6 ELA 1.2 SIE Cards 59,63,80 OD 168-169,193,214-217 ELD A1, A7 ELA 1.2 SIE Cards 96,97,107 OD 257,264,315	SIE Cards 51,70,77 OD 104-105,117-118,120-121 ELD I5, I9 ELA 1.0/2.0 SIE Cards 64,65,67 OD 134-135,136-137,142 ELD EA4 ELA 1.2 SIE Cards 95,99,101 OD 193,232-234 ELD EA6 ELA 1.2 SIE Cards 96,99,107 OD 184-185,257 ELD A1, A7 ELA 1.2 SIE Cards 59,63,80 OD 184-185,193,214-217	

Grades 6- 8 ELD Writing Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
	applications).	<input checked="" type="checkbox"/> strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.) 19. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	<input type="checkbox"/> documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense). <input type="checkbox"/> A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.	<input checked="" type="checkbox"/> of view; and transitions between paragraphs, passages, and ideas. 2.0 Writing Applications (Genres and Their Characteristics) <input type="checkbox"/> Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American	ELD A3 ELA 1.6,2.0 SIE Cards 99,101,104 OD 285-286,307,316-317	ELD A3 ELA 1.6,2.0 SIE Cards 86,90,95 OD 180-181,193,232-234	

Grades 6- 8 ELD Writing Strategies and Applications Standards						ELA Standards	Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grade 8	
								<p>English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:</p> <p>2.1 Write biographies, autobiographies, short stories, or narratives:</p> <ul style="list-style-type: none"> a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, 	

Grades 6- 8 ELD Writing Strategies and Applications Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
										<input type="checkbox"/> physical description, background description, comparison or contrast of characters). 2.2 Write responses to literature: a. Exhibit careful reading and insight in their interpretations. b. Connect the student's own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge. <input type="checkbox"/> 2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant			

Grades 6- 8 ELD Writing Strategies and Applications Standards					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 8	Primary Citation	Supporting Citation
								<p>information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and display information on charts, maps, and graphs.</p> <p><input checked="" type="checkbox"/> 2.4 Write persuasive compositions:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>c. Provide details, reasons, and examples, arranging them effectively by anticipating and</p> <p><input type="checkbox"/></p>		

Grades 6- 8 ELD Writing Strategies and Applications Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
										<p>answering reader concerns and counterarguments.</p> <p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <p>a. Present information purposefully and succinctly and meet the needs of the intended audience.</p> <p>b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p> <p>2.6 Write technical documents:</p> <p>a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.</p> <p>b. Include all the factors and variables that need to be considered.</p> <p><input type="checkbox"/> c. Use formatting</p>			

Grades 6- 8 ELD Writing Strategies and Applications Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
										<p>techniques (e.g., headings, differing fonts) to aid comprehension.</p> <p>Written And Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills</p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p>Sentence Structure</p> <p>1.1 Use correct and varied sentence</p>			

Grades 6- 8 ELD Writing Strategies and Applications Standards					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 8	Primary Citation	Supporting Citation
								<p>types and sentence openings to present a lively and effective personal style.</p> <p><input type="checkbox"/> 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p><input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p>Grammar</p> <p>1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p><i>Punctuation and Capitalization</i></p> <p>1.5 Use correct punctuation and capitalization.</p> <p>Spelling</p> <p>1.6 Use correct spelling conventions.</p>		

Grades 6- 8 ELD Listening and Speaking Standards					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8		
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing). <input checked="" type="checkbox"/> IB4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input checked="" type="checkbox"/> EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil"). <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input type="checkbox"/> A4. Consistently	Listening and Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Comprehension <input checked="" type="checkbox"/> 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener. <input checked="" type="checkbox"/> 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, deliver, and purpose. Organization and	ELD B2/EI1 ELA 1.0/1.4 Santillana Intensive English (SIE) Lesson Cards 1,4,8 Santillana Opening Doors (OD) 1,2,3,5,15-16 Vocabulary Workbook (VW) 1,2,3,8 ELD B4 ELA 1.0/1.4 SIE Cards 1,2,3 OD 1,2,5-6 VW 1,4,5,6 ELD EI4, EI1 ELA 1.1 SIE Cards 5,9,12 OD 4,7,10,12 VW 21,26,84 ELD I1 ELA 1.0/1.3/1.4 SIE Cards 31,35,40 OD 15,56-57,85-86 VW 1,2,3,8 ELD I5 ELA 1.1	SIE Cards 5,7,10 OD 6,8,9,19 ELD B4 ELA 1.0/1.4 SIE Cards 5,7,8 OD 3,7,9 ELD EI4, EI1 ELA 1.1 SIE Cards 8,13,16 OD 13,17,19 ELD I1 ELA 1.0/1.3/1.4 SIE Cards 32,33,36 OD 54-55,58,87-88 ELD I5/EI6 ELA 1.1

Grades 6- 8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation	
	E16. Prepare and deliver short oral presentations.	<input checked="" type="checkbox"/> 14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> 15. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. 16. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input checked="" type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	<input type="checkbox"/> use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> <i>Delivery of Oral Communication</i> 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. 1.5 Use precise	SIE Cards 31,40,52 OD 60,79,113 VW 43,49,65,67 ELD EA1 ELA1.0, 1.2, 1.3 SIE Cards 92,97,100 OD 156-157,175-177,190-192 ELD EA7/A2 ELA 1.5 Written and Oral English Language Conventions 1.1 SIE Cards 83,85,86 VW 91,92,100,106, 112,114,115 ELD A1 ELA 1.0, 1.2, 1.3 SIE Cards 101,104,108,115 OD 197-199,224-226,291-293	SIE Cards 44,48,53 OD 75,85,122 ELD EA1 ELA1.0, 1.2, 1.3 SIE Cards 101,104,108 OD 175-177,178-179,194 ELD EA7/A2 ELA 1.5 Written and Oral English Language Conventions 1.1 SIE Cards 66,91,101 ELD A1 ELA 1.0, 1.2, 1.3 SIE Cards 88,90,102 OD 175-177,178-179,194	

Grades 6- 8 ELD Listening and Speaking Standards					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
					<input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.		<input type="checkbox"/> language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. <input type="checkbox"/> 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations. <input type="checkbox"/> 1.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased	ELD A3 ELA 1.2, 1.3 SIE Cards 103,107,113,116 OD 200-202,229-230,241-242	ELD A3 ELA 1.2, 1.3 SIE Cards 94, 101,105 OD 251-253,255-256,258-261

Grades 6- 8 ELD Listening and Speaking Standards						ELA Standards	Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grade 8	
								<input type="checkbox"/> material). 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions. 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking	

Grades 6- 8 ELD Listening and Speaking Standards						ELA Standards	Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Early Advanced		Advanced	Grade 8		
							<input type="checkbox"/> Standard 1.0. Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 2.2 Deliver oral responses to literature: <input type="checkbox"/>		

Grades 6- 8 ELD Listening and Speaking Standards						ELA Standards	Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grade 8	
								<ul style="list-style-type: none"> a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. <input type="checkbox"/> d. Support judgments through references to the text, other works, other authors, or personal knowledge. <p>2.3 Deliver research presentations:</p> <ul style="list-style-type: none"> a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and 	

Grades 6- 8 ELD Listening and Speaking Standards						ELA Standards	Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grade 8	
								<input type="checkbox"/> paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs. 2.4 Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). <input type="checkbox"/> b. Differentiate fact from opinion and support arguments with detailed	

Grades 6- 8 ELD Listening and Speaking Standards						ELA Standards	Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grade 8	
								<p>evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone. 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.</p> <p><input type="checkbox"/></p> <p>Written And Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for</p>	

Grades 6- 8 ELD Listening and Speaking Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
										<input type="checkbox"/> writing and for listening and speaking because these conventions are essential to both sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <input type="checkbox"/> Sentence Structure 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. <input type="checkbox"/> 1.3 Use subordination,			

Grades 6- 8 ELD Listening and Speaking Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
										coordination, apposition, and other devices to indicate clearly the relationship between ideas. Grammar 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> 1.5 Use correct punctuation and capitalization. Spelling 1.6 Use correct spelling conventions.			

GRADE 9-10 READING-WRITING-LISTENING (pp. 6-47)

Grades 9-12 ELD Reading Standards					ELA Standards			Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10				
<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Recognize simple affixes (e.g., educate, education), prefixes (e.g.,	<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input checked="" type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., education, educación; university, universidad) in phrases, simple sentences, literature, and content area texts. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EI4. Begin to use knowledge of simple affixes,	<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., agonía, agony) and false cognates (e.g., éxito, exit) in literature and texts in content areas. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> I3. Use a standard dictionary to derive the meaning of unknown vocabulary. <input checked="" type="checkbox"/> I4. Identify variations of the same word that are found in a text and know with some	<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend). <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently in	<input checked="" type="checkbox"/> Reading <input type="checkbox"/> 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development <input type="checkbox"/> Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <input type="checkbox"/> Vocabulary and Concept Development <input type="checkbox"/> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. <input type="checkbox"/> 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. <input type="checkbox"/> 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word	ELD B4/B1 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 8.4,8.7,8.14 7.1,7.3,7.4,7.7 6.1,6.3,6.5,6.10 Santillana Opening Doors (OD) 8.1,8.3,8.5 OD 7 pgs. 1,3,7 OD 6 pgs. 8-9,11-12,15-16 VW Vocabulary Workbook (VW) ELD B7/B5 ELA 1.3 SIE Cards 8.1,8.2,8.3 7.1,7.3,7.4,7.7 OD 8.1,8.4,8.5,8.8 OD 7 pgs. 1,3,7 VW 8.2,8.34 ELD EI6/EI1 ELA 1.0/1.3 SIE Cards 8.25,8.29,8.34,8.36 7.11,7.12,7.14,7.18,7.41,7.42 6.74,6.75,6.78,6.80 OD 8.4,8.10,8.17,8.22,8.23 OD 7 pgs 16,18,21,24,38	ELD B4/B1 ELA 1.0 SIE Cards 8.5,8.10,8.17 7.2,7.4,7.6 6.2,6.4,6.12 OD 8.2,8.4,8.6 OD 7 pgs. 4,7,9 OD 7 pgs. 20-12,34-35, 42-43 ELD B7/B5 ELA 1.3 SIE Cards 8.4,8.8,8.9 7.2,7.4,7.6 OD 8.10,8.12,8.15 OD 7 pgs. 4,7,9 ELD EI6/EI1 ELA 1.0/1.3 SIE Cards 8.18,8.20,8.22,8.24 7.19,7.20,7.49,7.63 6.63,6.34,6.68,6.70 OD 8.5,8.6,8.7,8.12\pgs		

Grades 9-12 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> dislike), synonyms (e.g., big, large), and antonyms (e.g., hot, cold). <input checked="" type="checkbox"/> B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. <input checked="" type="checkbox"/> B5. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). <input checked="" type="checkbox"/> B6. Use an English dictionary to find the meaning of simple known vocabulary.	<input checked="" type="checkbox"/> prefixes, synonyms, and antonyms to interpret the meaning of unknown words. <input checked="" type="checkbox"/> E15. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts. <input checked="" type="checkbox"/> E16. Read simple paragraphs and passages independently. <input type="checkbox"/> E17. Recognize that some words have multiple meanings and apply this knowledge to texts. <input type="checkbox"/> E18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when	<input type="checkbox"/> accuracy how affixes change the meaning of those words. <input checked="" type="checkbox"/> 15. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. <input type="checkbox"/> 16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> 17. Use decoding skills and knowledge of both academic and social vocabulary to read independently. <input type="checkbox"/> 18. Apply knowledge of text connectors to make inferences. Reading	<input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts. <input checked="" type="checkbox"/> EA5. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts. <input checked="" type="checkbox"/> EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent	<input type="checkbox"/> reading literature and texts in content areas <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> A5. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. <input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. Reading Comprehension <input type="checkbox"/> A7. Apply knowledge of language to achieve	<input type="checkbox"/> narcissistic drawn from the myth of Narcissus and Echo). <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) <input checked="" type="checkbox"/> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through Twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial	OD 6 pgs. 59-60, 100-02, 104 VW 8.21,8.31,8.43 ELD EI12/EI2 ELA 3.0 SIE Cards 8.22,8.23,8.27 6.74,6.75,6.78,6.80 OD 8.45-46,8.48,8.52-53 OD 6 pgs. 59-60, 100-02, 104 VW 8.51,8.60,8.65 ELD I5/Ei5/EA8/A5 ELA 1.1 SIE Cards 8.23,8.26,8.31,8.66, 8.74,8.107 OD 8.99,8.294-295,8.296-297 VW 8.91-92,8.100,8.106,8.112-113 Richmond Picture Dictionary, Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic	. 31,323,37,45 6 pgs. 42-3, 126, 131-132 ELD EI12/EI2 ELA 3.0 SIE Cards 8.15,8.16,8.18,8.20, 8.24 6.63,6.34,6.68,6.70 OD 8.33-34,8.49,8.56-57 OD 6 pgs. 42-3, 126, 131-132 ELD I5/Ei5/EA8/A5 ELA 1.1 SIE Cards 8.39,8.47,8.59,8.82-84 OD 8.265-267,8.304-306 ELD I11/ I3 ELA 2.0

Grades 9-12 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation
<input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> B8. Understand and follow simple multiple-step oral directions for classroom or work-related activities. <input type="checkbox"/> B9. Recognize a few specific facts in familiar expository texts, such as consumer publications,	<input type="checkbox"/> speaking or reading aloud. <input type="checkbox"/> EI9. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. <input checked="" type="checkbox"/> EI10. Use a standard dictionary to find the meaning of unknown vocabulary. <input type="checkbox"/> EI11. Use appropriate connectors (e.g., first, then, after that, finally) to sequence written text. Reading Comprehension <input checked="" type="checkbox"/> EI12. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual	<input type="checkbox"/> Comprehension <input type="checkbox"/> I9. In detailed sentences identify orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax. <input type="checkbox"/> I10. Present a brief report that verifies and clarifies facts in two to three forms of expository text. <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas. <input checked="" type="checkbox"/> I12. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out	<input type="checkbox"/> reading. <input checked="" type="checkbox"/> EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. Reading Comprehension <input checked="" type="checkbox"/> EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA11. Analyze the structure and format of workplace documents and the	<input type="checkbox"/> comprehension of informational materials, literacy text, and text in content areas. <input type="checkbox"/> A8. Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and devices. <input type="checkbox"/> A9. Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas. <input type="checkbox"/> A10. Prepare oral and written reports that evaluate the credibility of an author's argument	<input type="checkbox"/> progress toward this goal. Structural Features of Informational Materials 2.1 Analyze the structure and format of functional, workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. <input type="checkbox"/> Comprehension and Analysis of Grade-Level-Appropriate Text 2.3 Generate relevant questions about readings on issues that can be researched. 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and	Dictionary 2000 ELD I11/ I3 ELA 2.0 SIE Cards 8.66,8.75,8.100 6.74,6.78, 6.80,6.83 OD 8.79,8.143,8.197 OD 6 pgs. 59-60, 100-02, 104 VW 8.99,8.100,8.104 Richmond Picture Dictionary, Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary 2000 ELD EA5/A1/I4 ELA 1.0 SIE Cards 8.33,8.37,8.65,8.67, 8.102 7.56, 7.558 7.65, 7.90 OD 8.69 OD 7 pgs. 112, 133, 159, 161 VW 8.88,8.94,8.98, 8.102,8.117 Fresh Start Cards 5.3,11.4,12.1 ELD EA10 ELA 2.0 SIE Cards 8.81,8.95,8.100 OD 8.85-86,8.114-115,8.180-181	SIE Cards 8.40,8.52,8.108 6.63, 6.34,6.68, 6.70 OD 8.180,8.229,8.277 OD 6 pgs. 42-43, 126, 131-32 ELD EA5/A1/I4 ELA 1.0 SIE Cards 8.51,8.78,8.84 7.47, 7.59, 7.68, 7.87 OD 8.61,8.97 OD 7 pgs. 137-8, 200-01, 231 ELD EA10 ELA 2.0 SIE Cards 8.91,8.96,8.99 OD 8.182-183,8.209-211,8.221-223

Grades 9-12 ELD Reading Standards					ELA Standards			Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10				
<input type="checkbox"/> workplace documents, and content area texts. <input type="checkbox"/> B10. Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochure) by using key words or phrases. <input type="checkbox"/> B11. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> B12. Identify the vocabulary, syntax, and grammar used in public and work-place documents	<input type="checkbox"/> comprehension questions. <input type="checkbox"/> EI13. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI14. Orally identify the features of simple excerpts of public documents by using key words or phrases. <input type="checkbox"/> EI15. Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text. <input type="checkbox"/> EI16. In simple sentences orally identify the structure and format of workplace documents (e.g.,	<input type="checkbox"/> simple applications. <input type="checkbox"/> I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences. <input type="checkbox"/> I14. Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose. <input type="checkbox"/> I15. Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and work-place documents and content area texts. <input type="checkbox"/> Literary Response and Analysis	<input type="checkbox"/> way in which authors use structure and format to achieve their purposes. <input type="checkbox"/> EA12. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography). <input type="checkbox"/> EA13. Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice. <input type="checkbox"/> EA14. Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and	<input checked="" type="checkbox"/> or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report. <input type="checkbox"/> A11. Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> A12. Describe the functions of dialogue, scene design, asides, and soliloquies in	<input checked="" type="checkbox"/> related topics to demonstrate comprehension. 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. <input checked="" type="checkbox"/> 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software problems and in access guides to World Wide Web sites on the Internet). <input type="checkbox"/> Expository Critique 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. <input checked="" type="checkbox"/> 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and	ELD A7 ELA 2.5 SIE Cards 8.102,8.110,8.111 OD 8.184-185,8.194-196,8.200-202 ELD A11 ELA 2.3/2.5 SIE Cards 8.96,8.97,8.102 OD 8.95-96,8.203-205,8.206-208 ELD A7 ELA 2.5 SIE Cards 8.101,8.103,8.109 OD 8.138-139,8.143-144,8.159-161 ELD A11 ELA 2.3/2.5 SIE Cards 8.92,8.115,8.119 OD 8.87-88,8.92-93,8.123-124	ELD A7 ELA 2.5 SIE Cards 8.102,8.110,8.111 OD 8.184-185,8.194-196,8.200-202 ELD A11 ELA 2.3/2.5 SIE Cards 8.96,8.97,8.102 OD 8.95-96,8.203-205,8.206-208		

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
<input type="checkbox"/> (e.g., speeches, debates, manuals, and contracts). <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B13. Identify orally the beginning, middle, and end of a simple literary text. <input type="checkbox"/> B14. Read a simple selection and orally identify the speaker or narrator. <input type="checkbox"/> B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences. <input type="checkbox"/> B16. Create pictures, lists, charts, and tables to identify	<input type="checkbox"/> format, graphics, and headers). <input type="checkbox"/> E17. Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> E18. Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy). <input type="checkbox"/> E19. Read literary texts and orally identify the main	<input type="checkbox"/> I16. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I17. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature. <input type="checkbox"/> I18. Read literary texts and use detailed sentences to describe orally the sequence of events. <input type="checkbox"/> I19. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. <input type="checkbox"/> I20. Use detailed sentences to	<input type="checkbox"/> textbooks). <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> EA15. Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism). <input type="checkbox"/> EA16. Read and identify ways in which poets use personification, figures of speech, imagery, and the "sound" of language. <input type="checkbox"/> EA17. Identify the functions of dialogue, scene design, and asides in dramatic literature. <input type="checkbox"/> EA18. Compare and contrast orally and in writing a similar theme or topic across several genres by	<input type="checkbox"/> drama. <input type="checkbox"/> A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism). <input type="checkbox"/> A14. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic. <input type="checkbox"/> A15. Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions). <input type="checkbox"/> A16. Analyze recognized works of American literature and	<input type="checkbox"/> evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). <input type="checkbox"/> 3.0 Literary Response and Analysis <input type="checkbox"/> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> Structural Features of Literature			

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
<p>the sequence of events in simple literary texts.</p> <p>B17. Recognize the difference in points of view between first person and third person by using phrases or simple sentences.</p> <p>B18. Recite simple poems</p>	<p><input type="checkbox"/> events of the plot by using simple sentences.</p> <p>EI20. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.</p> <p><input type="checkbox"/></p> <p>EI21. Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.</p> <p><input type="checkbox"/></p> <p>EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.</p> <p><input type="checkbox"/></p> <p>EI23. Use expanded vocabulary and some descriptive</p>	<p><input type="checkbox"/> compare and contrast orally a similar theme or topic across three genres.</p> <p>I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.</p> <p><input type="checkbox"/></p> <p>I22. Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic monologue.</p> <p><input type="checkbox"/></p> <p>I23. Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.</p>	<p>using detailed sentences.</p> <p><input type="checkbox"/></p> <p>EA19. Identify recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends.</p> <p><input type="checkbox"/></p> <p>EA20. Identify recognized works of world literature and contrast the major literary forms and techniques.</p> <p><input type="checkbox"/></p> <p>EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres.</p> <p><input type="checkbox"/></p> <p>EA22. Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone,</p>	<p>identify their genre to contrast major periods and trends.</p> <p>A17. Relate the literary works of authors to the major themes and issues of their eras.</p>	<p><input type="checkbox"/></p> <p>3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p>3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>3.4 Determine characters' traits by what the characters say about themselves in</p>			

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
	words in oral responses to familiar literature. <input type="checkbox"/>		mood, "sound" of language).		<input type="checkbox"/>	narration, dialogue, dramatic monologue, and soliloquy. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). <input type="checkbox"/> 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. <input type="checkbox"/> 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. 3.9 Explain how voice, persona, and the choice of a narrator affect		

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
					<input type="checkbox"/> characterization and the tone, plot, and credibility of a text. 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. Literary Criticism <input type="checkbox"/> 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) <input type="checkbox"/> 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)			
					<input type="checkbox"/>			

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						<input type="checkbox"/>		
						<input type="checkbox"/>		
						<input type="checkbox"/>		

Grades 9-12 ELD Reading Standards					ELA Standards										
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation		Supporting Citation	
									<input type="checkbox"/>						
									<input type="checkbox"/>						

Grades 9-10 ELD Writing: Strategies and Applications Standards					ELA Standards										
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation		Supporting Citation	
<input checked="" type="checkbox"/>	B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts,	<input checked="" type="checkbox"/>	EI1. Write simple sentences to respond to selected literature, exhibit factual understanding of the text,	<input type="checkbox"/>	I1. Narrate a sequence of events and communicate their significance to the audience. <input checked="" type="checkbox"/>	<input type="checkbox"/>	I2. Write brief	<input type="checkbox"/>	EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).	<input type="checkbox"/>	A1. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address	<input checked="" type="checkbox"/>	Writing 1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined	ELD B2/EI3 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 8.2.8.7.8.9 7.7,7.13,7.22 6.1,6.3,6.4,6.6,6.11 Santillana Opening Doors (OD) 8.1,8.5-	ELD B2/EI3 ELA 1.0 SIE Cards 8.1,8.3,8.4 7.11,7.17,7.21 6.7,6.8,6.12,6.13 OD 8.9,8.12,8.14 OD 6 pgs. 12,17,18 FRESH START Cards 3.1,3.3

Grades 9-12 ELD Reading Standards					ELA Standards			Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10				
<input checked="" type="checkbox"/> and tables. <input checked="" type="checkbox"/> B2. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input type="checkbox"/> B4. Use the writing process to write brief narratives with a few standard grammatical forms. <input type="checkbox"/> B5. Write simple compositions, such as descriptions and	<input checked="" type="checkbox"/> and connect one's own experience to specific parts of the text. <input type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input checked="" type="checkbox"/> E13. Use simple sentences to create a draft of a short essay that follows an outline. <input checked="" type="checkbox"/> E14. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math,	<input type="checkbox"/> expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs. <input type="checkbox"/> I3. Recognize elements of characterization in a piece of writing and apply the same techniques when writing. <input checked="" type="checkbox"/> I4. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	<input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input type="checkbox"/> EA3. Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms. <input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> EA5. Fill out job applications and prepare résumés that are clear and purposeful and	<input type="checkbox"/> counterarguments. <input type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis. <input type="checkbox"/> A3. Structure ideas and arguments in a given context by giving supporting and relevant examples. <input type="checkbox"/> A4. Complete job applications and write résumés that fit the purpose and audience and follow the conventional format for the type of document. <input type="checkbox"/> A5. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative,	<input type="checkbox"/> perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed. <input checked="" type="checkbox"/> Organization and Focus 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. <input type="checkbox"/> 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than	6,8.7 OD 6 pgs. 1,3,5-6,8-9 Vocabulary Workbook (VW) 8.1,8.2,8.3,8.8 Fresh Start Cards 1.9,2.2, 2.8, ELD B3/B4 ELA 1.2 SIE Cards 8.1,8.2,8.7,8.9 7.7,7.13,7.22 6.1,6.3,6.4,6.6,6.11 OD 8.2,8.5-6,8.8 OD 6 pgs. 1,3,5-6,8-9 ELD E14/E11, E12 ELA 1.1 SIE Cards 8.9,8.12,8.13,8.19, 7.15,7.38,7.60 6.27,6.35,6.42,6.49,6.5 6 OD 8.24-31,8.37-8.38, 8.48 OD 7 pgs. 26-7, 30-31, 59 OD 6 pgs. 51-52,82-83, 95-6, 100-102 VW 8.21,8.24,8.26,8.28 ELD E11/E15 ELA 1.4 SIE Cards 8.22,8.23,8.25	ELD B3/B4 ELA 1.2 SIE Cards 8.3,8.4,8.6 7.11,7.17,7.21 6.7,6.8,6.12,6.13 OD 8.9,8.11,8.16 OD 6 pgs. 12,17,18 ELD E14/E11, E12 ELA 1.1 SIE Cards 8.3,8.6,8.7,8.22,8.25 7.282,7.44, 7.50 6.32,6.39,6.49,6.53,6.62 OD 8.32,8.45,8.52-53 OD 7 pgs. 16,35,41 6 pgs. 104,109-10,113-15 ELD E11/E15 ELA 1.4 SIE Cards 8.7,8.13,8.27 OD 8.29-31,8.48,8.52-53		

Grades 9-12 ELD Reading Standards					ELA Standards			Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10				
<input type="checkbox"/> comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B6. Complete a job application form by providing basic information, such as one's name, age, address, and education. English Language Conventions <input type="checkbox"/> B7. Edit one's own work and correct the punctuation. <input type="checkbox"/> B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of	<input checked="" type="checkbox"/> science, history-social science). EI5. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. EI7. Proceed through the writing process to	<input type="checkbox"/> 15. Recognize structured ideas and arguments and support examples in persuasive writing. <input checked="" type="checkbox"/> 16. Fill out job applications and prepare résumés that are clear and provide all needed information. <input type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details. <input type="checkbox"/> 18. Use basic strategies of	<input type="checkbox"/> address the intended audience appropriately. <input checked="" type="checkbox"/> EA6. Write reflective compositions that explore the significance of events. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input type="checkbox"/> EA9. Write expository compositions	<input type="checkbox"/> expository, persuasive, and/or descriptive writing. <input checked="" type="checkbox"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions. <input type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input type="checkbox"/> A8. Write expository compositions, including analytical essays and research reports, for the language arts and other content	<input checked="" type="checkbox"/> the passive voice. Research and Technology 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found	OD 8.23-25,8.37-38,8.45-46 VW 8.36,8.38,8.40,8.49 ELD I2 ELA 1.4 SIE Cards 8.51,8.70,8.77 OD 8.104-105,8.117-118,8.120-121 ELD I2 ELA 1.4 SIE Cards 8.43,8.56,8.106 OD 8.106,8.107-109,8.114-115,8.136-137 VW 8.50,8.54,67 ELD I5 ELA 2.4 SIE Cards 8.54,5.59,8.63 7.117,7.22,7.29, 7.60, 7.87 6.44,6.50,6.54,6.57,6.70 OD 8.142,8.155,8.168-167 7 pgs. 46,59,64,143-4 6 pgs. 30,67-8,153-6 VW 8.24,8.24,8.26,8.28 ELD EA3 ELA 2.2 SIE Cards 8.84,8.86,8.90 OD 8.165-167,8.178-	ELD I2 ELA 1.4 SIE Cards 8.51,8.70,8.77 OD 8.104-105,8.117-118,8.120-121 ELD I5 ELA 2.4 SIE Cards 8.73,8.81,8.96 7.19,7.21,7.30,7.68 6.45,6.52,6.55,6.59,6.69 OD 8.183,8.214-217,8.257 7 pgs. 8,119,134 6 pgs. 225-26,240-41 ELD EA3 ELA 2.2 SIE Cards 8.95,8.99,8.101 OD 8.193,8.232-234 ELD EA4/I8/EA8/A7/EI6 ELA 2.1 SIE Cards 8.96,8.99,8.107 7.86, 7.97, 7.105 OD 8.184-185,8.257 Fresh Start 10.6, 11.8 ELD A1 ELA 2.4 SIE Cards 8.59,8.63,8.80 6.103, 6.106, 6.108, 6.113, 6.117		

Grades 9-12 ELD Reading Standards					ELA Standards			Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10				
<p>writing.</p> <p>B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>EI8. Complete simple informational documents related to career development (e.g., bank forms and job applications).</p> <p>English Language Conventions</p> <p>EI9. Edit writing for basic conventions (e.g.,</p>	<p><input type="checkbox"/></p> <p>notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)</p> <p>I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.</p> <p>English Language Conventions</p> <p>I10. Revise writing for appropriate word choice and organization with variation in grammatical</p>	<p><input checked="" type="checkbox"/></p> <p>and reports that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice for the purpose, audience, and subject matter.</p> <p>English Language Conventions</p> <p>EA10. Create coherent paragraphs through effective transitions.</p> <p>EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical</p>	<p><input type="checkbox"/></p> <p>areas and provide evidence in support of a thesis and related claims</p> <p>A9. Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.</p> <p>English Language Conventions</p> <p><input checked="" type="checkbox"/></p> <p>A10. Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p>in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).</p> <p>1.8 Design and publish documents by using advanced publishing software and graphic programs.</p> <p>Evaluation and</p>	<p>179,8.180-181</p> <p>ELD EA4/I8/EA8/A7/EI6 ELA 2.1 SIE Cards 8.59,8.63,8.80 7.96,7.101, 7.104, 7.110 OD 8.168- 169,8.193,8.214-217 Fresh Start 9.6,10.1, 11.3</p> <p>ELD A1 ELA 2.4 SIE Cards 8.96,8.97,8.107 6.102, 6.107, 6.112, 6.116, 6.120 OD 8.257,8.264,8.315 6 pgs. 203, 2118-20, 252 Richmond Picture Dictionary, Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary</p> <p>ELD A5/EA10/A10/A11 ELA 2.4 SIE Cards 8.99,8.101,8.104 6.102, 6.107, 6.112,</p>	<p>OD 8.184-185,8.193,8.214-217 OD 6 pgs. 170, 244-5, 254-55</p> <p>ELD A5/EA10/A10/A11 ELA 2.4 SIE Cards 8.86,8.90,8.95 6.103, 6.106, 6.108, 6.113, 6.117 OD 8.180-8.181,8.193,8.232-234 OD 6 pgs. 170, 244-5, 254-55</p>		

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10		
		<p>punctuation, capitalization, and spelling).</p> <p>EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.</p> <p>EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.</p>	<p>forms and spelling.</p> <p>I12. Edit and correct basic grammatical structures and usage of the conventions of writing.</p>	<p>forms and spelling.</p> <p>EA12. Edit writing for grammatical structures and the mechanics of writing.</p>	<p>A11. Create coherent paragraphs through effective transitions and parallel constructions.</p> <p>A12. Edit writing for the mechanics to approximate standard grammatical forms.</p>	<p><input type="checkbox"/></p> <p>Revision 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American</p> <p><input checked="" type="checkbox"/></p>	<p>6.116, 6.120 OD 8.285-286,8.307,8.316-317 OD 6 pgs. 203, 2118-20, 252</p>	

Grades 9-12 ELD Reading Standards										ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	Grades 9-10				
									<p>English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:</p> <p>2.1 Write biographical or autobiographical narratives or short stories:</p> <p>a. Relate a sequence of events and communicate the significance of the events to the audience.</p> <p>b. Locate scenes and incidents in specific places.</p> <p>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and</p>				

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
						<p>feelings of the characters; use interior monologue to depict the characters' feelings.</p> <p>d. Pace the presentation of actions to accommodate changes in time and mood.</p> <p>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate</p>		

Grades 9-12 ELD Reading Standards										ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	Grades 9-10				
									<p>awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions</p>				

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
						<p>between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>2.4 Write persuasive compositions:</p> <p>a. Structure ideas and arguments in a sustained and logical fashion.</p> <p>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic</p>		

Grades 9-12 ELD Reading Standards										ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10			
									<p>through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly</p> <p><input type="checkbox"/> accepted beliefs and logical reasoning.</p> <p>d. Address readers' concerns, counter-claims, biases, and expectations.</p> <p>2.5 Write business letters:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use appropriate vocabulary, tone, and style to take into account the</p>				

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
						<p>nature of the relationship with, and the knowledge and interests of, the recipients.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p> <p>2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <p><input type="checkbox"/> a. Report information and convey ideas logically and correctly.</p> <p>b. Offer detailed and accurate specifications.</p> <p>c. Include scenarios, definitions, and</p>		

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
						<p>examples to aid comprehension (e.g., troubleshooting guide).</p> <p>d. Anticipate readers' problems, mistakes, and misunderstandings.</p> <p><input type="checkbox"/> Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral English language Conventions</p> <p>Students write and speak with a command of</p>		

Grades 9-12 ELD Reading Standards										ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10			
										<input type="checkbox"/> standard English conventions. Grammar and Mechanics of Writing 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence			

Grades 9-12 ELD Reading Standards										ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10			
										structure, diction, and syntax. Manuscript Form 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.			

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses. <input checked="" type="checkbox"/> B4. Respond with simple words or phrases to questions about simple written texts. <input type="checkbox"/> B5. Orally identify types of media (e.g., magazine, documentary film,	<input checked="" type="checkbox"/> E11. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she). <input checked="" type="checkbox"/> E12. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> E13. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> E14. Restate in simple sentences the main idea of oral presentations in subject-matter content. <input type="checkbox"/> E15. Orally communicate basic needs (e.g., "Do we have to _____?"). <input type="checkbox"/> E16. Prepare and	<input checked="" type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input type="checkbox"/> I4. Participate in social conversations with	<input type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. <input checked="" type="checkbox"/> EA2. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input checked="" type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA4. Recognize	<input checked="" type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to	Listening and Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. <input checked="" type="checkbox"/> 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. <input checked="" type="checkbox"/> 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries,	ELD B2 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 8.1,8.4,8.8 7.1,7.3,7.4 6.1,6.3,6.5 Santillana Opening Doors (OD) 8.1,8.2,8.3,8.4,8.5, 8.015-16 OD 7 pgs. 15,28,30-31 OD 6 pgs. 1,2, 5-6 VW Vocabulary Workbook (VW) 8.1,8.2,8.3,8.8 7.1,7.3,7.8 6.10,6.11,6.15 Fresh Start Lesson Cards 1.1,1.2,1.3,1.4 ELD B.4 ELA 1.0 SIE Cards 8.1,8.4,8.8 OD 8.1,8.2,8.3,8.5, 8.15-16 VW 8.1,8.2,8.3,8.8 Fresh Start Cards1.4,1.61.8	ELD B2 ELA 1.0 SIE Cards 8.5,8.7,8.10 7.2,7.5,7.9 6.7,6.8,6.12 OD 8.6,8.8,8.9,8.17 OD 7 pgs. 33, 38-9 OD 6 pgs. 8,9,17 Fresh Start Cards 1.5,1.6,1.7 ELD B.4 ELA 1.0 SIE Cards 8.5,8.7,8.10 OD 8.6,8.8,8.9,8.17	

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
news report)	deliver short oral presentations.	<p>peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p><input checked="" type="checkbox"/> 15. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.</p> <p><input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages.</p> <p><input type="checkbox"/> 17. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.</p> <p><input type="checkbox"/> 18. Prepare and ask basic interview</p>	<p>appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p><input checked="" type="checkbox"/> EA5. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.</p> <p><input type="checkbox"/> EA6. Use simple figurative language and idiomatic expressions (e.g., "sunshine girl," heavy as a ton of bricks") to communicate ideas to a variety of audiences.</p> <p><input checked="" type="checkbox"/> EA7. Prepare and deliver presentations that follow a process of organization and use various sources.</p> <p><input type="checkbox"/> EA8. Prepare and deliver brief oral</p>	<p>the purpose, audience, and subject matter.</p> <p><input type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions.</p> <p><input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.</p>	<p>online information) cover the same event.</p> <p>Organization and Delivery of Oral Communication</p> <p><input type="checkbox"/> 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p><input type="checkbox"/> 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p><input type="checkbox"/> 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions,</p>	<p>ELD EI2/EI1 ELA 1.0 SIE Cards 8.1,8.4,8.8 7.1,7.2,7.3 6.1,6.2,6.3 OD 8.1.8.2.8.3.8.5. 8.15-16a VW 8.1,8.2,8.3,8.8</p> <p>ELD EI4 ELA 1.1 SIE Cards 8.5,8.9,8.12 7.6,7.8,8.10 6.31,6.35,6.42 OD 8.4,8.7,8.10,8.12</p> <p>VW 8.43,8.49,8.65,8.6 2</p> <p>ELD I1/I2 ELA 1.2 SIE Cards 8.41,8.51,8.54 6.9,6.10,6.11 OD 8.1,8.3,8.8 OD 6 pgs.15, 17,20-21 VW 6.10, 6.11, 6.15, 1.17, 6.18</p> <p>ELD I5 ELA 1.2 SIE Cards 8.30,8.40,8.52 7.31,7.36,7.39,7.4</p>	<p>ELD EI2/EI1 ELA 1.0 SIE Cards 8.5,8.7,8.10 7.4,7.5 6.5,6.6,6.7 OD 8.6,8.8,8.9,8.17</p> <p>ELD EI4 ELA 1.1 SIE Cards 8.8,8.13,8.16 7.7,7.9 6.36,6.37,6.38 OD 8.15,8.17,8.19 OD 6 pgs. 29, 87-8, 104</p> <p>ELD I1/I2 ELA 1.2 SIE Cards 8.30,8.31,8.39 6.16,6.17,6.19 OD 6pgs 26-7, 29, 34-5</p> <p>ELD I5 ELA 1.2 SIE Cards 8.44,8.48,8.53 7.35,7.37,7.38 OD 8.75,8.85,8.122</p>	

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grades 9-10
							<input type="checkbox"/> contact) for presentations. Analysis and Evaluation of Oral and Media Communications <input type="checkbox"/> 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable. <input type="checkbox"/> 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. <input type="checkbox"/> 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	ELD EA7/A2 SIE Cards 83,85,86 VW 91,92,100,106, 112,114,115 ELD A3/A6 ELA 1.0 SIE Cards 8.92,8.94,8.95 7.71,7.76,7.77,7.8 5 6.98,6.100,6.101 OD 8.147- 148,8.175-177 OD 7 pgs. 29,80, 102 OD 6 pgs. 248- 55, 268-71, 307-9	ELD A3/A6 ELA 1.0 SIE Cards 8.93,8.95,8.100 7.74,7.79,7.83 6.98,6.100,6.101 OD 8.186-188,8.194- 196,8.197-199 OD 7 pgs. 15,36,96,113 OD 6 pgs. 213- 14,231-33, 260-61

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards Grades 9-10		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			
							<input type="checkbox"/> 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic. <input type="checkbox"/> 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version). <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American		

Grades 9-10 ELD Listening and Speaking Standards						ELA Standards	Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced	Advanced	Grades 9-10		
								<p>English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Deliver narrative presentations:</p> <p>a. Narrate a sequence of events and communicate their significance to the audience.</p> <p>b. Locate scenes and incidents in specific places.</p> <p>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</p> <p>d. Pace the presentation of actions to accommodate time</p>		

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<input type="checkbox"/> or mood changes. 2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical	

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grades 9-10
							<input type="checkbox"/> terms and notations accurately. 2.3 Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview. <input type="checkbox"/> 2.4 Deliver oral responses to literature: a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages		

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<p>(i.e., make and support warranted assertions about the text).</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p><input type="checkbox"/> 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <p>a. Structure ideas and arguments in a coherent, logical fashion.</p> <p>b. Use rhetorical devices to support</p>	

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10	Primary Citation	Supporting Citation
										<p>assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p> <p>d. Anticipate and address the listener's concerns and counterarguments.</p> <p><input type="checkbox"/> 2.6 Deliver descriptive presentations:</p> <p>a. Establish clearly the speaker's point of view on the subject of the presentation.</p> <p>b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation,</p>		

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<p>personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.</p> <p>Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. 1.0 Written And Oral English Language Conventions Students write and speak with a command of standard English conventions.</p> <p><input type="checkbox"/> Grammar and Mechanics of Writing 1.1 Identify and</p>	

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grades 9-10
							<input type="checkbox"/> correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g. semicolons, colons, ellipses, hyphens). 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). <input type="checkbox"/> 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. Manuscript Form <input type="checkbox"/> 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.		

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation					
Beginning		Early Intermediate		Intermediate		Early Advanced			Advanced		Grades 9-10		
											1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.		

GRADE 11-12 READING-WRITING-LISTENING (pp. 48-83)

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation							
Beginning		Early Intermediate		Intermediate		Early Advanced			Advanced		Grades 11-12				
<input checked="" type="checkbox"/>	Word Analysis B1. Recognize and correctly pronounce most English phonemes while reading aloud.	<input checked="" type="checkbox"/>	Word Analysis E11. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.	<input checked="" type="checkbox"/>	Word Analysis I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	<input checked="" type="checkbox"/>	Word Analysis EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).	<input checked="" type="checkbox"/>	Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	<input type="checkbox"/>	Word Analysis A2. Apply	<input checked="" type="checkbox"/>	Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words	ELD B4/B1 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 8.4,8.7,8.14 7.1,7.3,7.4,7.7 6.1,6.3,6.5,6.10 Santillana Opening Doors (OD) 8.1,8.3,8.5 OD 7 pgs. 1,3,7 OD 6 pgs. 8-9,11-12,15-16 VW Vocabulary Workbook (VW) ELD B7/B5 ELA 1.3	ELD B4/B1 ELA 1.0 SIE Cards 8.5,8.10,8.17 7.2,7.4,7.6 6.2,6.4,6.12 OD 8.2,8.4,8.6 OD 7 pgs. 4,7,9 OD 7 pgs. 20-12,34-35, 42-43 ELD B7/B5 ELA 1.3

Grades 9-12 ELD Reading Standards					ELA Standards										
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation		Supporting Citation	
<input type="checkbox"/>	simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	<input type="checkbox"/>	morphemes in oral and silent reading.	<input type="checkbox"/>	cognates (e.g., agonía, agony) and false cognates (e.g., éxito, exit) in literature and texts in content areas.	<input type="checkbox"/>	EA2. Distinguish between cognates and false cognates in literature and texts in content areas.	<input type="checkbox"/>	knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	<input type="checkbox"/>	encountered in reading materials and use those words accurately. Vocabulary and	SIE Cards 8.1,8.2,8.3 7.1,7.3,7.4,7.7 OD 8.1,8.4,8.5,8.8 OD 7 pgs. 1,3,7 VW 8.2,8.34	SIE Cards 8.4,8.8,8.9 7.2,7.4,7.6 OD 8.10,8.12,8.15 OD 7 pgs. 4,7,9		
<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	EI3. Recognize obvious cognates (e.g., educación, universidad) in phrases, simple sentences, literature, and content area texts.	<input checked="" type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	Concept Development 1.1 Trace the etymology of significant terms used in political science and history.	ELD EI6/EI1 ELA 1.0/1.3 SIE Cards 8.25,8.29,8.34,8.36 7.11,7.12,7.14,7.18,7.41,7.42 6.74,6.75,6.78,6.80 OD 8.4,8.10,8.17,8.22,8.23 OD 7 pgs 16,18,21,24,38 OD 6 pgs. 59-60, 100-02, 104 VW 8.21,8.31,8.43	ELD EI6/EI1 ELA 1.0/1.3 SIE Cards 8.18,8.20,8.22,8.24 7.19,7.20,7.49,7.63 6.63,6.34,6.68,6.70 OD 8.5,8.6,8.7,8.12\pgs. 31,323,37,45 OD 6 pgs. 42-3, 126, 131-132		
<input checked="" type="checkbox"/>	B3. Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike), synonyms (e.g., big, large), and antonyms (e.g., hot, cold).	<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input checked="" type="checkbox"/>	I3. Use a standard dictionary to derive the meaning of unknown vocabulary.	<input type="checkbox"/>	EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input type="checkbox"/>	A3. Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas	<input type="checkbox"/>	1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	ELD EI12/EI2 ELA 3.0 SIE Cards 8.22,8.23,8.27 6.74,6.75,6.78,6.80 OD 8.45-46,8.48,8.52-53 OD 6 pgs. 59-60, 100-02, 104 VW 8.51,8.60,8.65	ELD EI12/EI2 ELA 3.0 SIE Cards 8.15,8.16,8.18,8.20, 8.24 6.63,6.34,6.68,6.70 OD 8.33-34,8.49,8.56-57 OD 6 pgs. 42-3, 126, 131-132		
<input checked="" type="checkbox"/>	B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.	<input type="checkbox"/>	EI4. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	<input checked="" type="checkbox"/>	I4. Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words.	<input checked="" type="checkbox"/>	EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts.	<input checked="" type="checkbox"/>	A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	<input checked="" type="checkbox"/>	1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	ELD I5/Ei5/EA8/A5 ELA 1.1 SIE Cards 8.23,8.26,8.31,8.66,	ELD I5/Ei5/EA8/A5 ELA 1.1 SIE Cards 8.39,8.47,8.59,8.82-84 OD 8.265-267,8.304-306		
<input type="checkbox"/>		<input type="checkbox"/>	EI5. Recognize simple idioms, analogies, and figures of speech (e.g., "the last	<input type="checkbox"/>	I5. Demonstrate sufficient knowledge of English syntax to	<input type="checkbox"/>	EA5. Use knowledge of affixes, root words, and increased	<input type="checkbox"/>	A5. Use common idioms and some analogies (e.g., "shine like a star,"	<input type="checkbox"/>	2.0 Reading Comprehension				

Grades 9-12 ELD Reading Standards					ELA Standards										
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation		Supporting Citation	
<input checked="" type="checkbox"/>	B5. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).	<input type="checkbox"/>	word”) in literature and subject-matter texts. E16. Read simple paragraphs and passages independently.	<input checked="" type="checkbox"/>	interpret the meaning of idioms, analogies, and metaphors. 16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input checked="" type="checkbox"/>	vocabulary to interpret the meaning of words in literature and content area texts. EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	<input checked="" type="checkbox"/>	“let the cat out of the bag”) and metaphors. A6. Use a standard dictionary to determine the meaning of unknown words.	<input type="checkbox"/>	(Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and	<input type="checkbox"/>	8.74,8.107 OD 8.99,8.294-295,8.296-297 VW 8.91-92,8.100,8.106,8.112-113 Richmond Picture Dictionary, Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary 2000	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	B6. Use an English dictionary to find the meaning of simple known vocabulary.	<input type="checkbox"/>	E17. Recognize that some words have multiple meanings and apply this knowledge to texts.	<input type="checkbox"/>	17. Use decoding skills and knowledge of both academic and social vocabulary to read independently.	<input type="checkbox"/>	EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<input checked="" type="checkbox"/>	Reading Comprehension A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text in content areas.	<input type="checkbox"/>		<input type="checkbox"/>	ELD I11/ I3 ELA 2.0 SIE Cards 8.66,8.75,8.100 6.74,6.78, 6.80.6.83 OD 8.79,8.143,8.197 OD 6 pgs. 59-60, 100-02, 104	<input type="checkbox"/>	ELD I11/ I3 ELA 2.0 SIE Cards 8.66,8.75,8.100 6.74,6.78, 6.80.6.83 OD 8.79,8.143,8.197 OD 6 pgs. 42-43, 126, 131-32
<input type="checkbox"/>	B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	<input type="checkbox"/>	E18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	<input type="checkbox"/>	18. Apply knowledge of text connectors to make inferences.	<input checked="" type="checkbox"/>	EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	<input type="checkbox"/>	A8. Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and devices.	<input type="checkbox"/>		<input type="checkbox"/>	VW 8.99,8.100,8.104 Richmond Picture Dictionary, Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic Dictionary 2000	<input type="checkbox"/>	ELD EA5/A1/I4 ELA 1.0 SIE Cards 8.51,8.78,8.84 7.47, 7.59, 7.68, 7.87 OD 8.61,8.97 OD 7 pgs. 137-8, 200-01, 231
<input type="checkbox"/>	Reading Comprehension	<input type="checkbox"/>	E19. Read aloud with appropriate pacing, intonation, and expression one’s own writing of narrative and expository texts.	<input type="checkbox"/>	Reading Comprehension	<input type="checkbox"/>	EA9. Read aloud with appropriate	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	ELD EA5/A1/I4 ELA 1.0 SIE Cards 8.33.8.37.8.65.8.67. 8.102 7.56, 7.558 7.65, 7.90 OD 8.69 OD 7 pgs. 112, 133, 159, 161 VW 8.88,8.94,8.98,	<input type="checkbox"/>	ELD EA10 ELA 2.0
<input type="checkbox"/>	B8. Understand and follow simple multiple-step oral directions for	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grades 11-12				
<input type="checkbox"/>	vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).	<input type="checkbox"/>	E114. Orally identify the features of simple excerpts of public documents by using key words or phrases.	<input type="checkbox"/>	brief political speech and give an oral critique of the author's evidence by using simple sentences.	<input type="checkbox"/>	author's argument or defense of a claim (include a bibliography).	<input type="checkbox"/>	coherent argument or conclusion arranged in the proper format, including a bibliography.	<input checked="" type="checkbox"/>	2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.		
<input type="checkbox"/>	Literary Response and Analysis	<input type="checkbox"/>	E115. Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.	<input type="checkbox"/>	I14. Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.	<input type="checkbox"/>	EA13. Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	<input type="checkbox"/>	Literary Response and Analysis	<input type="checkbox"/>	2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.		
<input type="checkbox"/>	B13. Identify orally the beginning, middle, and end of a simple literary text.	<input type="checkbox"/>	E116. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	<input type="checkbox"/>	I15. Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and work-place documents and content area texts.	<input type="checkbox"/>	EA14. Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).	<input type="checkbox"/>	A12. Describe the functions of dialogue, scene design, asides, and soliloquies in drama.	<input type="checkbox"/>	2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. Expository Critique		
<input type="checkbox"/>	B14. Read a simple selection and orally identify the speaker or narrator.	<input type="checkbox"/>	E117. Read a consumer or workplace document in a group activity and present a brief oral report,	<input type="checkbox"/>	Literary Response and Analysis	<input type="checkbox"/>	Literary Response and Analysis	<input type="checkbox"/>	A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	<input type="checkbox"/>	2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile		
<input type="checkbox"/>	B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences.												
<input type="checkbox"/>	B16. Create pictures, lists, charts, and tables												

Grades 9-12 ELD Reading Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation	
<input type="checkbox"/> to identify the sequence of events in simple literary texts. B17. Recognize the difference in points of view between first person and third person by using phrases or simple sentences. B18. Recite simple poems.	<input type="checkbox"/> demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> E118. Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy). <input type="checkbox"/> E119. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> E120. Identify orally the theme, plot, setting, and characters of a literary selection by using simple	<input type="checkbox"/> I16. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I17. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature. <input type="checkbox"/> I18. Read literary texts and use detailed sentences to describe orally the sequence of events. <input type="checkbox"/> I19. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/> figurative language, imagery, and symbolism). <input type="checkbox"/> EA16. Read and identify ways in which poets use personification, figures of speech, imagery, and the "sound" of language. <input type="checkbox"/> EA17. Identify the functions of dialogue, scene design, and asides in dramatic literature. <input type="checkbox"/> EA18. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences. <input type="checkbox"/> EA19. Identify recognized works of American literature and the genre to which	<input type="checkbox"/> A15. Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions). <input type="checkbox"/> A16. Analyze recognized works of American literature and identify their genre to contrast major periods and trends. <input type="checkbox"/> A17. Relate the literary works of authors to the major themes and issues of their eras.	<input type="checkbox"/> audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion). <input type="checkbox"/> 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate			

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation	
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		<input type="checkbox"/> sentences. EI21. Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables. EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama. EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	<input type="checkbox"/> I20. Use detailed sentences to compare and contrast orally a similar theme or topic across three genres. <input type="checkbox"/> I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. <input type="checkbox"/> I22. Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic monologue. <input type="checkbox"/> I23. Use detailed sentences to orally identify at least two ways in which poets use	<input type="checkbox"/> they belong to contrast major periods, themes, and trends. <input type="checkbox"/> EA20. Identify recognized works of world literature and contrast the major literary forms and techniques. <input type="checkbox"/> EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres. <input type="checkbox"/> EA22. Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).			<input type="checkbox"/> the quality and complexity of the materials to be read by students. Structural Features of Literature <input type="checkbox"/> 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. Narrative Analysis of Grade-Level-Appropriate Text <input type="checkbox"/> 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textural evidence to support the claim. <input type="checkbox"/> 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve		

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
				personification, figures of speech, and sound.			<input type="checkbox"/> specific rhetorical or aesthetic purposes or both. 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. 3.5 Analyze recognized works of American literature representing a variety of genres and traditions: a, Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. <input type="checkbox"/> c. Evaluate the	

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<p>philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p> <p>3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).</p> <p><input type="checkbox"/> 3.7 Analyze recognized works of world literature from a variety of authors:</p> <p>a. Contrast the major literary forms, techniques, and characteristics of the major</p>	

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<input type="checkbox"/> literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern). b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. Literary Criticism 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach) 3.9 Analyze the philosophical arguments	

Grades 9-12 ELD Reading Standards										ELA Standards			
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)			

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation	
<input checked="" type="checkbox"/> 8. B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. <input checked="" type="checkbox"/> B2. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input checked="" type="checkbox"/> B4. Use the writing process to write brief narratives with a few standard grammatical forms. <input type="checkbox"/> B5. Write simple compositions, such as	<input checked="" type="checkbox"/> E11. Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text. <input checked="" type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> E13. Use simple sentences to create a draft of a short essay that follows an outline. <input type="checkbox"/> E14. Write an increasing number of words and simple sentences appropriate for language arts	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input checked="" type="checkbox"/> I2. Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs. <input type="checkbox"/> I3. Recognize elements of characterization in a piece of writing and apply the same techniques when writing. <input type="checkbox"/> I4. Write responses to selected literature that exhibit understanding of the text, using	<input type="checkbox"/> EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form). <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input checked="" type="checkbox"/> EA3. Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms. <input checked="" type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> EA5. Produce writing	<input checked="" type="checkbox"/> A1. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. <input type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis. <input type="checkbox"/> A3. Structure ideas and arguments in a given context by giving supporting and relevant examples. <input type="checkbox"/> A4. Complete job applications and write résumés that fit the purpose and audience and follow the conventional format for the type of document. <input checked="" type="checkbox"/> A5. Produce writing	<input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> 1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process. <input checked="" type="checkbox"/> Organization and Focus 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or	ELD B2/EI3 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 8.2.8.7.8.9 7.7,7.13,7.22 6.1,6.3,6.4,6.6,6.11 Santillana Opening Doors (OD) 8.1,8.5-6,8.7 OD 6 pgs. 1,3,5-6,8-9 Vocabulary Workbook (VW) 8.1,8.2,8.3,8.8 Fresh Start Cards 1.9,2.2, 2.8, ELD B3/B4 ELA 1.2 SIE Cards 8.1,8.2,8.7,8.9 7.7,7.13,7.22 6.1,6.3,6.4,6.6,6.11 OD 8.2,8.5-6,8.8 OD 6 pgs. 1,3,5-6,8-9 ELD EI4/EI1, EI2 ELA 1.1 SIE Cards 8.9,8.12,8.13,8.19,	ELD B2/EI3 ELA 1.0 SIE Cards 8.1,8.3,8.4 7.11,7.17,7.21 6.7,6.8,6.12,6.13 OD 8.9,8.12,8.14 OD 6 pgs. 12,17,18 Fresh Start Cards 3.1,3.3 ELD B3/B4 ELA 1.2 SIE Cards 8.3,8.4,8.6 7.11,7.17,7.21 6.7,6.8,6.12,6.13 OD 8.9,8.11,8.16 OD 6 pgs. 12,17,18 ELD EI4/EI1, EI2 ELA 1.1 SIE Cards	

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation
<input type="checkbox"/> descriptions and comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B 6. Complete a job application form by providing basic information, such as one's name, age, address, and education. <input type="checkbox"/> English Language Conventions <input type="checkbox"/> B7. Edit one's own work and correct the punctuation. <input type="checkbox"/> B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. <input type="checkbox"/> B9. Revise one's writing for proper use of final punctuation, capitalization,	<input checked="" type="checkbox"/> and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> EI5. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. <input type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. <input type="checkbox"/> EI7. Proceed through the writing process to write short paragraphs that contain supporting details	<input checked="" type="checkbox"/> detailed sentences and transitions. <input type="checkbox"/> 15. Recognize structured ideas and arguments and support examples in persuasive writing. <input type="checkbox"/> 16. Fill out job applications and prepare résumés that are clear and provide all needed information. <input checked="" type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details. <input type="checkbox"/> 18. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of	<input type="checkbox"/> EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately. <input type="checkbox"/> EA6. Write reflective compositions that explore the significance of events. <input checked="" type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input type="checkbox"/> EA9. Write	<input type="checkbox"/> by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing. <input type="checkbox"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions. <input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input type="checkbox"/> A8. Write expository compositions, including analytical essays and research reports,	<input type="checkbox"/> descriptive writing assignments. <input type="checkbox"/> 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. <input checked="" type="checkbox"/> 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. <input type="checkbox"/> 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. <input type="checkbox"/> 1.5 Use language in natural, fresh,	7.15,7.38,7.60 6.27,6.35,6.42,6.49,6.56 OD 8.24-31,8.37-8.38,8.48 OD 7 pgs. 26-7, 30-31,59 OD 6 pgs. 51-52,82-83,95-6, 100-102 VW 8.21,8.24,8.26,8.28 ELD E11/EI5 ELA 1.4 SIE Cards 8.22,8.23,8.25 OD 8.23-25,8.37-38,8.45-46 VW 8.36,8.38,8.40,8.49 ELD I2 ELA 1.4 SIE Cards 8.43,8.56,8.106 OD 8.106,8.107-109,8.114-115,8.136-137 VW 8.50,8.54,67 ELD I5 ELA 2.4 SIE Cards 8.54,5.59,8.63 7.117,7.22,7.29, 7.60,7.87 6.44,6.50,6.54,6.57,6.70 OD 8.142,8.155,8.168-167 OD 7 pgs.	8.3,8.6,8.7,8.22,8.25 7.282,7.44, 7.50 6.32,6.39,6.49,6.53,6.62 OD 8.32,8.45,8.52-53 OD 7 pgs. 16,35,41 OD 6 pgs. 104,109-10,113-15 ELD E11/EI5 ELA 1.4 SIE Cards 8.7,8.13,8.27 OD 8.29-31,8.48,8.52-53 ELD I2 ELA 1.4 SIE Cards 8.51,8.70,8.77 OD 8.104-105,8.117-118,8.120-121 ELD I5 ELA 2.4 SIE Cards 8.73,8.81,8.96 7.19,7.21,7.30,7.68 6.45,6.52,6.55,6.59,6.69 OD 8.183,8.214-217,8.257 OD 7 pgs. 8,119,134 OD 6 pgs. 225-26,240-41

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards			
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and correct spelling.	<p>about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p><input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications).</p> <p><input type="checkbox"/> English Language Conventions</p> <p><input type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p><input type="checkbox"/> E110. Revise writing, with teacher's assistance, to clarify meaning and improve the</p>	<p><input type="checkbox"/> simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)</p> <p><input type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.</p> <p><input type="checkbox"/> English Language Conventions</p> <p><input type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p><input type="checkbox"/> I12. Edit and correct basic grammatical structures and usage of the conventions of writing.</p>	<p><input type="checkbox"/> expository compositions and reports that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice for the purpose, audience, and subject matter.</p> <p><input type="checkbox"/> English Language Conventions</p> <p><input type="checkbox"/> EA10. Create coherent paragraphs through effective transitions.</p> <p><input type="checkbox"/> EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p>	<p><input type="checkbox"/> for the language arts and other content areas and provide evidence in support of a thesis and related claims</p> <p><input type="checkbox"/> A9. Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.</p> <p><input type="checkbox"/> English Language Conventions</p> <p><input type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.</p>	<p><input type="checkbox"/> and vivid ways to establish a specific tone.</p> <p><input type="checkbox"/> Research and Technology 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p><input type="checkbox"/> 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p><input type="checkbox"/> 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.</p> <p><input type="checkbox"/> Evaluation and Revision 1.9 Revise text to highlight the individual voice,</p>	<p>46,59,64,143-4 OD 6 pgs. 30,67-8,153-6 VW 8.24,8.24,8.26,8.28</p> <p>ELD EA3 ELA 2.2 SIE Cards 8.84,8.86,8.90 OD 8.165-167,8.178-179,8.180-181</p> <p>ELD EA4/I8/EA8/A7/EI6 ELA 2.1 SIE Cards 8.59,8.63,8.80 7.96,7.101, 7.104, 7.110 OD 8.168-169,8.193,8.214-217 Fresh Start Cards 9.6,10.1, 11.3</p> <p>ELD A1 ELA 2.4 SIE Cards 8.96,8.97,8.107 6.102, 6.107, 6.112, 6.116, 6.120 OD 8.257,8.264,8.315 OD 6 pgs. 203, 2118-20, 252 Richmond Picture Dictionary, Richmond Concise Dictionary, Richmond Pocket Dictionary, Richmond Electronic</p>	<p>ELD EA3 ELA 2.2 SIE Cards 8.95,8.99,8.101 OD 8.193,8.232-234</p> <p>ELD EA4/I8/EA8/A7/EI6 ELA 2.1 SIE Cards 8.96,8.99,8.107 7.86, 7.97, 7.105 OD 8.184-185,8.257 Fresh Start Cards 10.6, 11.8</p> <p>ELD A1 ELA 2.4 SIE Cards 8.59,8.63,8.80 6.103, 6.106, 6.108, 6.113, 6.117 OD 8.184-185,8.193,8.214-217 OD 6 pgs. 170, 244-5, 254-55</p>	

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards			
Beginning		Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation
		mechanics and organization. E11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.		EA12. Edit writing for grammatical structures and the mechanics of writing.	<input type="checkbox"/> A11. Create coherent paragraphs through effective transitions and parallel constructions. A12. Edit writing for the mechanics to approximate standard grammatical forms.	<input type="checkbox"/> improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. 2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing	Dictionary ELD A5/EA10/A10/A11 ELA 2.4 SIE Cards 8.99,8.101,8.104 6.102, 6.107, 6.112, 6.116, 6.120 OD 8.285-286,8.307,8.316-317 OD 6 pgs. 203, 2118-20, 252	ELD A5/EA10/A10/A11 ELA 2.4 SIE Cards 8.86,8.90,8.95 6.103, 6.106, 6.108, 6.113, 6.117 OD 8.180-8.181,8.193,8.232-234 OD 6 pgs. 170, 244-5, 254-55

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards	Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grades 11-12		
							strategies of grades eleven and twelve outlined in Writing Standard 1.0, students: 2.1 Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. d. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. <input checked="" type="checkbox"/> d. Pace the presentation of actions to accommodate temporal, spatial,		

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grades 11-12		
							<p>and dramatic mood changes.</p> <p>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.</p> <p>b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.</p> <p>c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</p> <p>d. Demonstrate an understanding of the author's use of stylistic devices and an</p>		

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards	Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grades 11-12		
							<p>appreciation of the effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>2.3 Write reflective compositions:</p> <p>a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</p> <p>b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</p> <p>c. Maintain a balance in describing</p>		

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards	Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grades 11-12		
							<p>individual incidents and relate those incidents to more general and abstract ideas.</p> <p>2.4 Write historical investigation reports:</p> <p>a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p><input type="checkbox"/> c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources</p>		

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards	Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grades 11-12	
							<p>to support or enhance the presentation.</p> <p>d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</p> <p>e. Include a formal bibliography.</p> <p>2.5 Write job applications and resumés:</p> <p><input type="checkbox"/> a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</p> <p>c. Modify the tone to fit the purpose and audience.</p> <p>d. Follow the conventional style for that type of</p>	

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards	Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grades 11-12	
							<p>document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p> <p>2.6 Deliver multimedia presentations:</p> <p>a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p><input type="checkbox"/> c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p>	

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards	Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grades 11-12		
							<input type="checkbox"/> d. Test the audience's response and revise the presentation accordingly. Written And Oral English Language Conventions <input type="checkbox"/> The standards for written and oral language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. 1.1 Demonstrate control of grammar,		

Grades 11-12 ELD Writing: Strategies and Applications Standards						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12	Primary Citation	Supporting Citation
										diction, and paragraph and sentence structure and an understanding of English usage. 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 Reflect appropriate manuscript requirements in writing.		

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses. <input checked="" type="checkbox"/> B4. Respond with simple words or phrases to questions about simple written texts. <input type="checkbox"/> B5. Orally identify types of media (e.g., magazine, documentary film,	<input checked="" type="checkbox"/> E11. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she). <input checked="" type="checkbox"/> E12. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> E13. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> E14. Restate in simple sentences the main idea of oral presentations in subject-matter content. <input type="checkbox"/> E15. Orally communicate basic needs (e.g., "Do we have to _____?"). <input type="checkbox"/> E16. Prepare and	<input checked="" type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input type="checkbox"/> I4. Participate in social conversations with	<input type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. <input checked="" type="checkbox"/> EA2. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input checked="" type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA4. Recognize	<input checked="" type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to	<input checked="" type="checkbox"/> Listening And Speaking 1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. Comprehension 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). 1.2 Analyze the	ELD B2 ELA 1.0 Santillana Intensive English (SIE) Lesson Cards 8.1,8.4,8.8 7.1,7.3,7.4 6.1,6.3,6.5 Santillana Opening Doors (OD) 8.1,8.2,8.3,8.4,8.5, 8.015-16 OD 7 pgs. 15,28,30-31 OD 6 pgs. 1,2, 5-6 VW Vocabulary Workbook (VW) 8.1,8.2,8.3,8.8 7.1,7.3,7.8 6.10,6.11,6.15 Fresh Start Lesson Cards 1.1,1.2,1.3,1.4 ELD B.4 ELA 1.0 SIE Cards 8.1,8.4,8.8 OD 8.1,8.2,8.3,8.5, 8.15-16 VW 8.1,8.2,8.3,8.8	ELD B2 ELA 1.0 SIE Cards 8.5,8.7,8.10 7.2,7.5,7.9 6.7,6.8,6.12 OD 8.6,8.8,8.9,8.17 OD 7 pgs. 33, 38-9 OD 6 pgs. 8,9,17 Fresh Start Cards 1.5,1.6,1.7 ELD B.4 ELA 1.0 SIE Cards 8.5,8.7,8.10 OD 8.6,8.8,8.9,8.17	

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news report)	deliver short oral presentations.	<input checked="" type="checkbox"/> peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> 15. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. <input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages. <input type="checkbox"/> 17. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources. <input type="checkbox"/> 18. Prepare and ask basic interview	<input checked="" type="checkbox"/> appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA5. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input type="checkbox"/> EA6. Use simple figurative language and idiomatic expressions (e.g., "sunshine girl," heavy as a ton of bricks") to communicate ideas to a variety of audiences. <input checked="" type="checkbox"/> EA7. Prepare and deliver presentations that follow a process of organization and use various sources. <input type="checkbox"/> EA8. Prepare and deliver brief oral	<input type="checkbox"/> the purpose, audience, and subject matter. <input type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. <input type="checkbox"/> 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). <input type="checkbox"/> Organization and Delivery of Oral Communication <input type="checkbox"/> 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. <input type="checkbox"/> 1.5 Distinguish between and use	Fresh Start Cards 1.4, 1.6 1.8 ELD EI2/EI1 ELA 1.0 SIE Cards 8.1, 8.4, 8.8 7.1, 7.2, 7.3 6.1, 6.2, 6.3 OD 8.1.8.2.8.3.8.5. 8.15-16a VW 8.1, 8.2, 8.3, 8.8 ELD EI4 ELA 1.1 SIE Cards 8.5, 8.9, 8.12 7.6, 7.8, 8.10 6.31, 6.35, 6.42 OD 8.4, 8.7, 8.10, 8.12 VW 8.43, 8.49, 8.65, 8.62 ELD I1/I2 ELA 1.2 SIE Cards 8.41, 8.51, 8.54 6.9, 6.10, 6.11 OD 8.1, 8.3, 8.8 OD 6 pgs. 15,	ELD EI2/EI1 ELA 1.0 SIE Cards 8.5, 8.7, 8.10 7.4, 7.5 6.5, 6.6, 6.7 OD 8.6, 8.8, 8.9, 8.17 ELD EI4 ELA 1.1 SIE Cards 8.8, 8.13, 8.16 7.7, 7.9 6.36, 6.37, 6.38 OD 8.15, 8.17, 8.19 OD 6 pgs. 29, 87-8, 104 ELD I1/I2 ELA 1.2 SIE Cards 8.30, 8.31, 8.39 6.16, 6.17, 6.19 OD OD 6 pgs 26-7, 29,	

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				questions and respond to them.	presentations/reports on historical investigations, a problem and solution, or a cause and effect.		<input type="checkbox"/> various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. <input type="checkbox"/> 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the test, and create skillful artistic staging. <input type="checkbox"/> 1.8 Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity 1.9 Use research	17,20-21 VW 6.10, 6.11, 6.15, 1.17, 6.18 ELD I5 ELA 1.2 SIE Cards 8.30,8.40,8.52 7.31,7.36,7.39,7.40 6.62,6.23.6.72,6.75 OD 8.60,8.79-80 8.143-144 OD 7 pgs.38-9,45,47 OD 6 pgs. 126, 131-3, 134-7 VW 8.43,8.49,8.65,8.67 ELD EA3/EA2 ELA 1.0 SIE Cards 8.71,8.75,8.81 6.78,6.80,6.82,6.86 OD 8.123-124,8.132,8.142 OD 6 pgs. 146-9,	34-5 ELD I5 ELA 1.2 SIE Cards 8.44,8.48,8.53 7.35,7.37,7.38 OD 8.75,8.85,8.122 OD 7 pgs. 15,30-31,42-3 OD 6 pgs. 16062, 167-69 ELD EA3/EA2 ELA 1.0 SIE Cards 8.72,8.88,8.90 6.81,6.83,6.87 OD 8.126,8.128-129,8.130-131 6.208, -10, 6.213-14, 6.231-33

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										<input type="checkbox"/> and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation. <input type="checkbox"/> 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. Analysis and Evaluation of Oral and Media Communications <input type="checkbox"/> 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. <input type="checkbox"/> 1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect). <input type="checkbox"/> 1.13 Analyze the four basic types of persuasive speech	160-62, 197-8 Fresh Start Cards 9.4,9.7,10.1 ELD EA5 ELA 1.1 SIE Cards 8.82,8.83,8.84 7.71,7.76, 7.77,7.85 OD 8.134- 135,8.140-141 OD 7 pgs. 8, 29, 80, 102 ELD EA7/A2 SIE Cards 83,85,86 VW 91,92,100,106, 112,114,115 ELD A3/A6 ELA 1.0 SIE Cards 8.92,8.94,8.95 7.71,7.76,7.77,7.8 5 6.98,6.100,6.101 OD 8.147- 148,8.175-177 OD 7 pgs 29,80, 102 OD 6 pgs. 248-55, 268-71, 307-9	ELD EA5 ELA 1.1 SIE Cards 8.85,8.86,8.87 7.74,7.77,7.79,7.83 OD 8.138-139,8.145- 147,8.156-157,8 OD 7 pgs. 13, 36,96, 113 ELD EA7/A2 SIE Cards 66,91,101 ELD A3/A6 ELA 1.0 SIE Cards 8.93,8.95,8.100 7.74,7.79,7.83 6.98,6.100,6.101 OD 8.186-188,8.194- 196,8.197-199 OD 7 pgs 15,36,96,113 OD 6 pgs 213- 14,231-33, 260-61			

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							<p>(i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.</p> <p><input type="checkbox"/> 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").</p> <p><input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking</p>	

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										<p>demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Deliver reflective presentations:</p> <p>a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).</p> <p>b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations</p>		

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							<p>about life.</p> <p>c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.</p> <p><input type="checkbox"/> 2.2 Deliver oral reports on historical investigations:</p> <p>a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.</p> <p>d. Include information on all</p>	

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								<input type="checkbox"/> relevant perspectives and consider the validity and reliability of sources. 2.3 Deliver oral responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of these strategies). c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. d. Demonstrate an		

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							<p>awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p><input type="checkbox"/> 2.4 Deliver multimedia presentations:</p> <p>a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately</p>	

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							<p>and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.</p> <p><input type="checkbox"/> 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").</p> <p>Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions</p>	

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										<p>are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.</p> <p><input type="checkbox"/> 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><input type="checkbox"/> 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.</p>			