

Correlation Guide for
ELL Proficiency Standards in Reading & Writing to K-8 Arizona Academic Standards
and
Santillana Intensive English (SIE) Program

PLEASE NOTE:

- Each Santillana Intensive English Program (SIE) Lesson provides academic standards-based instruction/activities for beginning, early intermediate, intermediate, and advanced proficiency levels.
- SIE Lessons may have met the criteria for more than one academic/proficiency development standard and may appear more than once.
- SIE components for each lesson are referenced in the Users Guide.

Correlation Guide for ELL Proficiency Standards to K-12 Arizona Academic Standards

ELL I

Performance Conditions: Students at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Students also use prior knowledge and their experiences in their first language to understand meanings in English. Students often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text.

Print Concepts	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<i>The student will demonstrate understanding of print concepts of the English language.</i>	Beginning 1. Demonstrate appropriate book handling skills (e.g., hold a book right side up and turn pages in the correct direction).	Strand 1: Reading Process (Kindergarten), Concept 1: Print Concepts PO 2. Hold a book right side up and turn pages in the correct direction.	SIE User's Guide/SIE Opening Doors: K2 ,K3, K4, K5, K8, K9, K10 SIE Classroom Library
	Early Intermediate 2. Demonstrate appropriate book handling skills (e.g., identify the front cover, back cover, and title page of a book).	Strand 1: Reading Process (Kindergarten), Concept 1: Print Concepts PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	SIE User's Guide/SIE Opening Doors: K2, K3, K4, K15, K16 SIE Classroom Library
	Intermediate 1. Demonstrate appropriate book handling skills (e.g., recognize left to right and top to bottom directionality of English reading).	Strand 1: Reading Process (Kindergarten), Concept 1: Print Concepts <i>Progression to: PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</i>	SIE User's Guide/SIE Opening Doors: K1-K120 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Print Concepts	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).	PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).	SIE User's Guide/SIE Opening Doors: K1, K2, K3, K4, K65, K64 SIE Opening Doors: K1 SIE Vocabulary Cards: 1-7 SIE Classroom Library
	Early Advanced 1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books.	Strand 1: Reading Process (Kindergarten), Concept 1: Print Concepts PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.	SIE User's Guide/SIE Opening Doors: K1-K120 SIE Classroom Library
	2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.	PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.	SIE User's Guide/SIE Opening Doors: K72, K73, K74, K75, K76 SIE Opening Doors: K51 a/b, K63 SIE Classroom Library

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Print Concepts	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Advanced</p> <p>1. Distinguish between printed letters and words</p>	<p>Strand 1: Reading Process (Kindergarten), Concept 1: Print Concepts</p> <p>PO 5. Distinguish between printed letters and words.</p>	<p>SIE User's Guide/SIE Opening Doors: K62, K63, K64, K66, K69, K70</p> <p>SIE Opening Doors: K.102</p> <p>SIE Classroom Library</p>
	<p>2. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p>	<p>PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p>	<p>SIE User's Guide/SIE Opening Doors: K2, K4, K5, K9, K10, K11, K12, K31, K33</p> <p>SIE Opening Doors: K.05</p> <p>SIE Classroom Library</p>

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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
Identify and manipulate the sounds of speech.	Beginning 1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as <i>k, l, m, n, p</i>).	Strand 1: Reading Process (Kindergarten), Concept 3: Phonics <i>Progression to: PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</i>	SIE User's Guide/SIE Opening Doors: K1, K2, K5, K6 SIE Classroom Library
	Early Intermediate 1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language, including initial and final consonants (e.g., use words such as <i>libro and clase</i> or sentences such as <i>El libro esta en la clase</i> to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences).	Strand 1: Reading Process (Kindergarten), Concept 3: Phonics <i>Progression to: PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</i>	SIE User's Guide/SIE Opening Doors: K12, K13 SIE Opening Doors: K3, K12, K13 SIE Classroom Library
	2. Distinguish spoken rhyming words from non-rhyming words.	Strand 1: Reading Process (Kindergarten), Concept 2: Phonetic Awareness PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).	SIE User's Guide/SIE Opening Doors: K25, K31, K32, K33, K34, K35, K43, K47, K67, K86 SIE Classroom Library

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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Intermediate</p> <p>1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language, including long and short vowels (e.g., for students whose first language is Spanish, sounds such as <i>th</i>, <i>ll</i>, <i>b</i>)</p>	<p>Strand 1: Reading Process (Kindergarten), Concept 3: Phonics</p> <p><i>Progression to: PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</i></p>	<p>SIE User's Guide/SIE Opening Doors: K12, K13</p> <p>SIE Opening Doors: K12, K13</p> <p>SIE Classroom Library</p>
	<p>2. Identify and produce rhyming words in response to an oral prompt.</p>	<p>Strand 1: Reading Process (Kindergarten), Concept 2: Phonetic Awareness</p> <p>PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).</p>	<p>SIE User's Guide/SIE Opening Doors: K25, K31, K32, K33, K34, K35, K43, K47, K67, K86</p> <p>SIE Classroom Library</p>
	<p>3. Identify the initial and final sounds (not letters) of a spoken word.</p>	<p>PO 7. Identify the initial and final sounds (not the letter) of a spoken word.</p> <p>Strand 1: Reading Process (Kindergarten), Concept 3: Phonics</p>	<p>SIE User's Guide/SIE Opening Doors: K12, K13, K19, K22, K28, K36, K39, K45, K49, K53, K54, K56, K60, K61, K64, K69, K71, K72, K73, K74, K75, K76, K79, K81, K84, K87, K88, K91, K92, K94, K96, K97, K100, K111, K118</p> <p>SIE Classroom Library</p>

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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	4. Recognize and name some upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as <i>Ss, Pp, Cc</i>).	<i>Progression to: PO 1. Identify letters of the alphabet (upper and lower case).</i>	SIE User's Guide/SIE Opening Doors: K3, K4, K15, K16, K17, K18, K47, K57 SIE Classroom Library
	Early Advanced 1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	Strand 1: Reading Process (Kindergarten), Concept 3: Phonics <i>Progression to: PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</i>	SIE User's Guide/SIE Opening Doors: K3, K12, K13 SIE Opening Doors: K12, K13 SIE Classroom Library
	2. Move sequentially from sound to sound and represent the number and order of 2 and 3 isolated phonemes .	PO 8. Segment one-syllable words into its phonemes. . .	SIE User's Guide/SIE Opening Doors: K19, K22, K28 SIE Classroom Library
	3. Orally produce groups of words that begin with the same initial sound.	Strand 1: Reading Process (Kindergarten), Concept 2: Phonetic Awareness PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).	SIE User's Guide/SIE Opening Doors: L35, K45, K56, K67, K76, K109, K113 SIE Classroom Library

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- Dictionaries
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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	4. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., <i>D d</i>).	Strand 1: Reading Process (Kindergarten), Concept 3: Phonics <i>Progression to: PO 1. Identify letters of the alphabet (upper and lower case).</i>	SIE User's Guide/SIE Opening Doors: K3, K4, K15, K16, K17, K18, K45, K47, K57 SIE Classroom Library
	Advanced 1. Produce English graphemes represented by all the single-lettered consonants and vowels.	Strand 1: Reading Process (Kindergarten), Concept 3: Phonics PO 3. Say letter sounds represented by the single-lettered consonants and vowels.	SIE User's Guide/SIE Opening Doors: K47, K49, K56, K60, K61, K64, K71, K79, K81, K84, K87, K88, K90, K91, K92, K94, K95, K96, K97 SIE Classroom Library
	2. Move sequentially from sound to sound and represent the number, order, and similarity or difference of 2 and 3 isolated phonemes.	Strand 1: Reading Process (Kindergarten), Concept 2: Phonetic Awareness PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).	SIE User's Guide/SIE Opening Doors: K19, K22, K28, K36, K73, K74, K75, K101 SIE Classroom Library
	3. Orally blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man).	PO 4. Blend two or three spoken syllables to say words.	SIE User's Guide/SIE Opening Doors: K13, K17 SIE Opening Doors: K13d, K17 SIE Classroom Library

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- SIE Opening Doors
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- Dictionaries
- Classroom Libraries
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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /d/ and rime /aʔ/ makes cat).	SIE User's Guide/SIE Opening Doors: K95 SIE Classroom Library
		PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).	SIE User's Guide/SIE Opening Doors: K19, K102, K22, K23, K36, K42, K47, K49 SIE Opening Doors: K19, K22, K23, K36, K42, K47, K49 SIE Classroom Library
	4. Recognize and name all upper and lower case letters of the alphabet.	Strand 1: Reading Process (Kindergarten), Concept 3: Phonics PO 1. Identify letters of the alphabet (upper and lower case).	SIE User's Guide/SIE Opening Doors: K3, K4, K15, K16, K17, K18, K45, K47, K57 Richmond Picture Dictionary (K-6) SIE Classroom Library
	5. Recognize that a new word is created when a specific letter is changed, added, or removed.	PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.	SIE User's Guide/SIE Opening Doors: K31, K43, K69, K102 Richmond Picture Dictionary (K-6) SIE Classroom Library

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<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>Beginning</p> <p>1. Comprehend and respond to greetings and leave-taking.</p>	<p>Standard 3: Listening and Speaking (Kindergarten)</p> <p><i>Progression to: LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</i></p>	<p>SIE User's Guide/SIE Opening Doors: K22, K29, K30, K31, K32, K42, K33, K36</p> <p>SIE Classroom Library</p>
		<p><i>Progression to LS-R3. Share ideas, information, opinions and questions.</i></p>	<p>SIE User's Guide/SIE Opening Doors: K1-K120</p> <p>SIE Classroom Library</p>
		<p><i>Progression to LS-R5. Participate in group discussions.</i></p>	<p>SIE User's Guide/SIE Opening Doors: K1-K120</p> <p>SIE Classroom Library</p>
	<p>2. Identify and sort a few common objects/ pictures into basic categories (e.g., colors, foods, animals).</p>	<p>Strand 1: Reading Process (Kindergarten), Concept 4: Vocabulary</p> <p><i>Progression to: PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</i></p>	<p>SIE User's Guide/SIE Opening Doors: K10, K11, K12, K13, K14, K15, K18, K24</p> <p>SIE Opening Doors: K10, K11, K12, K13, K14, K15, K18, K24</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>

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- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Identify a few common signs, symbols, labels, and captions in the environment, including traffic signs	Strand 3: Comprehending Informational Text (Kindergarten), Concept 2: Functional Text <i>Progression to: PO 2. Identify signs, symbols, labels, and captions in the environment.</i>	SIE User's Guide/SIE Opening Doors: K5, K9, K10, K12, K13, K14, K15 SIE Classroom Library
)	Early Intermediate 1. Acquire and use simple vocabulary needed to: <ul style="list-style-type: none"> ○ initiate and respond to greetings, courtesy, and leave-taking (e.g., <i>Hello, How are you? Thank you. You're welcome. See you later.</i>) ○ communicate basic needs in social settings. 	Standard 3: Listening and Speaking (Kindergarten) <i>Progression to: LS-R1. Tell or retell a personal experience or creative story in a logical sequence</i>	SIE User's Guide/SIE Opening Doors: K39, K47, K49, K52, K64, K66, K70, K71 SIE Classroom Library
		<i>Progression to: LS-R2. Follow simple directions</i>	SIE User's Guide/SIE Opening Doors: KA, K6, K7, K32, K21, K78, K85 SIE Classroom Library
		<i>Progression to LS-R3. Share ideas, information, opinions and questions.</i>	SIE User's Guide/SIE Opening Doors: K2, K17 SIE Lesson Cards: K2, K17, K39, K41-42 SIE Classroom Library

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		<i>Progression to LS-R5. Participate in group discussions.</i>	SIE User's Guide/SIE Opening Doors: K1-K120 SIE Classroom Library
	2. Identify and sort some common objects into basic categories (e.g., colors, foods, animals).	Strand 1: Reading Process (Kindergarten), Concept 4: Vocabulary <i>Progression to: PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</i>	SIE User's Guide/SIE Opening Doors: K29, K38, K44 SIE Opening Doors: K29, K38, K44 SIE Classroom Library
	3. Identify some common signs, symbols, labels, and captions in the environment.	Strand 3: Comprehending Informational Text (Kindergarten), Concept 2: Functional Text <i>Progression to: PO 2. Identify signs, symbols, labels, and captions in the environment.</i>	SIE User's Guide/SIE Opening Doors: K18, K19, K20, K36, K37, K38 SIE Classroom Library
	Intermediate 1. Acquire and use accurate, purposeful, yet restricted vocabulary needed to: <ul style="list-style-type: none"> ○ ask and answer basic questions about personal information (e.g., name, age, address); ○ give and follow simple directions and imperatives, including warnings; 	Standard 3: Listening and Speaking (Kindergarten) <i>Progression to: LS-R1. Tell or retell a personal experience or creative story in a logical sequence</i>	SIE User's Guide/SIE Opening Doors: K74, K75, K78, K81, K85, K86 SIE Classroom Library

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	<ul style="list-style-type: none"> ○ identify numbers for routine tasks such as telling time; and, ○ count money (up to 20). 	<p><i>Progression to: LS-R2. Follow simple directions</i></p>	<p>SIE User's Guide/SIE Opening Doors: K5, K6, K7, K32, K21, K78, K81</p> <p>SIE Classroom Library</p>
		<p><i>Progression to LS-R3. Share ideas, information, opinions and questions.</i></p>	<p>SIE User's Guide/SIE Opening Doors: K44, K45, K48-49, K52-54, K56, K61, K77</p> <p>SIE Classroom Library</p>
		<p><i>Progression to LS-R5. Participate in group discussions.</i></p> <p>(no correlation)</p>	<p>SIE User's Guide/SIE Opening Doors: K1-K120</p> <p>SIE Classroom Library</p>
	<p>2. Identify and sort many common objects into basic categories (e.g., colors, foods, animals).</p>	<p>Strand 1: Reading Process (Kindergarten), Concept 4: Vocabulary</p> <p><i>Progression to: PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods). (objects vs. words)</i></p>	<p>SIE User's Guide/SIE Opening Doors: K46, K50, K58, K63, K77, K82</p> <p>SIE Opening Doors: K46, K50, K58, K63, K77, K82</p> <p>SIE Classroom Library</p>

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	3. Identify many common signs, symbols, labels, and captions in the environment	Strand 3: Comprehending Informational Text (Kindergarten), Concept 2: Functional Text PO 2. Identify signs, symbols, labels, and captions in the environment.	SIE User's Guide/SIE Opening Doors: K40, K41-K501, K51-K601, K61-K65, K74, K76-K78, K81-K90, K99, K100, K107, K109-K111, K116-K117 SIE Classroom Library
	Early Advanced 1. Acquire and use accurate, natural, and somewhat varied vocabulary needed to: <ul style="list-style-type: none"> ○ respond appropriately to most basic social interactions; ○ communicate personal and survival needs and personal information about self and others; ○ ask for and grant permission; ○ express ability to do or not do something; retell familiar stories 	Standard 3: Listening and Speaking (Kindergarten) LS-R1. Tell or retell a personal experience or creative story in a logical sequence.	SIE User's Guide/SIE Opening Doors: K88, K90, K91, K92, K94 SIE Classroom Library
		LS-R3. Share ideas, information, opinions and questions.	SIE User's Guide/SIE Opening Doors: K15, K24 SIE Classroom Library
		LS-R5. Participate in group discussions. (no correlation)	SIE User's Guide/SIE Opening Doors: K1-K120 SIE Classroom Library

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	2. Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common home, school, and classroom objects).	Strand 1: Reading Process (Kindergarten), Concept 4: Vocabulary <i>Progression to: PO 3. Describe familiar objects and events in both general and specific language.</i>	SIE User's Guide/SIE Opening Doors: K46, K59 (K1-K120) Richmond Picture Dictionary (K-6) SIE Classroom Library
	3. Sometimes determine what words mean from how they are used in a sentence, heard or read.	Strand 1: Reading Process (Kindergarten), Concept 4: Vocabulary <i>Progression to: PO 1. Determine what words mean from how they are used in a sentence, heard or read.</i>	SIE User's Guide/SIE Opening Doors: K21, K30, K99, K101, K114, K116, K119, K120 SIE Classroom Library
	Advanced 1. Acquire and use precise, descriptive, and varied vocabulary needed to: <ul style="list-style-type: none"> ○ respond appropriately to most basic social interactions; ○ communicate personal and survival needs and personal information about self and others; ○ ask for and grant permission; ○ express ability and inability to do or not do something; and, retell familiar stories. 	Standard 3: Listening and Speaking (Kindergarten) LS-R1. Tell or retell a personal experience or creative story in a logical sequence LS-R3. Share ideas, information, opinions and questions.	SIE User's Guide/SIE Opening Doors: K99, K102, K106, K108, K116, K117, K118 SIE Classroom Library SIE User's Guide/SIE Opening Doors: K15, K24, K28, K67 SIE Classroom Library

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		LS-R5. Participate in group discussions. (no correlation)	SIE User's Guide/SIE Opening Doors: K1-K120 SIE Classroom Library
	2. Describe familiar objects, people, and events in both general and specific language.	Strand 1: Reading Process (Kindergarten), Concept 4: Vocabulary PO 3. Describe familiar objects and events in both general and specific language.	SIE User's Guide/SIE Opening Doors: K84, K85, K114 (K1-K120) SIE Classroom Library
	3. Often determine what words mean from how they are used in a sentence, heard or read.	Strand 1: Reading Process (Kindergarten), Concept 4: Vocabulary PO 1. Determine what words mean from how they are used in a sentence, heard or read.	SIE User's Guide/SIE Opening Doors: K1-K120 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas</i></p>	<p>Beginning</p> <p>1. Respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.</p>	<p>Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature</p> <p><i>Progression to: PO 2. Identify elements of a story, including characters, setting, and key events.</i></p>	<p>SIE User's Guide/SIE Opening Doors: K3, K6, K11, K9, K25, K34</p> <p>SIE Classroom Library</p>
	<p>2. Comprehend and follow simple 1-word written directions for classroom activities that are accompanied by picture cues.</p>	<p>Strand 3: Comprehending Informational Text (Kindergarten), Concept 2: Functional Text</p> <p><i>Progression to: PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</i></p>	<p>SIE User's Guide/SIE Opening Doors: K6, K7, K32, K67, K68, K70, K9, K21, K33, K78</p> <p>(K1-K120 Classroom Procedures)</p> <p>SIE Classroom Library</p>
	<p>3. Sometimes participate in choral reading by acting out its meaning.</p>	<p>Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature</p> <p><i>Progression to: PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</i></p>	<p>SIE User's Guide/SIE Opening Doors: K16, K21, K22, K23, K24, K36, K56, K67, K77, K79, K83</p> <p>SIE Classroom Library</p>
	<p>Early Intermediate</p> <p>1. Respond orally to stories dramatized or read to him or her by answering simple questions using isolated words or strings of 2- to 3-word responses.</p>	<p>Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature</p> <p><i>Progression to: PO 2. Identify elements of a story, including characters, setting, and key events.</i></p>	<p>K3, K5, K11, K9, K25, K34</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Demonstrate an understanding of prediction and sequence by arranging a series of familiar pictures in sequence and occasionally using key words and physical actions.	<i>Progression to: PO 3. Retell or re-enact a story, placing the events in the correct sequence.</i>	SIE User's Guide/SIE Opening Doors: K21, K22, K29-K31, K33, K36, K39, K47, K49, K52, K66, K67 SIE Classroom Library
	3. Comprehend and follow simple 1-step (2- to 3-words) written directions for classroom activities that are accompanied by picture cues.	Strand 3: Comprehending Informational Text (Kindergarten), Concept 2: Functional Text <i>Progression to: PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</i>	SIE User's Guide/SIE Opening Doors: K6, K7, K9, K21, K32, K33, K67, K68, K70, K78 (K1-K120 Classroom Procedures) SIE Classroom Library
	4. Often participate in choral reading by acting out its meaning.	Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	SIE User's Guide/SIE Opening Doors: K16, K21, K22, K23, K24, K36, K56, K67, K77, K79, K83 SIE Classroom Library
	Intermediate 1. Respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.	Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature <i>Progression to: PO 2. Identify elements of a story, including characters, setting, and key events.</i>	SIE User's Guide/SIE Opening Doors: K60, K93, K109, K113, K115 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Demonstrate an understanding of prediction and sequence by arranging a series of pictures in sequence and using key words and physical actions.	<i>Progression to: PO 3. Retell or re-enact a story, placing the events in the correct sequence.</i>	SIE User's Guide/SIE Opening Doors: K29, K22, K29-K31, K33-K36, K39, K47, K49, K52, K66, K67 SIE Classroom Library
	3. Comprehend and follow simple 1- to 2-step (2- to 5-words) written directions for classroom activities that are accompanied by picture cues.	Strand 3: Comprehending Informational Text (Kindergarten), Concept 2: Functional Text <i>Progression to: PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</i>	SIE User's Guide/SIE Opening Doors: K6, K7, K9, K21, K32, K33, K67, K68, K70, K78 (K1-K120 Classroom Procedures) SIE Classroom Library
	4. Consistently participate in choral reading by acting out its meaning.	Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	SIE User's Guide/SIE Opening Doors: K16, K21, K22, K23, K24, K36, K56, K67, K77, K79, K83 SIE Classroom Library
	Early Advanced 1. Respond orally to stories read to him or her by answering factual comprehension questions using key words, short phrases, and some simple sentences.	Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature <i>Progression to: PO 2. Identify elements of a story, including characters, setting, and key events.</i>	SIE User's Guide/SIE Opening Doors: K60, K76, K93, K109, K113, K115 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Identify basic sequences of events in stories read to him or her.	<i>Progression to: PO 3. Retell or re-enact a story, placing the events in the correct sequence.</i>	SIE User's Guide/SIE Opening Doors: K68-K71, K74, K75, K78, K81, K85, K86, K88 SIE Classroom Library
	3. Make predictions about content based on book title and illustrations.	PO 1. Make predictions based on title, cover, illustrations, and text.	SIE User's Guide/SIE Opening Doors: K16, K30, K36, K56, K83 SIE Classroom Library
	4. Comprehend and follow short 2- to 3-step written directions for classroom activities that are accompanied by picture cues.	Strand 3: Comprehending Informational Text (Kindergarten), Concept 2: Functional Text PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.	SIE User's Guide/SIE Opening Doors: K6, K7, K9, K21, K32, K33, K67, K68, K70, K78 (K1-K120 Classroom Procedures) SIE Classroom Library
	5. Restate information from expository text read to him or her, using key words, short phrases, and some simple sentences with teacher support.	Strand 3: Comprehending Informational Text (Kindergarten), Concept 1: Expository Text <i>Progression to: PO 1. Identify the purpose for reading expository text.</i> PO 2. Restate facts from listening to expository text.	SIE User's Guide/SIE Opening Doors: K62, K74, K87, K71-K80 www.intensiveenglish.net (K1-K120) SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>PO 3. Respond appropriately to questions based on facts in expository text, heard or read.</p>	
	<p>6. Sometimes participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry are read aloud.</p>	<p>Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature</p> <p>PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p>	<p>SIE User's Guide/SIE Opening Doors: K16, K21, K22, K23, K24, K36, K56, K67, K77, K79, K83</p> <p>SIE Classroom Library</p>
	<p>Advanced</p> <p>1. Identify the characters, setting, and key events of stories read to him or her, using key words, short phrases, and simple sentences.</p>	<p>Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature</p> <p>PO 2. Identify elements of a story, including characters, setting, and key events.</p>	<p>SIE User's Guide/SIE Opening Doors: K60, K76, K93, K109, K113, K115</p> <p>SIE Classroom Library</p>
	<p>2. Retell a simple story, placing events in sequence.</p>	<p>PO 3. Retell or re-enact a story, placing the events in the correct sequence.</p>	<p>SIE User's Guide/SIE Opening Doors: K91, K94, K95, K99, K102, K106, K108, K116, K117, K118</p> <p>SIE Classroom Library</p>
		<p>Standard 3: Listening and Speaking (Kindergarten)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence</p>	<p>SIE User's Guide/SIE Opening Doors: K26, K27, K28, K32, K42, K48, K50, K72-K74, K85, K87</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Make predictions about content based on book title, illustrations, and text.	PO 1. Make predictions based on title, cover, illustrations, and text.	SIE User's Guide/SIE Opening Doors: K16, K30, K36, K56, K83 SIE Classroom Library
	4. Comprehend and sequentially follow short 2- to 3-step written directions for classroom activities.	Strand 3: Comprehending Informational Text (Kindergarten), Concept 2: Functional Text PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.	SIE User's Guide/SIE Opening Doors: K6, K7, K9, K21, K32, K33, K67, K68, K70, K78 (K1-K120 Classroom Procedures) SIE Classroom Library
	5. Respond to basic comprehension questions about expository text read to him or her, using key words, phrases, and simple sentences.	Strand 3: Comprehending Informational Text (Kindergarten), Concept 1: Expository Text PO 1. Identify the purpose for reading expository text. PO 2. Restate facts from listening to expository text. PO 3. Respond appropriately to questions based on facts in expository text, heard or read.	SIE User's Guide/SIE Opening Doors: K62, K74, K87, K71-K80 www.intensiveenglish.net (K1-K120) SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	6. Consistently participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry are read aloud.	Strand 2: Comprehending Literary Text (Kindergarten), Concept 1: Elements of Literature PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	SIE User's Guide/SIE Opening Doors: K16, K21, K22, K23, K24, K36, K56, K67, K77, K79, K83 SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
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ELL II

Performance Conditions: Students at this stage of proficiency understand basic narrative text and authentic materials of a variety of lengths. They use contextual and visual cues to derive meaning from texts that contain unfamiliar words and expressions although most content words are everyday words, familiar to the learner. English learners also use prior knowledge and their experiences in their first language to understand meanings in English. They read to learn and read for pleasure. Instructions are common written instructions within a context that is predictable and personally relevant. Pictures often accompany the text. Narratives that are biographical or descriptive are often related to personal experience. Context is often factual, literal, familiar, and predictable.

Print Concepts	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><i>The student will demonstrate understanding of print concepts of the English language.</i></p>	<p>Beginning Identify letters, words, and sentences.</p>	<p>Strand 1: Reading Process (Kindergarten), Concept 1: Print Concepts</p> <p>PO 5. Distinguish between printed letters and words.</p>	<p>SIE User's Guide/SIE Opening Doors: K62, K63, K64, K66, K69, K70</p> <p>SIE Opening Doors: K102</p> <p>SIE Classroom Library</p>
		<p>PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>SIE User's Guide/SIE Opening Doors: K3, K4, K54, K55, K63, K64, K66,</p> <p>SIE Classroom Library</p>
		<p>PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.</p>	<p>SIE User's Guide/SIE Opening Doors: K67, K72, K73, K74, K75, K76</p> <p>SIE Opening Doors: K51a, K51b, K63</p>

SIE Lesson Components (K-4)

- SIE User's Guide
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- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Print Concepts	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Early Intermediate</p> <p>1. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p>	<p>Strand 1: Reading Process (Grade 1), Concept 1: Print Concepts</p> <p>PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p>	<p>SIE Classroom Library</p> <p>SIE User's Guide/SIE Opening Doors: 1.62, 1.81, 1.84</p> <p>SIE Classroom Library</p>
	<p>Intermediate</p> <p>1. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).</p>	<p>Strand 1: Reading Process (Grade 1), Concept 1: Print Concepts</p> <p>PO 2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).</p>	<p>SIE User's Guide/SIE Opening Doors: 1.108, 1.53</p> <p>SIE Classroom Library</p>
	<p>2. Alphabetize a series of words to the first letter.</p>	<p>Strand 1: Reading Process (Grade 1), Concept 1: Print Concepts</p> <p>PO 1. Alphabetize a series of words to the first letter.</p>	<p>SIE Spelling Friend Cards: 1.05, 1.54, 1.74, 1.76</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Print Concepts	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Early Advanced</p> <p>1. Identify a few organizational features (e.g., title, author, and table of contents) of a book.</p>	<p>Strand 1: Reading Process (Grade 1), Concept 1: Print Concepts</p> <p>PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.\</p> <p>PO 4. Identify the title, author, and table of contents of a book.</p>	<p>SIE User's Guide/SIE Opening Doors: 1.31, 1.33, 1.37, 1.39, 1.43, 1.54, 1.58, 1.70, 1.71</p> <p>SIE Classroom Library</p>
	<p>2. Alphabetize a series of words to the second letter.</p>	<p>Strand 1: Reading Process (Grade 2), Concept 1: Print Concepts</p> <p>PO 1. Alphabetize a series of words to the second letter.</p>	<p>Personal Vocabulary Cards per SIE User's Guide</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>
	<p>Advanced</p> <p>1. Identify some organizational features (e.g., title, table of contents, chapter titles, glossary) of a book.</p>	<p>Strand 3: Informational Text (Grade 3), Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (<u>Connected to Research Strand in Writing</u>).</p>	<p>SIE User's Guide/SIE Opening Doors: 3.24, 3.28, 3.36, 3.37, 3.20, 3.39, 3.39, 3.80</p> <p>SIE Classroom Library</p>
	<p>2. Alphabetize a series of words to the third letter.</p>	<p>Strand 1: Reading Process (Grade 3), Concept 1: Print Concepts</p> <p>PO 1. Alphabetize a series of words to the third letter.</p>	<p>SIE User's Guide/SIE Opening Doors: 3.39</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p>	<p>Beginning</p> <p>1. Distinguish initial (e.g., <i>s/a/t</i>), medial (e.g., <i>s/a/t</i>), and final sounds (e.g., <i>s/a/t</i>) in single-syllable words.</p>	<p>Strand 1: Reading Process (Grade 1), Concept 2: Phonemic Awareness</p> <p>PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.</p>	<p>SIE User's Guide/SIE Opening Doors: 1.12, 1.49, 1.51, 1.52, 1.53, 1.54, 1.59, 1.66, 1.67, 1.25, 1.38</p> <p>SIE Classroom Library</p>
	<p>2. Pronounce a few¹ English graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as /m/, /n/, /p/).</p>	<p>Strand 1: Reading Process (Grade 1), Concept 3: Phonics</p> <p><i>Progression to: PO 1.</i> Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</p> <ul style="list-style-type: none"> • Single letters (consonants and vowels), • Consonant blends (e.g., <i>bl, st, tr</i>), • Consonant digraphs (e.g., <i>th, sh, ck</i>), and • Vowel digraphs and diphthongs (e.g., <i>ea, ie, ee</i>). 	<p>SIE User's Guide/SIE Opening Doors: 1.05, 1.54, 1.74, 1.76, 1.17, 1.34, 1.36, 1.68, 1.117, 1.118, 1.116, 1.115, 1.113, 1.112, 1.111, 1.110, 1.109, 1.102</p> <p>SIE Opening Doors: Spelling Friend Cards</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: PO 3.</i> Use knowledge of base words to identify compound words.</p>	<p>SIE User's Guide/SIE Opening Doors: 1.6, 1.7</p> <p>SIE Classroom Library</p>

¹ Interaction from a student's first language phonology will guide which graphemes will be most easily pronounced with general accuracy. For example, a child whose first language is Spanish may read "speak" as "espeak" for awhile.

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
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- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</i>	SIE Opening Doors: 1.99 SIE Classroom Library
		<i>Progression to: PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</i>	SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64 (1.1-1.120 inclusive) SIE Classroom Library
	3. Recognize a few (3 to 4) common high frequency sight words .	<i>Progression to: PO 5. Recognize high frequency words and irregular sight words.</i>	SIE User's Guide/SIE Opening Doors: 1.47, 1.49, 1.51, 1.52, 1.53, 1.56, 1.64, 1.67, 1.69, 1.73, 1.72, 1.74, 1.76, 1.100, 1.104, 1.117 Richmond Picture Dictionary (K-6) SIE Classroom Library
	Early Intermediate 1. Blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., <i>an, man</i>).	Strand 1: Reading Process (Grade 1), Concept 2: Phonemic Awareness <i>Progression to: PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</i>	SIE User's Guide/SIE Opening Doors: 1.1-1.120 SIE Opening Doors: Spelling Friend Cards SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p><i>Progression to: PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.05, 1.54, 1.74, 1.76</p> <p>SIE Opening Doors: Spelling Friend Cards</p> <p>SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 2), Concept 2: Phonemic Awareness</p> <p><i>Progression to: PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs(e.g., /t/.../i/.../g/.../er/ makes tiger).</i></p>	<p>SIE User's Guide/SIE Opening Doors: 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.46, 2.47, 2.48, 2.49, 2.50, 2.52, 2.54, 2.56, 2.57, 2.58, 2.59, 2.60</p> <p>SIE Opening Doors: Spelling Friend Cards</p> <p>SIE Classroom Library</p>
	<p>2. Pronounce some English graphemes with general accuracy while reading aloud.</p>	<p>Strand 1: Reading Process (Grade 1), Concept 3: Phonics</p> <p><i>Progression to: PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</i></p> <ul style="list-style-type: none"> • Single letters (consonants and vowels), • Consonant blends (e.g., bl, st, tr), • Consonant digraphs (e.g., th, sh, ck), and 	<p>SIE User's Guide/SIE Opening Doors: 1.05, 1.54, 1.74, 1.76, 1.17, 1.34, 1.36, 1.68, 1.117, 1.118, 1.116, 1.115, 1.113, 1.112, 1.111, 1.110, 1.109, 1.102</p> <p>SIE Opening Doors: Spelling Friend</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<ul style="list-style-type: none"> Vowel digraphs and diphthongs (e.g., ea, ie, ee). 	Cards SIE Classroom Library
		<i>Progression to: PO 3. Use knowledge of base words to identify compound words.</i>	SIE User's Guide/SIE Opening Doors: 1.6, 1.7 SIE Classroom Library
		<i>Progression to: PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</i>	SIE Opening Doors: 1.99 SIE Classroom Library
		<i>Progression to: PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</i>	SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64 (1.1-1.120 inclusive) SIE Classroom Library
		Strand 1: Reading Process (Grade 2), Concept 3: Phonics <i>Progression to: PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</i>	SIE User's Guide/SIE Opening Doors: 2.20, 2.35, 2.38, 2.39, 2.40, 2.43, 2.49, 2.54, 2.58, 2.59, 2.60, 2.63, 2.69, 2.105-2.120 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change <i>hat</i> to <i>cat</i> , <i>pan</i> to <i>an</i>).	Strand 1: Reading Process (Grade 1), Concept 2: Phonemic Awareness PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i> , <i>pan</i> to <i>an</i>).	SIE Opening Doors: 1.52, 1.54a, Spelling Friends Checklist SIE Classroom Library
	4. Segment spoken phonemes contained in one-syllable words of 2 to 5 phoneme sounds into individual phoneme sounds (e.g., <i>s/p//a/t=splat</i> ; <i>r//i/ch=rich</i>).	PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., <i>splat</i> = /s/p//a/t/ using manipulatives to mark each phoneme).	SIE User's Guide/SIE Opening Doors: 1.2, 1.3, 1.6, 1.10, 1.11 SIE Classroom Library
	5. Recognize some (5 to 25) common high frequency sight words.	Strand 1: Reading Process (Grade 1-2), Concept 3: Phonics Progression to: PO 5. <i>Recognize high frequency words and irregular sight words.</i>	SIE User's Guide/SIE Opening Doors: 1.73, 1.79, 1.81, 1.84-1.87, 1.88, 1.89, 1.94, 1.96, 1.97, 1.100, 1.103, 1.104, 1.105, 1.107, 1.10, 1.11, 1.12, 1.16, 1.117, 1.118 SIE Opening Doors: 2.22a, 2.45b, 2.74b Richmond Picture Dictionary (K-6) SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>6. Occasionally identify the words that comprise compound words (e.g., <i>popcorn, sailboat, classroom</i>) and contractions (e.g., <i>haven't, aren't</i>).</p>	<p><i>Progression to: PO 3. Use knowledge of base words to identify compound words.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.6, 1.7, 2.36, 2.32</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>
		<p><i>Progression to: PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</i></p>	<p>SIE Opening Doors: 1.99a, 2.35b, 2.104b</p> <p>SIE Classroom Library</p>
	<p>7. Occasionally use knowledge of word order (syntax) and context to confirm decoding.</p>	<p><i>Progression to: PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64</p> <p>SIE Opening Doors: 2.08a</p> <p>SIE Classroom Library</p>
	<p>Intermediate</p> <p>1. Blend 2 to 4 phonemes orally into recognizable words (e.g., /c/a/t=cat;/f/l/a/t= flat).</p>	<p>Strand 1: Reading Process (Grade 1), Concept 2: Phonemic Awareness</p> <p>PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/= find; /f/l/a/t/ = flat).</p>	<p>SIE User's Guide/SIE Opening Doors: 1.2, 1.3, 1.6, 1.10, 1.11</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Strand 1: Reading Process (Grade 2), Concept 2: Phonemic Awareness</p> <p><i>Progression to: PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs(e.g., /t.../l.../g/.../er/ makes tiger).</i></p>	<p>SIE User's Guide/SIE Opening Doors: 2.61, 2.67, 2.68, 2.69, 2.70, 2.71, 2.73, 2.75, 2.76, 2.77, 2.78, 2.80, 2.81, 2.84, 2.85, 2.86</p> <p>SIE Classroom Library</p>
	<p>2. Pronounce many English graphemes with general accuracy while reading aloud.</p>	<p>Strand 1: Reading Process (Grade 1), Concept 3: Phonics</p> <p><i>Progression to: PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</i></p> <ul style="list-style-type: none"> • Single letters (consonants and vowels), • Consonant blends (e.g., bl, st, tr), • Consonant digraphs (e.g., th, sh, ck), and • Vowel digraphs and diphthongs (e.g., ea, ie, ee). 	<p>SIE User's Guide/SIE Opening Doors: 1.05, 1.54, 1.74, 1.76, 1.17, 1.34, 1.36, 1.68, 1.117, 1.118, 1.116, 1.115, 1.113, 1.112, 1.111, 1.110, 1.109, 1,102</p> <p>SIE Opening Doors: Spelling Friend Cards</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: PO 3. Use knowledge of base words to identify compound words.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.6, 1.7</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</i></p>	<p>SIE Opening Doors: 1.99a</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p><i>Progression to: PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64</p> <p>SIE Opening Doors: 2.08a</p> <p>SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 2), Concept 3: Phonics</p> <p><i>Progression to: PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 2.37, 2.41, 2.42, 2.46-2.49, 2.59, 2.60, 2.77, 2.93, 2.105, 2.110, 2.117, 2.120, Spelling Friend Cards</p> <p>SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 2), Concept 2: Phonemic Awareness</p> <p>PO 5. Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).</p>	<p>SIE Opening Doors: 2.84b, 2.43b, 2.44a</p> <p>SIE Spelling Friend Cards</p> <p>SIE Classroom Library</p>
	<p>3. Generate a series of rhyming words, including consonant blends.</p>	<p>PO 1. Generate a series of rhyming words, including consonant blends.</p>	<p>SIE User's Guide/SIE Opening Doors: 2.7, 2.26, 2.65, 2.68, 2.88, 2.97, 2.114, 2.116, 2.117</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	4. Segment spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., <i>tiger</i> makes /t/ /ɪ/ /g/ /e/ /r/).	PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../ɪ/.../g/.../e/ while student moves one block for each phoneme).	
	5. Recognize many (26 to 50) common high frequency sight words.	Strand 1: Reading Process (Grade 1-3), Concept 3: Phonics PO 5. Recognize high frequency words and irregular sight words.	SIE User's Guide/SIE Opening Doors: 1.47, 1.49, 1.51, 1.52, 1.53, 1.55, 1.64, 1.67, 1.69, 1.73, 1.72, 1.74, 1.76, 1.100, 1.104, 1.117, 2.32, 2.34, 2.38, 2.78, 2.79, 2.80, 2.107, 3.27, 3.62, 3.102, 3.120 Richmond Picture Dictionary (K-6) SIE Classroom Library
	6. Use knowledge of inflectional endings (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i>) to identify base words (e.g., <i>look</i> , <i>looks</i> , <i>looked</i> , <i>looking</i>).	Progression to: PO 3. Use knowledge of base words to identify compound words.	SIE User's Guide/SIE Opening Doors: 1.6, 1.7, 2.36, 2.32, 3.4, 3.5, 3.12 SIE Classroom Library
		PO 2. Use knowledge of inflectional endings (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i>) to identify base words.	SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64, 2.24, 2.32, 2.102, 3.60, 3.56 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
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- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		Strand 1: Reading Process (Grade 1), Concept 4: Vocabulary PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).	SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64, 1.108 SIE Classroom Library
	7. Sometimes identify the words that comprise compound words and contractions.	Strand 1: Reading Process (Grade 1-3), Concept 3: Phonics <i>Progression to: PO 3. Use knowledge of base words to identify compound words.</i>	SIE User's Guide/SIE Opening Doors: 1.6, 1.7, 2.36, 2.32, 3.4, 3.5, 3.12 Richmond Picture Dictionary (K-6) SIE Classroom Library
		<i>Progression to: PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</i>	SIE User's Guide/SIE Opening Doors: 1.99, 2.35b, 2.104b, 3.33b SIE Classroom Library
		Strand 1: Reading Process (Grade 1), Concept 4: Vocabulary <i>Progression to: PO 3. Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).</i>	SIE Opening Doors: 1.99 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).</i>	SIE User's Guide/SIE Opening Doors: 1.6, 1.7 Richmond Picture Dictionary (K-6) SIE Classroom Library
	8. Recognize and use knowledge of a few spelling patterns such as consonant blends, consonant digraphs (e.g., <i>th, sh, ck</i>) and vowel digraphs and diphthongs (e.g., <i>ea, ie, ee</i>) when reading.	PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"> • Single letters (consonants and vowels), • Consonant blends (e.g., <i>bl, st, tr</i>), • Consonant digraphs (e.g., <i>th, sh, ck</i>), and • Vowel digraphs and diphthongs (e.g., <i>ea, ie, ee</i>). 	SIE User's Guide/SIE Opening Doors: 1.05, 1.54, 1.74, 1.76, 1.17, 1.34, 1.36, 1.68, 1.117, 1.118, 1.116, 1.115, 1.113, 1.112, 1.111, 1.110, 1.109, 1.102 SIE Opening Doors: Spelling Friend Cards SIE Classroom Library
	9. Sometimes read common abbreviations.	Strand 1: Reading Process (Grade 2), Concept 3: Phonics <i>Progression to: PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</i>	SIE User's Guide/SIE Opening Doors: 2.63, 2.102 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	10. Sometimes use knowledge of word order (syntax) and context to confirm decoding.	Strand 1: Reading Process (Grade 1), Concept 3: Phonics PO 7. Use knowledge of word order (syntax) and context to confirm decoding.	SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64 (1.1-1.120 inclusive) SIE Classroom Library
	Early Advanced 1. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	Strand 1: Reading Process (Grade 1), Concept 2: Phonemic Awareness <i>Progression to: PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</i>	SIE User's Guide/SIE Opening Doors: 1.1-1.20 SIE Opening Doors: Spelling Friend Cards Richmond Picture Dictionary (K-6) SIE Classroom Library
	2. Pronounce most English graphemes with general accuracy while reading aloud.	Strand 1: Reading Process (Grade 1), Concept 3: Phonics PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"> • Single letters (consonants and vowels), • Consonant blends (e.g., bl, st, tr), • Consonant digraphs (e.g., th, sh, ck), and • Vowel digraphs and diphthongs (e.g., ea, ie, ee). 	SIE User's Guide/SIE Opening Doors: 1.05, 1.54, 1.74, 1.76, 1.17, 1.34, 1.36, 1.68, 1.117, 1.118, 1.116, 1.115, 1.113, 1.112, 1.111, 1.110, 1.109, 1.102 SIE Opening Doors: Spelling Friends Card Richmond Picture Dictionary (K-6) SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Strategy Cards
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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>PO 3. Use knowledge of base words to identify compound words.</p>	<p>SIE User's Guide/SIE Opening Doors: 1.6, 1.7</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>
		<p>PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</p>	<p>SIE Opening Doors: 1.99</p> <p>SIE Classroom Library</p>
		<p>PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64</p> <p>SIE Opening Doors: 208a</p> <p>SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 2), Concept 3: Phonics</p> <p>PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p>	<p>SIE User's Guide/SIE Opening Doors: 2.20, 2.35, 2.38, 2.39, 2.40, 2.43, 2.49, 2.54, 2.58, 2.59, 2.60, 2.63, 2.69, 2.105-2.120</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

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- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Comprehend that as letters of words change, so do the sounds.	Strand 1: Reading Process (Grade 1), Concept 2: Phonemic Awareness PO3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i> , <i>pan</i> to <i>an</i>).	SIE Opening Doors: 1.52, 1.54a Spelling Friends Cards SIE Classroom Library
		Strand 1: Reading Process (Grade 2), Concept 3: Phonics <i>Progression to: PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</i>	SIE User's Guide/SIE Opening Doors: 2.13, 2.32, 2.18 Richmond Picture Dictionary (K-6) SIE Classroom Library
	4. Orally segment multi-syllable words into syllables and count the number of sounds in syllables and syllables in words.	PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	SIE User's Guide/SIE Opening Doors: 2.75 (2.4-2.120 inclusive) Richmond Picture Dictionary (K-6) SIE Classroom Library
		Strand 1: Reading Process (Grade 2), Concept 2: Phonemic Awareness PO 1. Orally segment a multi-syllable word into its syllables.	SIE User's Guide/SIE Opening Doors: 2.35-2.38, 2.41, 2.42, 2.46, 2.47, 2.48-2.49, 2.75-2.76, 2.78, 2.119, 2.120 SIE Classroom Library

SIE Lesson Components (K-4)

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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).	SIE User's Guide/SIE Opening Doors: 2.90, 2.92, 2.93, 2.95, 2.98, 2.99, 2.103, 2.105, 2.107, 2.108, 2.113, 2.114, 2.116, 2.119, 2.120 SIE Classroom Library
	5. Recognize many (51 to 75) common regular and irregular sight words (e.g., <i>the, have, said, of</i>).	Strand 1: Reading Process (Grade 2), Concept 3: Phonics PO 5. Recognize high frequency words and irregular sight words.	SIE User's Guide/SIE Opening Doors: 2.34, 2.38, 2.75, 2.74, 2.79, 2.83, 2.85, 2.87, 2.88 SIE Classroom Library
	6. Read inflectional forms of words, including irregular plurals (e.g., <i>wife/wives</i>).	PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.	SIE User's Guide/SIE Opening Doors: 2.120 SIE Opening Doors: Spelling Friend Cards SIE Classroom Library
		Strand 1: Reading Process (Grade 1), Concept 3: Phonics PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.	SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64 SIE Classroom Library

SIE Lesson Components (K-4)

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- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Strand 1: Reading Process (Grade 2), Concept 3: Phonics</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -tion, -sion, (e.g., election, vision) • with complex word families (e.g., ight, -ought); and • that include common prefixes, suffixes and root words. 	<p>SIE User's Guide/SIE Opening Doors: 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.46, 2.47, 2.48, 2.49, 2.50, 2.52, 2.54, 2.56, 2.57, 2.58, 2.59, 2.60, 2.61, 2.67, 2.68, 2.69, 2.70, 2.71, 2.73, 2.75, 2.76, 2.77, 2.78, 2.80, 2.81, 2.84, 2.85, 2.86, 2.90, 2.92, 2.93, 2.95, 2.98, 2.99, 2.103, 2.105, 2.107, 2.108, 2.113, 2.114, 2.120</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 1), Concept 4: Vocabulary</p> <p>PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).</p>	<p>SIE User's Guide/SIE Opening Doors: 105, 1.54, 1.74, 1.76, 1.36, 1.48, 1.64, 1.108</p> <p>SIE Opening Doors: Spelling Friend Cards</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	7. Often use knowledge of base words to identify and read compound words and contractions.	Strand 1: Reading Process (Grade 1), Concept 3: Phonics PO 3. Use knowledge of base words to identify compound words.	SIE User's Guide/SIE Opening Doors: 1.6, 1.7 SIE Classroom Library
PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).		SIE Opening Doors: 1.99 SIE Classroom Library	
Strand 1: Reading Process (Grade 2), Concept 3: Phonics PO 7. Read common contractions fluently (e.g., haven't, it's, aren't).		SIE User's Guide/SIE Opening Doors: 2.35b, 2.104b SIE Classroom Library	
Strand 1: Reading Process (Grade 1), Concept 4: Vocabulary PO 3. Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).		SIE Opening Doors: 1.99 SIE Classroom Library	
	8. Recognize and use knowledge of some spelling patterns (e.g., inflectional endings ; orthographic patterns and rules such as <i>oil/toy, match/speech, badge/cage</i> ; contractions) when reading.	Strand 1: Reading Process (Grade 3), Concept 3: Phonics Progression to: PO 3. Apply knowledge of the following common spelling patterns to read words: <ul style="list-style-type: none"> • that drop the final e and add endings such as: <i>-ing, -ed, or -able</i> (e.g., <i>use/using/used/usable</i>) • with final consonants that need to be doubled when adding an 	SIE Opening Doors: 3.76b, 3.6a, 3.72a, 3.74b, 3.75a, 3.51a, 3.53, 3.60b, 3.61a, 3.64a, 3.119b, 3.35a, 3.35b Richmond Picture Dictionary (K-6) SIE Spelling Friend Cards

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p><i>ending (e.g., hop/hopping)</i></p> <ul style="list-style-type: none"> • <i>that require changing the final y to i (e.g., baby/babies)</i> • <i>that end in -tion, -sion, (e.g., election, vision)</i> • <i>with complex word families (e.g., ight, -ought); and</i> • <i>that include common prefixes, suffixes and root words.</i> 	SIE Classroom Library
	9. Often read common abbreviations.	<p>Strand 1: Reading Process (Grade 2), Concept 3: Phonics</p> <p>PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p>	<p>SIE User's Guide/SIE Opening Doors: 2.63, 2.102</p> <p>SIE Classroom Library</p>
	10. Often use knowledge of word order (syntax) and context to confirm decoding.	<p>PO 9. Use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>SIE User's Guide/SIE Opening Doors: 1.36, 1.48, 1.64 (1.1-1.20 inclusive)</p> <p>SIE Classroom Library</p>
	<p>Advanced</p> <p>1. Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words.</p>	<p>Strand 1: Reading Process (Grade 1), Concept 2: Phonemic Awareness</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.120</p> <p>SIE Opening Doors: Spelling Friend Cards</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

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- SIE Opening Doors
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- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		Strand 1: Reading Process (Grade 2, Grade 3), Concept 3: Phonics PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	SIE User's Guide/SIE Opening Doors: 2.13, 2.32, 2.18, 3.53, 3.56, 3.60, 3.61, 3.64, 3.67, 3.68, 3.72, 3.76, 3.74, 3.75, 3.76 Richmond Picture Dictionary (K-6) SIE Classroom Library
	2. Pronounce English graphemes with general accuracy when reading multi-syllabic words aloud.	Strand 1: Reading Process (Grade 2), Concept 3: Phonics PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	SIE User's Guide/SIE Opening Doors: 2.13, 2.32, 2.18, 2.15, 2.22, 2.29, 2.34, 2.37 (2.1-2.120 inclusive) SIE Classroom Library
		PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	SIE User's Guide/SIE Opening Doors: 2.60, 2.91, 2.93, 2.95, 2.110, 2.117, 2.120 SIE Opening Doors: Spelling Cards SIE Classroom Library
		Strand 1: Reading Process (Grade 3), Concept 3: Phonics PO 3. Apply knowledge of the following common spelling patterns to	SIE Opening Doors: 3.76b, 3.36a, 3.72a, 3.74b, 3.75a, 3.51a, 3.53, 3.60b, 3.61a, 3.64a, 3.119b, 3.35a,

SIE Lesson Components (K-4)

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- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		read words: <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -tion, -sion, (e.g., election, vision) • with complex word families (e.g., ight, -ought); and • that include common prefixes, suffixes and root words. 	3.35b SIE Spelling Friend Cards Richmond Picture Dictionary (K-6) SIE Classroom Library
	3. Demonstrate command of sound/symbol relationships and basic word formation rules in phrases, simple sentences, or simple text.	Strand 1: Reading Process (Grade 2), Concept 3: Phonics PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	SIE User's Guide/SIE Opening Doors: 2.75 (2.4-2.120 inclusive) SIE Classroom Library
	4. Apply knowledge of basic syllabication rules when reading (e.g., <i>sup/per, fam/i/ly, mul/ti/pli/ca/tion</i>).	Strand 1: Reading Process (Grade 3), Concept 3: Phonics PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	SIE User's Guide/SIE Opening Doors: 3.53, 3.56, 3.60, 3.61, 3.64, 3.67, 3.68, 3.72, 3.76, 3.74, 3.75, 3.76 SIE Classroom Library

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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Develop basic sight vocabulary (76 to 100 words).	PO 5. Recognize high frequency words and irregular sight words.	SIE User's Guide/SIE Opening Doors: 3.22, 3.23, 3.25, 3.85, 3.86, 3.87, 3.120 SIE Classroom Library
	6. Read words from common word families (e.g., <i>-ite, -ate</i>).	Strand 1: Reading Process (Grade 3), Concept 3: Phonics PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.	SIE Opening Doors: 3.51a, 3.53, 3.56b, 3.60b SIE Spelling Friend Cards SIE Classroom Library
		PO 4. Read words with common spelling patterns (e.g., <i>-ite, -ill, -ate</i>).	SIE Opening Doors Books A & B Spelling Friend Pages Richmond Picture Dictionary (K-6) SIE Classroom Library
	7. Consistently use knowledge of base words to identify and read compound words and contractions.	PO 5 Use knowledge of base words to identify compound words.	SIE User's Guide/SIE Opening Doors: 3.4, 3.5, 3.12 SIE Classroom Library

SIE Lesson Components (K-4)

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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Strand 1: Reading Process (Grade 2), Concept 4: Vocabulary</p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>	<p>SIE User's Guide/SIE Opening Doors: 2.36, 2.32</p> <p>SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 2), Concept 3: Phonics</p> <p>PO 7. Read common contractions fluently (e.g., haven't, it's, aren't).</p>	<p>SIE User's Guide/SIE Opening Doors: 3.33b</p> <p>SIE Classroom Library</p>
	<p>8. Recognize and use knowledge of many spelling rules when reading.(e.g., drop the final e when adding endings, doubling consonants, changing y to i, words ending in <i>-tion</i> and <i>-sion</i>, regular phonogram patterns).</p>	<p>Strand 1: Reading Process (Grade 3), Concept 3: Phonics</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -tion, -sion, (e.g., election, vision) • with complex word families (e.g., ight, -ought); and • that include common prefixes, suffixes and root words. 	<p>SIE Opening Doors: 3.76b, 3.36a, 3.72a, 3.74b, 3.75a, 3.51a, 3.53, 3.60b, 3.61a, 3.64a, 3.119b, 3.35a, 3.35b</p> <p>Spelling Friend Cards</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

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| <ul style="list-style-type: none"> • SIE User's Guide • SIE Lesson Cards • SIE Vocabulary Cards • SIE Strategy Cards • SIE Home School Connection • SIE Vocabulary Enrichment VB | <ul style="list-style-type: none"> • SIE Opening Doors • www.intensiveenglish.net • Dictionaries • Classroom Libraries • SIE Proficiency Levels Handbook |
|--|---|

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	9. Consistently read common abbreviations.	PO 4. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.	SIE Opening Doors: 3.34b
		Strand 1: Reading Process (Grade 3), Concept 4: Vocabulary PO 3. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).	SIE User's Guide/SIE Opening Doors: 3.34b SIE Classroom Library
	10. Consistently use knowledge of word order (syntax) and context to confirm decoding.	Strand 1: Reading Process (Grade 3), Concept 3: Phonics PO 6. Use knowledge of word order (syntax) and context to confirm decoding.	SIE User's Guide/SIE Opening Doors: 3.1-3.120 SIE Classroom Library

SIE Lesson Components (K-4)

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening and Speaking)</p>	<p>Beginning</p> <ol style="list-style-type: none"> Acquire and use accurate, but limited, vocabulary needed to: <ul style="list-style-type: none"> respond appropriately to most common social interactions; communicate personal and survival needs; provide and comprehend cautions and warnings; and, indicate problems in communicating in a number of ways (e.g., <i>I don't understand.</i>) 	<p>Standard 3: Listening and Speaking (Grades 1-3)</p> <p><i>Progression to: 3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.20, 2.1, 2.120, 3.1-3.120</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: 3LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.20, 2.1-2.120, 3.1-3.120</p> <p>SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 1), Concept 4: Vocabulary</p> <p>PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).</p>	<p>SIE User's Guide/SIE Opening Doors: 1.6, 1.7</p> <p>SIE Classroom Library</p>
	<ol style="list-style-type: none"> Comprehend (point, label, name) with the aid of picture cues a few simple content-area words. 	<p>Strand 1: Reading Process (Grade 1, Grade 2, Grade 3), Concept 3: Phonics</p> <p><i>Progression to: PO 7, PO9, PO6. Use knowledge of word order (syntax) and context to confirm decoding.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120</p> <p>SIE Classroom Library</p>

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>4. Recognize with the aid of picture cues the meaning of common antonyms and synonyms.</p>	<p>Strand 1: Reading Process (Grade 3), Concept 4: Vocabulary</p> <p><i>Progression to: PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 3.103, 3.104, 3.102, 3.105, 3.106, 3.107, 3.108, 3.111, 3.122, 3.113, 3.114, 3.115, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90</p> <p>SIE Classroom Library</p>
	<p>Early Intermediate</p> <p>1. Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to:</p> <ul style="list-style-type: none"> • use classroom language (e.g., <i>How do you spell...?; Please repeat that.; Is this correct?</i>); • attract attention to a situation (e.g., <i>Help me, please; Excuse me</i>); • ask for and grant permission; • express ability to do or not do something; and, • give and follow 1- to 2-step commands. 	<p>Standard 3: Listening and Speaking (Grades 1-3)</p> <p><i>Progression to: 3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.20, 2.1-2.120, 3.1-3.120</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: 3LS-F2. Give and follow multiple-step directions.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.1-3.120</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: 3LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report (no correlation)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.23, 3.32, 3.51, 3.54, 3.55, 3.56, 3.58, 3.61, 3.73, 3.16, 3.17</p>

SIE Lesson Components (K-4)

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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			SIE Classroom Library
	2. Occasionally determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	Strand 1: Reading Process (Grade 2, Grade 3), Concept 4: Vocabulary <i>Progression to: PO 7, PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</i>	SIE User's Guide/SIE Opening Doors: 2.32, 2.54, 2.60, 3.4, 3.5, 3.11, 3.12, 3.47, 3.48 SIE Classroom Library
	3. Comprehend (point, label, name) with the aid of picture cues some simple content-area words.	Strand 1: Reading Process (Grade 1, Grade 2, Grade 4), Concept 3: Phonics <i>Progression to: PO 6, PO 9, PO 6. Use knowledge of word order (syntax) and context to confirm decoding.</i>	SIE User's Guide/SIE Opening Doors: 1.1-1.20, 2.1-2.120 SIE Classroom Library
	4. Recognize the meaning of a few common prefixes (e.g., <i>un-, re-, dis-</i>) and suffixes (e.g., <i>-ful, -ly, -less</i>) when attached to known vocabulary.	Strand 1: Reading Process (Grade 2), Concept 4: Vocabulary <i>Progression to: PO 1. Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.</i>	SIE User's Guide/SIE Opening Doors: 2.55, 2.120, 2.24, 2.67, 2.75 SIE Classroom Library
		<i>Progression to: PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.</i>	SIE User's Guide/SIE Opening Doors: 2.55, 2.102, 2.24, 2.67, 2.75 Richmond Picture Dictionary (K-6) SIE Classroom Library

SIE Lesson Components (K-4)

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</i>	SIE User's Guide/SIE Opening Doors: 2.52, 2.55, 2.67, 2.68, 2.93, 2.94 SIE Classroom Library
		<i>Progression to: PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</i>	SIE User's Guide/SIE Opening Doors: 2.52, 2.55, 2.67, 2.68, 2.93, 2.94, 2.75, 2.76, 2.78, 2.85, 2.120 SIE Classroom Library
	5. Occasionally recognize the meaning of common antonyms and synonyms (e.g., <i>beginning/end; start/finish</i>) in stories or games.	Strand 1: Reading Process (Grade 3), Concept 4: Vocabulary <i>Progression to: PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</i>	SIE User's Guide/SIE Opening Doors: 3.103, 3.104, 3.102, 3.105, 3.106, 3.107, 3.108, 3.11, 3.112, 3.113, 3.114, 3.115, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90 Richmond Picture Dictionary (K-6) SIE Classroom Library

SIE Lesson Components (K-4)

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- Dictionaries
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	6. Use personal dictionary or word walls with pictures to find the meaning of known vocabulary	<i>Progression to: PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</i>	SIE User's Guide/SIE Opening Doors: 3.53, 3.56, 3.60, 3.61, 3.64, 3.67, 3.68, 3.72, 3.76, 3.74, 3.75 Richmond Picture Dictionary (K-6) SIE Classroom Library
	Intermediate 1. Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: <ul style="list-style-type: none"> • indicate comprehension of a given situation; • express likes, dislikes, wants, and feelings; • give and receive invitations and apologies; • describe familiar events, routines, problems, situations; • state similarities and differences in objects people, and events; • agree and disagree with others; • give and follow multiple step directions; and, • comprehend content area words. 	Standard 3: Listening and Speaking (Grades 1-3) 3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.	SIE User's Guide/SIE Opening Doors: 1.1-1.20, 2.1-2.120, 3.1-3.120 SIE Classroom Library
		3LS-F2. Give and follow multiple-step directions.	SIE User's Guide/SIE Opening Doors: 1.39, 2.54, 2.55, 2.119, 3.16, 3.17 SIE Classroom Library
		<i>Progression to: 3LS-F3 . Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report (some no correlation)</i>	SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.23, 3.32, 3.51, 3.54, 3.55, 3.56, 3.58, 3.61, 3.73, 3.16, 3.17 SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Sometimes determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	Strand 1: Reading Process (Grade 2, Grade 3), Concept 4: Vocabulary PO 7, PO 8. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	SIE User's Guide/SIE Opening Doors: 2.32, 2.54, 2.60, 3.4, 3.5, 3.11, 3.12, 3.47, 3.48 SIE Classroom Library
	3. Comprehend (point, label, name) with the aid of picture cues many simple content-area words and a few, more complex words.	Strand 1: Reading Process (Grade 1, Grade 2, Grade 3), Concept 3: Phonics PO 9, PO 7, PO 6. Use knowledge of word order (syntax) and context to confirm decoding.	SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120 SIE Classroom Library
	4. Recognize the meaning of some common prefixes and suffixes when attached to known vocabulary	Strand 1: Reading Process (Grade 2), Concept 4: Vocabulary PO 1. Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.	SIE User's Guide/SIE Opening Doors: 2.55, 2.102, 2.24, 2.67, 2.75 SIE Classroom Library
		PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.	SIE User's Guide/SIE Opening Doors: 2.55, 2.103, 2.24, 2.67, 2.75 Richmond Picture Dictionary (K-6) SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p>	<p>SIE User's Guide/SIE Opening Doors: 2.52, 2.55, 2.67, 2.68, 2.93, 2.94</p> <p>SIE Classroom Library</p>
		<p>PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p>	<p>SIE User's Guide/SIE Opening Doors: 2.52, 2.55, 2.67, 2.68, 2.93, 2.94, 2.75, 2.76, 2.78, 2.85, 2.120</p> <p>SIE Classroom Library</p>
	<p>5. Sometimes recognize the meaning of common antonyms and synonyms in stories or games.</p> <p>6. Know what homophones are (e.g., <i>here, hear; to, too, two; hole, whole</i>).</p> <p>7. Know what idiomatic expressions are (e.g., <i>last straw, cold feet, in hot water</i>).</p>	<p>Strand 1: Reading Process (Grade 3), Concept 4: Vocabulary</p> <p><i>Progression to: PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</i> (same)</p> <p>(no correlation)</p>	<p>SIE User's Guide/SIE Opening Doors: 3.103, 3.104, 3.102, 3.105, 3.106, 3.107, 3.180, 3.111, 3.112, 3.113, 3.114, 3.115, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	8. Use picture dictionary to find the meanings of unknown vocabulary.	<i>Progression to: PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available</i>	SIE User's Guide/SIE Opening Doors: 3.53, 3.56, 3.60, 3.61, 3.64, 3.67, 3.68, 3.72, 3.76, 3.74, 3.75 Richmond Picture Dictionary (K-6) SIE Classroom Library
	Early Advanced 1. Acquire and use accurate, natural, and varied vocabulary needed to : <ul style="list-style-type: none"> • indicate comprehension of a given situation; • express likes, dislikes, wants, and feelings; • give and receive invitations and apologies; • describe familiar events, routines, problems, situations; • state similarities and differences in objects, people, and events; • agree and disagree with others; • give and follow multiple step directions; and, • comprehend content area words 	Standard 3: Listening and Speaking (Grades 1-3) 3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information	SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.1-3.120 SIE Classroom Library
		3LS-F2. Give and follow multiple-step directions. 3LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report (some no correlation)	SIE User's Guide/SIE Opening Doors: 1.1-1.20, 2.1-2.120, 3.23, 3.32, 3.51, 3.54, 3.55, 3.56, 3.58, 3.61, 3.73, 3.16, 3.17 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Often determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	Strand 1: Reading Process (Grade 2, Grade 3), Concept 4: Vocabulary PO 7; PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	SIE User's Guide/SIE Opening Doors: 2.32, 2.54, 2.60, 3.4, 3.5, 3.11, 3.12, 3.47, 3.48, 3.1 SIE Classroom Library
	3. Comprehend (name, use, define) some content-area words that are more complex, using knowledge of word order and context to confirm meaning.	Strand 1: Reading Process (Grade 1, Grade 2, Grade 3), Concept 3: Phonics PO 7, PO 9, PO 6. Use knowledge of word order (syntax) and context to confirm decoding.	SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120 SIE Classroom Library
	4. Recognize the meaning of many common prefixes and suffixes to determine the meaning of unfamiliar words.	Strand 1: Reading Process (Grade 3), Concept 4: Vocabulary PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.	SIE User's Guide/SIE Opening Doors: 3.36, 3.67, 3.72, 3.76 SIE Classroom Library
	5. Often recognize the meaning of common antonyms and synonyms in stories or games.	PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	SIE User's Guide/SIE Opening Doors: 3.36, 3.67, 3.72, 3.76 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	6. Know correct usage of a few problematic homophones (e.g., wear, where; bear, bare).	<i>Progression to: PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</i> (same as above) (no correlation)	SIE User's Guide/SIE Opening Doors: 3.85, 3.86, 3.87, 3.88, 3.89, 3.90, 3.92 SIE Classroom Library
	7. Demonstrate understanding of a few grade-appropriate idiomatic expressions (e.g., raining cats and dogs, fish out of water) 8. Use picture dictionary to find the meanings of unknown vocabulary.	<i>Progression to: PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</i>	SIE User's Guide/SIE Opening Doors: 3.53, 3.56, 3.60, 3.61, 3.64, 3.67, 3.68, 3.72, 3.76, 3.74, 3.75 Richmond Picture Dictionary (K-6) SIE Classroom Library
	Advanced 1. Acquire and use precise, descriptive, and wide-ranging vocabulary needed to: <ul style="list-style-type: none"> • indicate comprehension of a given situation; • express likes, dislikes, wants, and feelings ; • give and receive invitations and apologies; • describe familiar events, routines, problems, situations; • state similarities and differences in objects, people, and events; • agree and disagree with others; • give and follow multiple step directions); and, 	Standard 3: Listening and Speaking (Grades 1-3) 3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information 3LS-F2. Give and follow multiple-step directions	SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.1-3.120 SIE Classroom Library SIE User's Guide/SIE Opening Doors: 1.39, 2.54, 2.55, 2.119, 3.16, 3.17 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> comprehend content area words. 	3LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report (some no correlation)	SIE User's Guide/SIE Opening Doors: 1.1-1.20, 2.1-2.120, 3.23, 3.32, 3.51, 3.54, 3.55, 3.56, 3.58, 3.61, 3.73, 3.16, 3.17 SIE Classroom Library
	2. Consistently use structural cues to recognize words and their meanings (e.g., compounds, base words, contractions and inflections).	Strand 1: Reading Process (Grade 3), Concept 4: Vocabulary PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.	SIE User's Guide/SIE Opening Doors: 3.36, 3.67, 3.72, 3.76 SIE Classroom Library
		PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	SIE User's Guide/SIE Opening Doors: 3.36, 3.67, 3.72, 3.76 SIE Classroom Library
		PO 4. Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).	SIE User's Guide/SIE Opening Doors: 3.47 SIE Classroom Library

SIE Lesson Components (K-4)

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| <ul style="list-style-type: none"> SIE User's Guide SIE Lesson Cards SIE Vocabulary Cards SIE Strategy Cards SIE Home School Connection SIE Vocabulary Enrichment VB | <ul style="list-style-type: none"> SIE Opening Doors www.intensiveenglish.net Dictionaries Classroom Libraries SIE Proficiency Levels Handbook |
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>	<p>SIE User's Guide/SIE Opening Doors: 3.4, 3.5, 3.11, 3.12, 3.47, 3.48</p> <p>SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 3), Concept 3: Phonics PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -tion, -sion, (e.g., election, vision) • with complex word families (e.g., ight, -ought); and • that include common prefixes, suffixes and root words. 	<p>SIE User's Guide/SIE Opening Doors: 3.53, 3.56, 3.60, 3.61, 3.64, 3.67, 3.68, 3.72, 3.76, 3.74, 3.75</p> <p>SIE Opening Doors: 3.93a Spelling Friends Cards</p> <p>SIE Classroom Library</p>
	<p>3. Comprehend (name, use, define) many content-area words that are more complex, using knowledge of word order and context to confirm meaning.</p>	<p>PO 6. Use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>SIE User's Guide/SIE Opening Doors: 3.1-3.120</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

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| <ul style="list-style-type: none"> • SIE User's Guide • SIE Lesson Cards • SIE Vocabulary Cards • SIE Strategy Cards • SIE Home School Connection • SIE Vocabulary Enrichment VB | <ul style="list-style-type: none"> • SIE Opening Doors • www.intensiveenglish.net • Dictionaries • Classroom Libraries • SIE Proficiency Levels Handbook |
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	4. Recognize the meaning of most common prefixes and suffixes to determine the meaning of unfamiliar words.	Strand 1: Reading Process (Grade 3), Concept 4: Vocabulary	SIE User's Guide/SIE Opening Doors: 3.36, 3.67, 3.72, 3.76 SIE Classroom Library
		PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.	
	5. Consistently recognize the meaning of common antonyms and synonyms in stories and games.	PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	SIE User's Guide/SIE Opening Doors: 3.36, 3.67, 3.72, 3.76 SIE Classroom Library
		PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.	SIE User's Guide/SIE Opening Doors: 3.85, 3.86, 3.87, 3.88, 3.89, 3.90, 3.92 SIE Classroom Library
	6. Know correct usage of some problematic homophones (e.g., <i>there, their, they're; your, you're</i>).	(same as above)	
	7. Demonstrate understanding of some grade-appropriate idiomatic expressions (e.g., <i>touch and go; on its last legs</i>).	(no correlation)	SIE User's Guide/SIE Opening Doors: 3.53, 3.56, 3.60, 3.61, 3.64, 3.67, 3.68, 3.72, 3.76, 3.74, 3.75
8. Use a standard dictionary to find the meanings of unknown vocabulary; comprehend what kinds of information a dictionary contains.	PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.	Richmond Picture Dictionary (K-6) SIE Classroom Library	

SIE Lesson Components (K-4)

- SIE User's Guide
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- SIE Vocabulary Cards
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- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will read with fluency and accuracy.</i></p>	<p>Beginning</p> <p>1. Read aloud short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).</p>	<p>Strand 1: Reading Process (Grade 1), Concept 5: Fluency</p> <p><i>Progression to: PO 2. Read aloud with fluency in a manner that sounds like natural speech.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.54, 1.57, 1.58, 1.61, 1.65, 1.71, 1.74, 1.80, 1.101, 1.110</p> <p>SIE Classroom Library</p>
	<p>Early Intermediate</p> <p>1. Read aloud short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).</p>	<p>Strand 1: Reading Process (Grade 1), Concept 5: Fluency</p> <p><i>Progression to: PO 2. Read aloud with fluency in a manner that sounds like natural speech.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.54, 1.57, 1.58, 1.61, 1.65, 1.71, 1.74, 1.80, 1.101, 1.110</p> <p>SIE Classroom Library</p>
		<p>Strand 1: Reading Process (Grade 2), Concept 5: Fluency</p> <p>PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.</p>	<p>SIE User's Guide/SIE Opening Doors: 2.33, 2.64, 2.65, 2.69, 2.72, 2.97, 2.110, 2.120</p> <p>SIE Opening Doors: 2.33, 2.64</p> <p>SIE Classroom Library</p>
	<p>2. Occasionally read grade level text with at least 90 percent accuracy.</p>	<p><i>Progression to: PO 1. Consistently read grade-level text with at least 90 percent accuracy.</i></p>	<p>SIE End of Unit Assessments: Units 1-12</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	Intermediate 1. Occasionally read aloud familiar grade level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	Strand 1: Reading Process (Grade 1), Concept 5: Fluency PO 2. Read aloud with fluency in a manner that sounds like natural speech.	SIE User's Guide/SIE Opening Doors: 1.54, 1.57, 1.58, 1.61, 1.65, 1.71, 1.74, 1.80, 1.101, 1.110 SIE Classroom Library
	2. Sometimes read grade level text with at least 90 percent accuracy.	<i>Progression to: PO 1. Consistently read grade-level text with at least 90 percent accuracy.</i>	SIE End of Unit Assessments: Units 1-12 SIE Classroom Library
	Early Advanced 1. Sometimes read aloud familiar grade level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	Strand 1: Reading Process (Grade 2), Concept 5: Fluency PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.	SIE User's Guide/SIE Opening Doors: 2.20, 2.22, 2.33, 2.35, 2.39, 2.42, 2.45, 2.59, 2.68, 2.69, 2.71, 2.73, 2.74, 2.75, 2.78, 2.79, 2.87, 2.88, 2.90, 2.97, 2.101, 2.107 SIE Classroom Library
	2. Often read grade level text with at least 90 percent accuracy.	PO 1. Consistently read grade-level text with at least 90 percent accuracy.	SIE End of Unit Assessments: Units 1-12 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Advanced</p> <p>1. Consistently read aloud grade level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).</p>	<p>Strand 1: Reading Process (Grade 3), Concept 5: Fluency</p> <p>PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p>	<p>SIE User's Guide/SIE Opening Doors: 3.67, 3.77, 3.81, 3.89, 3.116, 3.31, 3.33, 3.77, 3.81, 3.58</p> <p>SIE Classroom Library</p>
	<p>2. Consistently read grade level text with at least 90 percent accuracy.</p>	<p>PO 1. Consistently read grade-level text with at least 90 percent accuracy.</p>	<p>SIE End of Unit Assessments: Units 1-12</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>Beginning</p> <p>1. Retell a simple story with pictures or student's own drawings, placing events in sequence.</p>	<p>Strand 2: Comprehending Literary Text (Grade 1), Concept 1: Elements of Literature</p> <p><i>Progression to: PO 3. Sequence a series of events in a literary selection, heard or read.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.21, 1.57, 1.71, 1.86</p> <p>SIE Classroom Library</p>
	<p>2. Participate in choral reading when predictably patterned selections of fiction and poetry are read aloud.</p>	<p><i>Progression to: PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.32, 1.33, 1.38, 1.42, 1.43, 1.45, 1.46, 1.49, 1.57, 1.83, 1.90, 1.95, 1.100</p> <p>SIE Classroom Library</p>
		<p>3LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report</p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.120</p> <p>SIE Classroom Library</p>
	<p>3. Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).</p>	<p>Strand 3: Comprehending Informational Text (Grade 1), Concept 2: Functional Text</p> <p><i>Progression to: PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.31, 1.33, 1.37, 1.39, 1.43, 1.54, 1.58, 1.70, 1.71 (1.21-1.20)</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
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- SIE Vocabulary Cards
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- SIE Opening Doors
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- Dictionaries
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	4. Comprehend and follow 2- to 5-word written directions for classroom activities with picture cues to assist	PO 1. Follow a set of written multi-step directions with picture cues to assist.	SIE User's Guide/SIE Opening Doors: 1.21-1.20 SIE Classroom Library
	Early Intermediate 1. Retell a simple story, placing events in sequence.	Strand 2: Comprehending Literary Text (Grade 1), Concept 1: Elements of Literature PO 3. Sequence a series of events in a literary selection, heard or read.	SIE User's Guide/SIE Opening Doors: 1.21, 1.57, 1.71, 1.86 SIE Classroom Library
	2. Participate in the reading of poetry by clapping and chanting to the rhythms and rhymes.	PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.	SIE User's Guide/SIE Opening Doors: 1.32, 1.33, 1.38, 1.42, 1.43, 1.45, 1.46, 1.49, 1.57, 1.83, 1.90, 1.95, 1.100, 1.96, 1.118, 1.109, 1.106, 2.104 SIE Classroom Library
	3. Indicate the meaning of specific signs (e.g., traffic, safety, warning signs).	Strand 3: Comprehending Informational Text (Grade 1), Concept 2: Functional Text PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).	SIE User's Guide/SIE Opening Doors: 1.5, 1.6, 1.8, 1.9, 1.14, 1.18, 1.25, 1.29 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
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- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	4. Identify specific details (e.g., numbers, letters, a few key words, short expressions) of text read to him or her.	Strand 3: Comprehending Informational Text (Grade 1, Grade 2), Concept 1: Expository Text <i>Progression to: PO 2. Answer questions. . . /Locate facts. . .</i>	SIE User's Guide/SIE Opening Doors: 1.21, 1.24, 1.48, 1.57, 1.87, 1.89, 1.91, 1.92, 1.97, 1.104, 1.106, 1.110 SIE Classroom Library
	5. Predict what might happen next in a reading selection.	Strand 1: Reading Process (Grade 1), Concept 6: Comprehension Strategies PO 1. Predict what might happen next in a reading selection.	SIE User's Guide/SIE Opening Doors: 1.36, 1.71, 1.81, 1.86 SIE Classroom Library
	6. Comprehend and follow short 2- to 3-step written directions for classroom activities with some picture cues to assist.	Strand 3: Comprehending Informational Text (Grade 2), Concept 2: Functional Text <i>Progression to: PO 1. Follow a set of written multi-step directions.</i>	SIE User's Guide/SIE Opening Doors: 1.21-1.120 SIE Classroom Library
	Intermediate 1. Respond to stories by answering questions about cause and effect and other relationships.	Strand 2: Comprehending Literary Text (Grade 2), Concept 1: Elements of Literature PO 3. Sequence a series of events in a literary selection.	SIE User's Guide/SIE Opening Doors: 2.27, 2.33, 2.44, 2.50, 2.62, 2.68, 2.70, 2.71, 2.78, 2.85, 2.86, 2.91, 2.92, 2.93, 2.94, 2.98, 2.100 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 4. Identify cause and effect of specific events in a literary selection.	SIE User's Guide/SIE Opening Doors: 2.67, 2.88 SIE Classroom Library
		Strand 2: Comprehending Literary Text (Grade 3), Concept 1: Elements of Literature PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	SIE User's Guide/SIE Opening Doors: 3.32, 3.42, 3.65, 3.95, 3.120, 3.119 SIE Classroom Library
	2. Identify rhyming pairs of words in poetry.	Strand 2: Comprehending Literary Text (Grade 2), Concept 1: Elements of Literature <i>Progression to: PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</i>	SIE User's Guide/SIE Opening Doors: 3.67, 3.77, 3.81, 3.89, 3.116 SIE Classroom Library
		Strand 2: Comprehending Literary Text (Grade 2), Concept 1: Elements of Literature PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.	SIE User's Guide/SIE Opening Doors: 2.26, 2.46, 2.65, 2.68, 2.88, 2.97, 2.114, 2.116, 2.117 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Identify the main idea of expository or functional text read to him or her, although rereading and clarification is needed.	Strand 3: Comprehending Informational Text (Grade 1), Concept 1: Expository Text PO 1. Identify the topic of expository text, heard or read.	SIE User's Guide/SIE Opening Doors: 1.21, 1.25, 1.26, 1.27, 1.29, 1.30, 1.31, 1.37, 1.38-1.40, 1.41-1.43, 1.44, 1.46, 1.49, 1.51, 1.52, 1.53, 1.54, 1.57, 1.59-1.62, 1.63, 1.65, 1.70, 1.72, 1.75, 1.74, 1.76, 1.77 SIE Classroom Library
		Strand 3: Comprehending Informational Text (Grade 2), Concept 1: Expository Text <i>Progression to: PO 1. Identify the main idea in expository text.</i>	SIE User's Guide/SIE Opening Doors: 2.40, 2.50, 2.48, 2.56, 2.60, 2.67, 2.73, 2.79, 2.82, 2.87, 2.113, 2.112 SIE Classroom Library
	4. Respond to simple questions (e.g., who, what, where, why) about text read to him or her.	PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.	SIE User's Guide/SIE Opening Doors: 1.21-1.20 SIE Classroom Library
	Strand 3: Comprehending Informational Text (Grade 2), Concept 1: Expository Text PO 2. Locate facts in response to questions about expository text.	SIE User's Guide/SIE Opening Doors: 2.45, 2.14, 2.2 SIE Classroom Library	

SIE Lesson Components (K-4)

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- SIE Opening Doors
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- Dictionaries
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Compare a prediction about an action or event to what actually occurs in the reading selection.	Strand 1: Reading Process (Grade 2), Concept 6: Comprehension Strategies PO2. Compare a prediction about an action or event to what actually occurred within a text.	SIE User's Guide/SIE Opening Doors: 2.1-2.120, 2.92, 2.93, 2.94, 2.95 SIE Classroom Library
	6. Comprehend and follow up to 5-step written directions for classroom activities with a few picture cues to assist.	Strand 3: Comprehending Informational Text (Grade 2, Grade 3), Concept 2: Functional Text PO 1. Follow a set of written multi-step directions.	SIE User's Guide/SIE Opening Doors: 1.21-1.120, 2.21-2.120 SIE Classroom Library
	Early Advanced 1. Describe characters, setting, plot, and narrator of a story, heard or read.	Strand 2: Comprehending Literary Text (Grade 2), Concept 1: Elements of Literature <i>PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.</i> PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.	SIE User's Guide/SIE Opening Doors: 2.27, 2.33, 2.44, 2.50, 2.62, 2.68, 2.70, 2.71, 2.78, 2.85, 2.86, 2.91, 2.92, 2.93, 2.94, 2.98, 2.100 SIE Classroom Library SIE User's Guide/SIE Opening Doors: 2.47, 2.49, 2.46, 2.51, 2.52, 2.56, 2.58, 2.60 SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
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- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Identify rhyme, rhythm, and repetition in poetry.	<i>Progression to: PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</i>	SIE User's Guide/SIE Opening Doors: 2.26, 2.46, 2.65, 2.68, 2.88, 2.97, 2.114, 2.116, 2.117 SIE Classroom Library
	3. Relate the "gist" of expository or functional text read independently, although some rereading and clarification is needed.	Strand 3: Comprehending Informational Text (Grade 2), Concept 1: Expository Text <i>PO 1. Identify the main idea in expository text.</i>	SIE User's Guide/SIE Opening Doors: 2.40, 2.50, 2.48, 2.56, 2.60, 2.67, 2.73, 2.79, 2.82, 2.87, 2.113, 2.112 SIE Classroom Library
		Strand 3: Comprehending Informational Text (Grade 2), Concept 1: Expository Text <i>Progression to: PO 1. Identify the main idea and supporting details in expository text.</i>	SIE User's Guide/SIE Opening Doors: 2.113, 2.112 SIE Classroom Library
		Strand 3: Comprehending Informational Text (Grade 3), Concept 2: Functional Text <i>Progression to: PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.</i>	SIE User's Guide/SIE Opening Doors: 2.101, 2.109, 2.115, 2.25, 2.53, 2.57, 2.64, 2.76, 2.93 SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Vocabulary Cards
- SIE Strategy Cards
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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
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- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	4. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., schedules, maps pamphlets).	Strand 3: Comprehending Informational Text (Grade 2, Grade 3), Concept 1: Expository Text PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing)</u>	SIE User's Guide/SIE Opening Doors: 2.101, 2.109, 2.115, 2.25, 2.53, 2.57, 2.64, 2.76, 2.93, 3.24, 3.28, 3.36, 3.37, 3.20, 3.39, 3.79, 3.80 SIE Classroom Library
	5. Relate information and events in a reading selection to life experiences and relate life experiences to the text.	Strand 1: Reading Process (Grade 2), Concept 6: Comprehension Strategies PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.	SIE User's Guide/SIE Opening Doors: 2.42, 2.34, 2.45, 2.111 SIE Classroom Library
	6. Comprehend and follow up to 5-step written directions for classroom activities.	Strand 3: Comprehending Informational Text (Grade 2), Concept 2: Functional Text PO 1. Follow a set of written multi-step directions.	SIE User's Guide/SIE Opening Doors: 2.21-2.120 SIE Classroom Library
	Advanced 1. Compare characters, setting, plot, and narrator of two stories.	Strand 2: Comprehending Literary Text (Grade 3), Concept 2: Historical and Cultural Aspects of Literature PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	SIE User's Guide/SIE Opening Doors: 3.20, 3.22, 3.23, 3.25, 3.27, 3.29, 3.30, 3.33, 3.37, 3.39, 3.40, 3.45, 3.50, 3.51, 3.52, 3.53, 3.59, 3.62, 3.63, 3.67, 3.70, 3.88, 3.89, 3.100, 3.105

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			SIE Classroom Library
		PO 4. Make relevant connections. . .	SIE User's Guide/SIE Opening Doors: 3.27, 3.33, 3.39, 3.40, 3.45, 3.50, 3.51, 3.52, 3.53, 3.59, 3.60, 3.63, 3.64 SIE Classroom Library
		PO 5. Identify the speaker or narrator in a literary selection.	SIE User's Guide/SIE Opening Doors: 3.23 SIE Classroom Library
	2. Identify rhyme, rhythm, and repetition, and sensory images in poetry.	PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.	SIE User's Guide/SIE Opening Doors: 3.67, 3.77, 3.81, 3.89, 3.116 SIE Classroom Library
	3. Identify the main ideas and supporting details of expository or functional text read independently, with only minor rereading and clarification needed.	Strand 3: Comprehending Informational Text (Grade 3), Concept 1: Expository Text <i>PO 1. Identify the main idea and supporting details in expository text.</i>	SIE User's Guide/SIE Opening Doors: 3.32, 3.42, 3.65, 3.95, 3.120, 3.119, 3.50 SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Strategy Cards
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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
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- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		Strand 3: Comprehending Informational Text (Grade 3), Concept 2: Functional Text PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	SIE User's Guide/SIE Opening Doors: 3.24, 3.28, 3.36, 3.37, 3.20, 3.39, 3.79, 3.80 SIE Classroom Library
	4. Locate various facts in response to questions about basic, short text, read independently, with only minor rereading and clarification needed.	Strand 1: Reading Process (Grade 3), Concept 6: Comprehension Strategies PO 3. Ask relevant questions in order to comprehend text.	SIE User's Guide/SIE Opening Doors: 3.32, 3.33, 3.34-3.36, 3.38, 3.64, 3.78, 3.108, 3.118-3.120 SIE Classroom Library
		PO 4. Answer clarifying questions in order to comprehend text.	SIE User's Guide/SIE Opening Doors: 3.32, 3.33, 3.34-3.36, 3.38, 3.64, 3.78, 3.108, 3.118-3.120 SIE Classroom Library
		Strand 3: Comprehending Informational Text (Grade 3), Concept 1: Expository Text PO 2. Locate facts in response to questions about expository text.	SIE User's Guide/SIE Opening Doors: 3.32, 3.33, 3.34-3.36, 3.38, 3.64, 3.78, 3.108, 3.118-3.120 SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Lesson Cards
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- SIE Strategy Cards
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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		Strand 3: Comprehending Informational Text (Grade 3), Concept 2: Functional Text PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	SIE User's Guide/SIE Opening Doors: 3.24, 3.28, 3.36, 3.37, 3.20, 3.39, 3.79, 3.80 SIE Classroom Library
	5. Connect information and events in reading selections to experience and to related text and sources.	Strand 1: Reading Process (Grade 3), Concept 6: Comprehension Strategies PO 6. Connect information and events in text to life experiences and to related text and sources.	SIE User's Guide/SIE Opening Doors: 3.9, 3.10, 3.11, 3.12, 3.13, 3.14 SIE Classroom Library
	6. Comprehend, follow, and evaluate a set of written multi-step directions for classroom activities.	Strand 3: Comprehending Informational Text (Grade 2), Concept 2: Functional Text PO 1. Follow a set of written multi-step directions.	SIE User's Guide/SIE Opening Doors: 2.21-2.120, 2.85, 2.86 SIE Classroom Library
		PO 2. Provide multi-step directions.	SIE User's Guide/SIE Opening Doors: 2.39, 2.80, 2.81 SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 3. Evaluate written directions for sequence and completeness.	SIE User's Guide/SIE Opening Doors: 2.62, 2.66, 2.70, 2.82, 2.85, 2.86, 2.87 SIE Classroom Library
	7. Distinguish fact from opinion in persuasive text (e.g., ads, product labels) and identify words intended to influence readers.	Strand 3: Comprehending Informational Text (Grade 2), Concept 3: Persuasive Text PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).	SIE User's Guide/SIE Opening Doors: 3.32, 3.42, 3.65, 3.95, 3.120, 3.119 SIE Classroom Library
		PO 2. Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.	SIE User's Guide/SIE Opening Doors: 2.98 SIE Classroom Library

SIE Lesson Components (K-4)

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- SIE Strategy Cards
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ELL III

Performance Conditions: Students at this stage of proficiency comprehend the content of many different genres of texts independently. They are able to detect the overall tone and intent of text. Students read to learn and read for pleasure. Language in text is predominantly factual and literal, with some abstract ideas. Most information is explicit; some is implicit so that some level of inference is required to comprehend the text. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression in some texts can be complex. Samples of text include classroom textbooks, stories, poems, newspaper articles, encyclopedia entries, and reports.

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>Identify and manipulate the sounds of speech.</i></p>	<p>Beginning</p> <p>1. Recognize, decode, and correctly pronounce most English phonemes while reading aloud.</p>	(no correlation)	<p>Read texts aloud with fluency, accuracy, and appropriate intonation and expression; read high-frequency words to build fluency.</p> <p>User's Guide: 1-20</p> <p>SIE Classroom Library</p>
	<p>Early Intermediate</p> <p>Recognize many common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	(no correlation)	<p>Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.</p> <p>User's Guide: 3.53, 3.56, 3.60, 3.61, 3.64, 3.67, 3.68, 3.72, 3.76, 3.74, 3.75, 3.76</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			SIE Classroom Library
	<p>Intermediate</p> <p>1. Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	(no correlation)	<p>Identify and use knowledge of diphthongs when reading; determine the meanings and other features of unknown words using dictionaries and glossaries.</p> <p>User's Guide: 3.93a</p> <p>SIE Classroom Library</p>
	<p>Early Advanced</p> <p>Use common English morphemes in oral and silent reading to derive meaning from text.</p>	(no correlation) correlation to K-Grade 3	<p>Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.</p> <p>Lesson Cards: 3.103, 3.104, 3.102, 3.105, 3.106, 3.107, 3.108, 3.111, 3.112, 3.113, 3.114, 3.115, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
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- SIE Vocabulary Cards
- SIE Strategy Cards
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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
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Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Advanced</p> <p>1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>	(no correlation)	<p>By the end of third grade, students know and are able to apply knowledge of morphemes.</p> <p>User's Guide: 3.118, 3.119</p> <p>SIE Classroom Library</p>

SIE Lesson Components (K-4)

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- SIE Strategy Cards
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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts</i></p> <p>(Some content also covered in Listening and Speaking).</p>	<p>Beginning</p> <p>1. Acquire and use accurate, but limited, vocabulary needed to:</p> <ul style="list-style-type: none"> • use common classroom language and indicate comprehension of a given situation; • give and receive invitations and apologies; • express ability or inability to do or not do something; • give and follow multiple step directions/ commands; and, • comprehend content area words. 	<p>Standard 3: Listening and Speaking: Essentials (Grades 4-5): <i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i></p> <p>(no correlation to some)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.77, 4.92, 4.21-4.84, 4.86, 4.94, 4.96-4.104, 4.106-4.114, 4.116, 4.6, 4.84, 4.4, 4.1-4.120, 5.21-5.120</p> <p>SIE Classroom Library</p>
	<p>2. Recognize some common roots and affixes when attached to known vocabulary (e.g., <i>wonderful, washable, pre-game, misbehavior</i>).</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 4: Vocabulary</p> <p><i>Progression to: PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.76, 4.90, 4.103, 5.1-5.120, 5.85, 5.111, 5.62, 5.69, 5.85, 5.100</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>
	<p>3. Recognize that words sometimes have multiple meanings (e.g., <i>present: gift, time</i>).</p>	<p><i>Progression to: PO 2. Use context to determine the relevant meaning of a word.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>

SIE Lesson Components (K-4)

- SIE User's Guide
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- SIE Strategy Cards
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- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
	4. Use picture dictionary to find the meanings of known vocabulary.	<i>Progression to: PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</i>	SIE User's Guide/SIE Opening Doors: 4.63, 4.68, 4.87, 5.48, 5.79, 5.49, 5.68, 5.70 Richmond Electronic Dictionary (4-8) IE Classroom Library
	Early Intermediate 1. Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to: <ul style="list-style-type: none"> • discuss personal experiences and common, everyday matters; • describe events, routines, problems, situations; • state similarities and differences in objects, people, and events; • agree and disagree with others; • express likes, dislikes, wants, and feelings; and, comprehend content area words. 	Standard 3: Listening and Speaking: Essentials (Grades 4-5): <i>Progression to: LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 4.118, 4.119, 4.109, 4.110, 4.50, 4.07, 4.71, 4.77, 4.92, 5.26, 5.28 SIE Classroom Library
		<i>Progression to: LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 4.21-4.120, 5.101 SIE Classroom Library
		<i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i> (no correlation on some)	SIE User's Guide/SIE Opening Doors: 4.77, 4.92, 4.21-4.84, 4.86-4.94, 4.96-4.104, 4.106-4.114, 5.21-5.120 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
	<p>2. Use knowledge of root words (e.g., <i>like, pay, or happy</i>) and affixes (e.g., <i>dis-, pre-, un-</i>) to determine the meaning of a few unknown grade-level words.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 4: Vocabulary</p> <p><i>Progression to: PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.76, 4.90, 4.103, 5.1-5.120, 5.85, 5.111, 5.62, 5.69, 5.85, 5.100</p> <p>Richmond Picture Dictionary (K-6) SIE Classroom Library</p>
	<p>3. Determine the intended meaning of a few grade-level words with multiple meanings using word, sentence, and paragraph clues.</p>	<p><i>Progression to: PO 2. Use context to determine the relevant meaning of a word.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>SIE Classroom Library</p>
	<p>4. Use picture dictionary to determine meanings of a few unknown words.</p>	<p><i>Progression to: PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.63, 4.68, 4.87, 5.48, 5.79, 5.49, 5.68, 5.70</p> <p>Richmond Electronic Dictionary (4-8) SIE Classroom Library</p>
	<p>5. Recognize the difference between figurative and literal language (e.g., <i>break the ice, bury the hatchet</i>).</p>	<p>PO 3. Determine the difference between figurative language and literal language.</p>	<p>SIE User's Guide/SIE Opening Doors: 4.119, 5.35, 5.52, 5.101, 5.119</p> <p>SIE Classroom Library</p>

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
		<i>Progression to: PO 4. Identify figurative language, including similes, personification, and idioms.</i>	SIE User's Guide/SIE Opening Doors: 4.119, 5.35, 5.52, 5.101, 5.119 SIE Classroom Library
	<p>Intermediate</p> <p>1. Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to:</p> <ul style="list-style-type: none"> • ask for and give advice, suggestions, permission, reminders; • describe past routines, situations, events; • propose hypothetical events and situations; • state intentions, possibilities, and probabilities; • comprehend content area words; and, • find another way to say something (e.g., circumlocution, synonyms). 	<p>Standard 3: Listening and Speaking: Essentials (Grades 4-5):</p> <p><i>Progression to: LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience</i></p>	SIE User's Guide/SIE Opening Doors: 4.118, 4.119, 4.109, 4.110, 4.50, 4.70, 4.71, 4.77, 4.92, 5.26, 5.28 SIE Classroom Library
	<p><i>Progression to: LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience</i></p>	SIE User's Guide/SIE Opening Doors: 4.21-4.120, 5.101 SIE Classroom Library	
	<p><i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i></p> <p>(no correlation on some)</p>	SIE User's Guide/SIE Opening Doors: 4.77, 4.92, 4.21-4.84, 4.86-4.94, 4.96-4.104, 4.106-4.114, 4.116, 5.21-5.120 SIE Classroom Library	

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
	2. Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words.	Strand 1: Reading Process (Grade 4, Grade 5), Concept 4: Vocabulary PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	SIE User's Guide/SIE Opening Doors: 4.76, 4.90, 4.103, 5.1-5.120, 5.85, 5.111, 5.62, 5.69, 5.85, 5.100 SIE Classroom Library
	3. Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues.	PO 2. Use context to determine the relevant meaning of a word.	SIE User's Guide/SIE Opening Doors: 4.1, 4.120, 5.1, 5.120 SIE Classroom Library
	4. Use picture dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).	<i>Progression to: PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</i>	SIE User's Guide/SIE Opening Doors: 4.63, 4.68, 4.87, 5.48, 5.79, 5.49, 5.68, 5.70 Richmond Electronic Dictionary (4-8) SIE Classroom Library
		<i>Progression to: PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</i>	SIE User's Guide/SIE Opening Doors: 4.99, 4.100, 4.101, 4.104, 5.71, 5.72, 5.75, 5.101, 5.107 SIE Classroom Library

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
	5. Recognize simple analogies and similes in literature and texts in content areas (e.g., <i>fly like a bird</i>).	PO 3. Determine the difference between figurative language and literal language.	SIE User's Guide/SIE Opening Doors: 4.119, 5.35, 5.52, 5.101, 5.119 SIE Classroom Library
		<i>Progression to: PO 4. Identify figurative language, including similes, personification, and idioms.</i>	SIE User's Guide/SIE Opening Doors: 4.119, 5.35, 5.52, 5.101, 5.119 SIE Classroom Library
	Early Advanced 1. Acquire and use accurate, natural, and varied vocabulary needed to: <ul style="list-style-type: none"> • ask for and give advice, suggestions, permission, reminders; • describe past routines, situations, events; • propose hypothetical events and situations; • state intentions, possibilities, and probabilities; • comprehend content area words; and, • find another way to say something (e.g., circumlocution, synonyms). 	Standard 3: Listening and Speaking: Essentials (Grades 4-5): <i>Progression to: LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 4.118, 4.119, 4.109, 4.110, 4.50, 4.70, 4.71, 4.77, 4.92, 5.26, 5.28 SIE Classroom Library
		<i>Progression to: LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 4.21-4.120, 5.101 SIE Classroom Library

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
		<p><i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i></p> <p>(no correlation on some)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.77, 4.92, 4.21-4.84, 4.86-4.94, 4.96-4.104, 4.106-4.114, 4.116, 5.21-5.120</p> <p>SIE Classroom Library</p>
	<p>2. Use knowledge of root words and affixes to determine the meaning of many unknown grade-level words.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>SIE User's Guide/SIE Opening Doors: 4.76, 4.90, 4.103, 5.1-5.120, 5.85, 5.111, 5.62, 5.69, 5.85, 5.100</p> <p>SIE Classroom Library</p>
	<p>3. Determine the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 4: Vocabulary</p> <p>PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>SIE Classroom Library</p>
	<p>4. Use standard dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 4: Vocabulary</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM</p>	<p>SIE User's Guide/SIE Opening Doors: 4.63, 4.68, 4.87, 5.48, 5.79, 5.49, 5.68, 5.70</p>

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
		and Internet when available.	SIE Classroom Library
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	SIE User's Guide/SIE Opening Doors: 4.99, 4.100, 4.101, 4.104, 5.71, 5.72, 5.75, 5.101, 5.107 Richmond Picture Dictionary (K-6) SIE Classroom Library
	5. Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., <i>Give me a hand, scared silly, piece of cake</i>).	PO 3. Determine the difference between figurative language and literal language.	4.119, 5.35, 5.52, 5.101, 5.119 SIE Classroom Library
		PO 4. Identify figurative language, including similes, personification, and idioms.	SIE User's Guide/SIE Opening Doors: 4.119, 5.35, 5.52, 5.101, 5.119 SIE Classroom Library
	Advanced 1. Acquire and use accurate, precise, and extensive vocabulary needed to: <ul style="list-style-type: none"> ask for and give advice, suggestions, permission, reminders describe past routines, situations, events; 	Standard 3: Listening and Speaking: Essentials (Grades 4-5): <i>Progression to: LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 4.118, 4.119, 4.109, 4.110, 4.50, 4.70, 4.71, 4.77, 4.92, 5.26, 5.28 SIE Classroom Library

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- Dictionaries
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> propose hypothetical events and situations; state intentions, possibilities, and probabilities; comprehend content area words; and, find another way to say something (e.g., circumlocution, synonyms). 	<p><i>Progression to: LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.21-4.120, 5.101</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i></p> <p>(no correlation on some)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.77, 4.92, 4.21-4.84, 4.86-4.94, 4.96-4.104, 4.106-4.114, 4.116, 5.21-5.120</p> <p>SIE Classroom Library</p>
	<p>2. Use knowledge of root words and affixes to determine the meaning of most unknown grade-level words.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>SIE User's Guide/SIE Opening Doors: 4.76, 4.90, 4.103, 5.1-5.120, 5.85, 5.111, 5.62, 5.69, 5.85, 5.100</p> <p>SIE Classroom Library</p>
	<p>3. Determine the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues.</p>	<p>PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>SIE Classroom Library</p>

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
	4. Use multiple reference aids, including a thesaurus, a synonym/antonym finder, a dictionary, and software to clarify word meanings and usage.	PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	SIE User's Guide/SIE Opening Doors: 4.63, 4.68, 4.87, 5.48, 5.79, 5.49, 5.68, 5.70 Richmond Electronic Dictionary (4-8) SIE Classroom Library
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	SIE User's Guide/SIE Opening Doors: 4.99, 4.100, 4.101, 4.104, 5.71, 5.72, 5.75, 5.101, 5.107 SIE Classroom Library
	5. Determine the meaning of figurative and metaphorical use of words in context, including idiomatic expressions (e.g., <i>Make a mountain out of a molehill</i> , <i>Scratching at the window with claws of pine</i> , <i>the wind wants in.</i> <i>Imogene Bolls</i> , <i>"Coyote Wind"</i>).	PO 3. Determine the difference between figurative language and literal language.	SIE User's Guide/SIE Opening Doors: 4.119, 5.35, 5.52, 5.101, 5.119 SIE Classroom Library
		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.	SIE User's Guide/SIE Opening Doors: 4.119, 5.35, 5.52, 5.101, 5.119 SIE Classroom Library

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening doors (First Digit Represents Grade Level)
	6. Identify antonyms, synonyms, and homographs for given words within text.	PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	SIE User's Guide/SIE Opening Doors: 4.99, 4.100, 4.101, 4.104, 5.71, 5.72, 5.75, 5.101, 5.107 SIE Classroom Library SIE Classroom Library

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- Dictionaries
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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will read with fluency and accuracy.</i></p>	<p>Beginning</p> <p>1. Read aloud familiar passages in ways that both reflect understanding of the text and engage the listeners.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 5: Fluency</p> <p><i>Progression to: PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>SIE Classroom Library</p>
	<p>Early Intermediate</p> <p>1. Occasionally read aloud in selected grade level texts in ways that both reflect understanding of the text and engage the listeners.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 5: Fluency</p> <p><i>Progression to: PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>SIE Classroom Library</p>
	<p>Intermediate</p> <p>1. Sometimes read aloud in grade level selected texts in ways that both reflect understanding of the text and engage the listeners.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 5: Fluency</p> <p><i>Progression to: PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>SIE Classroom Library</p>
	<p>Early Advanced</p> <p>1. Often read aloud in grade level selected texts in ways that both reflect understanding of the text and engage the listeners.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 5: Fluency</p> <p>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>SIE Classroom Library</p>

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Advanced</p> <p>1. Consistently read aloud in grade level selected texts in ways that both reflect understanding of the text and engage the listeners.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 5: Fluency</p> <p>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text</p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120</p> <p>SIE Classroom Library</p>
	<p>Beginning</p> <p>1. Identify the basic sequence of events and make relevant predictions about stories.</p>	<p>Strand 1: Reading Process (Grade 4, Grade 5), Concept 6: Comprehension Strategies</p> <p>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p><i>Progression to: PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.14-4.120, 5.24, 5.38, 5.44, 5.49, 5.54, 5.58, 5.69, 5.104, 5.114, 5.116</p> <p>SIE Classroom Library</p> <p>SIE User's Guide/SIE Opening Doors: 4.14-4.120, 5.44, 5.61</p> <p>SIE Classroom Library</p>
	<p>2. Create a simple table or chart that shows the characteristics of one form of literature (poetry, fiction, non-fiction).</p>	<p>Strand 2: Comprehending Literary Text (Grade 4), Concept 1: Elements of Literature</p> <p><i>Progression to: PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.116, 4.30, 4.48, 4.57, 4.51, 4.69, 4.67, 4.47, 4.87, 4.85, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87</p> <p>SIE Classroom Library</p>

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.</i>	SIE User's Guide/SIE Opening Doors: 4.116, 4.30, 4.48, 4.57, 4.51, 4.69, 4.67, 4.47, 4.87, 4.85 SIE Classroom Library
	3. Identify main ideas and key details of text.	Strand 3: Comprehending Informational Text (Grade 4, Grade 5), Concept 1: Expository Text <i>PO 1. Identify the main idea and supporting details in expository text.</i>	SIE User's Guide/SIE Opening Doors: 4.23, 4.25, 4.29, 4.49, 4.50, 4.55, 4.76, 4.80, 5.104, 5.50 SIE Classroom Library
	4. Comprehend and follow up to 5-step written directions for classroom activities.	Strand 3: Comprehending Informational Text (Grade 4), Concept 2: Functional Text <i>Progression to: PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</i>	SIE User's Guide/SIE Opening Doors: 4.101, 4.64, 4.65, 4.68, 4.76, 4.79, 4.109 SIE Classroom Library
	Early Intermediate 1. Paraphrase main points of a story that includes a scenario.	Strand 2: Comprehending Literary Text (Grade 4), Concept 1: Elements of Literature <i>Progression to: PO 1. Identify the main problem or conflict of a plot.</i>	SIE User's Guide/SIE Opening Doors: 4.101 SIE Classroom Library

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- SIE Proficiency Levels Handbook

Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 2. Identify the resolution of a problem or conflict in a plot.</i>	SIE User's Guide/SIE Opening Doors: 4.64, 4.65, 4.68, 4.76, 4.79, 4.109 SIE Classroom Library
	2. Create a simple table or chart that shows the characteristics of two forms of literature (poetry, fiction, non-fiction).	<i>Progression to: PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</i>	SIE User's Guide/SIE Opening Doors: 4.116, 4.30, 4.48, 4.57, 4.51, 4.69, 4.67, 4.47, 4.87, 4.85 SIE Classroom Library
		<i>Progression to: PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.</i>	SIE User's Guide/SIE Opening Doors: 4.116, 4.30, 4.48, 4.57, 4.51, 4.69, 4.67, 4.47, 4.87, 4.85 SIE Classroom Library
	3. Identify the main ideas, key words, and important details in short text on a familiar topic.	Strand 3: Comprehending Informational Text (Grade 4, Grade 5), Concept 1: Expository Text <i>PO 1. Identify the main idea and supporting details in expository text.</i>	SIE User's Guide/SIE Opening Doors: 4.23, 4.25, 4.29, 4.49, 4.50, 4.55, 4.76, 4.80, 5.104, 5.50 SIE Classroom Library

SIE Lesson Components (K-4)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Home School Connection
- SIE Vocabulary Enrichment VB
- SIE Opening Doors
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- Dictionaries
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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</i>	SIE User's Guide/SIE Opening Doors: 4.24, 4.25, 4.26, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87 SIE Classroom Library
	4. Distinguish cause from effect in text.	PO 7. Distinguish cause and effect.	SIE User's Guide/SIE Opening Doors: 4.10, 5.24, 5.38, 5.44, 5.49, 5.54, 5.58, 5.69, 5.104 SIE Classroom Library
	5. Comprehend and follow a short set of written instructions on routine procedures.	Strand 3: Comprehending Informational Text (Grade 4, Grade 5), Concept 2: Functional Text <i>Progression to: PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</i>	SIE User's Guide/SIE Opening Doors: 4.101, 4.64, 4.65, 4.68, 4.76, 4.79, 4.109, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87 SIE Classroom Library
	Intermediate 1. Identify the components and main problem or conflict of a plot and its resolution.	Strand 2: Comprehending Literary Text (Grade 4), Concept 1: Elements of Literature PO 1. Identify the main problem or conflict of a plot.	SIE User's Guide/SIE Opening Doors: 4.101 SIE Classroom Library

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 2. Identify the resolution of a problem or conflict in a plot.	SIE User's Guide/SIE Opening Doors: 4.64, 4.65, 4.68, 4.76, 4.79, 4.109 SIE Classroom Library
	2. Create a simple table or chart that shows the characteristics of the following forms of literature (poetry, fiction, non-fiction).	PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	SIE User's Guide/SIE Opening Doors: 4.116, 4.30, 4.48, 4.57, 4.51, 5.69, 4.67, 4.47, 4.87, 4.85, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87 SIE Classroom Library
		<i>Progression to: PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.</i>	SIE User's Guide/SIE Opening Doors: 4.116, 4.30, 4.48, 4.57, 4.51, 4.69, 4.67, 4.47, 4.87, 4.85 SIE Classroom Library
	3. Identify the main ideas, key words, and important details in text that requires some level of inference.	Strand 3: Comprehending Informational Text (Grade 4, Grade 5), Concept 1: Expository Text <i>PO 1. Identify the main idea and supporting details in expository text.</i>	SIE User's Guide/SIE Opening Doors: 4.23, 4.25, 4.29, 4.49, 4.50, 4.55, 4.76, 4.80, 5.104, 5.50 SIE Classroom Library

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 2. Distinguish fact from opinion in expository text.</i>	SIE User's Guide/SIE Opening Doors: 4.70, 4.71, 4.99, 4.101, 4.102, 5.46, 5.71, 5.102, 5.114, 5.120 SIE Classroom Library
		<i>Progression to: PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</i>	SIE User's Guide/SIE Opening Doors: 4.24, 4.25, 4.26, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87 SIE Classroom Library
		<i>Progression to: PO 8. Draw valid conclusions based on information gathered from expository text.</i>	SIE User's Guide/SIE Opening Doors: 4.22, 4.23, 4.24, 4.25, 4.28, 4.29, 4.32, 4.72, 4.73, 4.86, 4.102, 5.36 SIE Classroom Library
	4. Identify stated cause and effect relationships in text.	Strand 3: Comprehending Informational Text (Grade 5), Concept 1: Expository Text Progression to: PO 7. Identify cause and effect relationships (stated and implied).	SIE User's Guide/SIE Opening Doors: 5.10, 5.68 SIE Classroom Library

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Comprehend and follow a set of written multi-step instructions on routine procedures.	Strand 3: Comprehending Informational Text (Grade 4), Concept 2: Functional Text <i>Progression to: PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</i>	SIE User's Guide/SIE Opening Doors: 4.101, 4.64, 4.65, 4.68, 4.76, 4.79, 4.109, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87 SIE Classroom Library
	6. Distinguish facts from opinion in common persuasive text (e.g., ads, product labels).	Strand 3: Comprehending Informational Text (Grade 4), Concept 1: Expository Text PO 2. Distinguish fact from opinion in expository text.	SIE User's Guide/SIE Opening Doors: 4.70, 4.71, 4.99, 4.101, 4.102 SIE Classroom Library
	7. Access and locate information through table of contents, indexes, and glossaries.	<i>Progression to: PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</i>	SIE User's Guide/SIE Opening Doors: 4.30, 4.39, 4.42, 4.43, 4.46, 4.57, 4.62, 4.63, 4.64, 4.67, 4.68, 4.81, 4.87, 4.90, 4.104 SIE Classroom Library
	Early Advanced 1. Identify basic story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme.	Strand 2: Comprehending Literary Text (Grade 4), Concept 1: Elements of Literature (some Grade 5 also) PO 1. Identify the main problem or conflict of a plot.	SIE User's Guide/SIE Opening Doors: 4.101, 5.104, 5.50 SIE Classroom Library

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 2. Identify the resolution of a problem or conflict in a plot.	SIE User's Guide/SIE Opening Doors: 4.104, 4.64, 4.65, 4.68, 4.76, 4.79, 4.109, 5.104, 5.50 SIE Classroom Library
		PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).	SIE User's Guide/SIE Opening Doors: 4.70, 4.72, 4.79, 4.101, 4.64, 4.65, 4.69, 5.38, 5.39, 5.36, 5.44 SIE Classroom Library
		PO 4. Distinguish between major characters and minor characters.	SIE User's Guide/SIE Opening Doors: 4.64, 4.65, 4.68, 4.76, 4.79, 4.109, 5.44, 5.61 SIE Classroom Library
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	SIE User's Guide/SIE Opening Doors: 4.64, 4.65, 4.68, 4.76, 4.79, 4.109, 5.44, 5.61 SIE Classroom Library

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 6. Identify the speaker or narrator in a literary selection.	SIE User's Guide/SIE Opening Doors: 4.3 4.8, 4.79, 4.96, 4.101, 5.1, 5.3, 5.8, 5.49, 5.83 SIE Classroom Library
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	SIE User's Guide/SIE Opening Doors: 4.101, 4.48, 4.61, 4.69, 4.90, 4.112, 5.86, 5.87, 5.118 SIE Classroom Library
	2. Identify the structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	SIE User's Guide/SIE Opening Doors: 4.116, 4.30, 4.48, 4.57, 4.51, 4.69, 4.67, 4.47, 4.87, 4.85, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87 SIE Classroom Library
	3. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference.	Strand 3: Comprehending Informational Text (Grade 5), Concept 1: Expository Text <i>PO 1. Identify the main idea and supporting details in expository text.</i>	SIE User's Guide/SIE Opening Doors: 5.104, 5.50 SIE Classroom Library

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	4. Identify stated or implied cause and effect relationships in text.	Strand 3: Comprehending Informational Text (Grade 4, Grade 5), Concept 1: Expository Text PO 2. Identify the resolution of a problem or conflict in a plot.	SIE User's Guide/SIE Opening Doors: 4.101, 5.104, 5.50 SIE Classroom Library
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	SIE User's Guide/SIE Opening Doors: 4.24, 4.25, 4.26, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87 SIE Classroom Library
		PO 8. Draw valid conclusions based on information gathered from expository text.	SIE User's Guide/SIE Opening Doors: 4.22, 4.23, 4.24, 4.25, 4.28, 4.29, 4.32, 4.72, 4.73, 4.86, 4.102, 5.36 SIE Classroom Library
		Strand 3: Comprehending Informational Text (Grade 5), Concept 1: Expository Text PO 7. Identify cause and effect relationships (stated and implied).	SIE User's Guide/SIE Opening Doors: 5.24, 5.38, 5.44, 5.49, 5.54, 5.58, 5.69, 5.104 SIE Classroom Library

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Comprehend and follow a set of written multi-step instructions to perform routine procedures or answer questions.	Strand 3: Comprehending Informational Text (Grade 5), Concept 2: Functional Text <i>Progression to: PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</i>	SIE User's Guide/SIE Opening Doors: 5.44, 5.51, 5.52 SIE Classroom Library
	6. Identify persuasive words in text used to influence readers' opinions and actions.	Strand 3: Comprehending Informational Text (Grade 4), Concept 3: Persuasive Text PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.	SIE User's Guide/SIE Opening Doors: 5.68, 5.113, 5.117 SIE Classroom Library
	7. Access and locate information through table of contents, indexes, glossaries, titles, and headings.	Strand 3: Comprehending Informational Text (Grade 4), Concept 1: Expository Text PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u>	SIE User's Guide/SIE Opening Doors: 4.30, 4.39, 4.42, 4.43, 4.46, 4.57, 4.62, 4.63, 4.64, 4.67, 4.68, 4.31, 4.87, 4.90, 4.104 SIE Classroom Library

SIE Lesson Components (K-4)

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Advanced</p> <p>1. Compare and contrast the plot, setting, characters, narration, theme, and author's techniques in a story to another selection and to the reader's experiences.</p>	<p>Strand 2: Comprehending Literary Text (Grade 5), Concept 1: Elements of Literature</p> <p>PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.</p> <p>PO 3. Distinguish between major characters and minor characters.</p> <p>PO 4. Analyze how a character's traits influence that character's actions.</p> <p>PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p>	<p>SIE User's Guide/SIE Opening Doors: 5.104, 5.50</p> <p>SIE Classroom Library</p> <p>SIE User's Guide/SIE Opening Doors: 5.38, 5.39, 5.36, 5.44</p> <p>SIE Classroom Library</p> <p>SIE User's Guide/SIE Opening Doors: 5.44, 5.61</p> <p>SIE Classroom Library</p> <p>SIE User's Guide/SIE Opening Doors: 5.44, 5.61</p> <p>SIE Classroom Library</p> <p>SIE User's Guide/SIE Opening Doors: 5.51, 5.3, 5.8, 5.49, 5.83</p> <p>SIE Classroom Library</p>

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Describe meaning and characteristics of various forms of poetry (e.g., limerick, haiku, free verse) and fiction (e.g., novel, short story, essay, science fiction, fable).	PO 6. Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.	SIE User's Guide/SIE Opening Doors: 5.86, 5.87 SIE Classroom Library
		PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.	SIE User's Guide/SIE Opening Doors: 5.44, 5.61 SIE Classroom Library
		PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).	SIE User's Guide/SIE Opening Doors: 5.34, 5.44, 5.50, 5.67, 5.102 SIE Classroom Library
		PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	SIE User's Guide/SIE Opening Doors: 5.23, 5.32, 5.50, 5.58, 5.104, 5.38, 5.39, 5.36, 5.44, 5.50, 5.52, 5.64, 5.67, 5.87 SIE Classroom Library

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text	Strand 3: Comprehending Informational Text (Grade 5), Concept 1: Expository Text PO 1. Identify the main idea and supporting details in expository text.	SIE User's Guide/SIE Opening Doors: 5.104, 5.50 SIE Classroom Library
		PO 8. Draw valid conclusions based on information gathered from expository text. Drop off here?	SIE User's Guide/SIE Opening Doors: 5.24, 5.38, 5.44, 5.49, 5.54, 5.58, 5.69, 5.104, 5.114, 5.116 SIE Classroom Library
		Strand 3: Comprehending Informational Text (Grade 5), Concept 3: Persuasive Text PO 1. Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.	SIE User's Guide/SIE Opening Doors: 5.44, 5.51, 5.52, 5.36, 5.75, 5.81, 5.86 SIE Classroom Library
	4. Compare and contrast elements in reading selections about the same topic.	Strand 3: Comprehending Informational Text (Grade 7), Concept 1: Expository Text <i>Progression to: PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</i>	SIE User's Guide/SIE Opening Doors: 5.23, 5.32, 5.50, 5.58, 5.104 SIE Classroom Library

SIE Lesson Components (K-4)

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Fluency	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Comprehend and follow a set of written multi-step instructions to perform routine procedures, answer questions, or solve problems.	Strand 3: Comprehending Informational Text (Grade 5), Concept 2: Functional Text PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	SIE User's Guide/SIE Opening Doors: 5.44, 5.51, 5.52 SIE Classroom Library
	6. Identify the intended effect of persuasive words and strategies to influence readers' opinions and actions.	Strand 3: Comprehending Informational Text (Grade 5), Concept 3: Persuasive Text PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.	SIE User's Guide/SIE Opening Doors: 5.68, 5.113, 5.117 SIE Classroom Library
		PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.	SIE User's Guide/SIE Opening Doors: 5.57, 5.70 SIE Classroom Library
	7. Access and locate specific information from informational and functional text by using organizational features of text, including contents, indexes, glossaries, titles, headings, captions, and key words.	Strand 3: Comprehending Informational Text (Grade 5), Concept 1: Expository Text PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u>	SIE User's Guide/SIE Opening Doors: 5.43, 5.60, 5.106, 5.91, 5.71 SIE Classroom Library

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		<p>Strand 3: Comprehending Informational Text (Grade 5), Concept 2: Functional Text</p> <p>PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p>	<p>SIE User's Guide/SIE Opening Doors: 5.114, 5.106, 5.103, 5.98, 5.94, 5.83, 5.31</p> <p>SIE Classroom Library</p>

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ELL IV

Performance Conditions: Students at this stage of proficiency read and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are able to read a variety of authentic texts, including newspaper and magazine articles, novels, poems, reports, editorials, and opinion essays. Language in text is at an appropriate level for the general public. Students read to learn and read for pleasure. Context of text is relevant, but not always familiar and predictable. Language in text is literal and abstract, and explicit and implicit. Inference may be required to identify the writer’s purpose or function of the text.

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User’s Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>Beginning</p> <p>1. Acquire and use accurate, but limited, vocabulary needed to:</p> <ul style="list-style-type: none"> • ask for and give advice, suggestions, permission, reminders; • describe past routines, situations, events; • propose hypothetical events and situations; • state intentions, possibilities, and probabilities; and, • comprehend content area words. 	<p>Standard 3: Listening and Speaking: Essentials (Grades 4-8):</p> <p><i>Progression to: LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience</i></p>	<p>SIE User’s Guide/SIE Opening Doors: 6.1-6.120, 7.54, 7.58, 8.1-8.120</p> <p>GR4 pg: 40 GR5 pg: 40</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience</i></p>	<p>SIE User’s Guide/SIE Opening Doors: 6.90, 6.53, 6.59, 7.19, 8.115, 8.62, 8.67, 8.77, 8.63, 8.105</p> <p>GR4 pg. 40 GR5 pg. 40</p> <p>SIE Classroom Library</p>

SIE Lesson Components (5-8)

- SIE User’s Guide
- SIE Lesson Cards/Transparencies
- SIE Speed Reads/Dialogues
- SIE Opening Doors
- SIE Journal Quick Writes
- SIE Homework Connection
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p><i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i></p> <p>(no correlation on some)</p>	<p>SIE User's Guide/SIE Opening Doors: 6.36, 6.61, 7.21-7.120, 8.21-8.120</p> <p>GR4 pg. 40 GR5 pg. 40</p> <p>SIE Classroom Library</p>
	<p>2. Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words.</p>	<p>Strand 1: Reading Process (Grade 6), Concept 4: Vocabulary, (some Grade 7 and 8 also)</p> <p><i>Progression to: PO 1. Determine the effect of affixes on root words.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.1-6.120, 6.22, 7.1-7.120, 7.58, 7.66, 8.1-8.120</p> <p>GR4 pg. 42 GR5 pg. 42</p> <p>Richmond Advanced Dictionary (6-8) SIE Classroom Library</p>
	<p>3. Recognize simple analogies and metaphors in literature and texts in content areas (e.g., <i>boiling mad, things are running smoothly, heated debate, icy stare, bright idea</i>).</p>	<p><i>Progression to: PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.10, 6.33, 6.36, 6.65, 6.78, 6.79, 6.111, 6.112, 6.117, 6.99, 6.74, 6.50, 6.61, 7.8, 7.63, 7.106, 7.108, 8.28, 8.29, 8.30, 8.32, 8.36, 8.37, 8.40, 8.41, 8.44, 8.73, 8.81, 8.86, 8.111, 8.114</p>

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			GR4 pg. 41 GR5 pg. 41 Richmond Advanced Dictionary (6-8) SIE Classroom Library
	4. Determine the various meanings and pronunciation of words by using a dictionary.	<i>Progression to: PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	SIE User's Guide/SIE Opening Doors: 6.10, 6.11, 6.14, 6.15, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22, 6.48, 6.72, 7.6, 7.32, 7.46, 7.55, 7.87, 8.31, 8.32, 8.33, 8.46, 8.47, 8.48, 8.62, 8.63, 8.74, 8.80 GR4 pg. 43 GR5 pg. 43 Richmond Electronic Dictionary (4-8) SIE Classroom Library
	5. Determine the intended meaning of a few words with multiple meanings, using context.	<i>Progression to: PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i>	SIE User's Guide/SIE Opening Doors: 6.1-6.120 inclusive, 7.1-7.120 inclusive, 8.1-8.120 inclusive SIE Classroom Library

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i>	SIE User's Guide/SIE Opening Doors: 6.22, 6.120, 6.79, 6.75, 6.24, 6.13, 7.92, 7.63, 7.55, 8.114, 8.111, 8.92, 8.90, 8.87, 8.74 SIE Classroom Library
	Early Intermediate <ol style="list-style-type: none"> 1. Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to: <ul style="list-style-type: none"> • ask for and give advice, suggestions, permission, reminders; • describe past routines, situations, and events; • propose hypothetical events and situations; • state intentions, possibilities, and probabilities; and, • comprehend content area words. 	Standard 3: Listening and Speaking: Essentials (Grades 4-8): <i>Progression to: LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 6.1-6.120, 7.1-7.120, 8.1-8.120 GR4 pg. 40 GR5 pg. 40 SIE Classroom Library
		<i>Progression to: LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 6.90, 6.53, 6.59, 7.19, 8.115, 8.62, 8.67, 8.77, 8.63, 8.105 GR4 pg. 40 GR5 pg. 40 SIE Classroom Library

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p><i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i></p> <p>(no correlation on some)</p>	<p>SIE User's Guide/SIE Opening Doors: 6.36, 6.61, 7.21-7.120, 8.21-8.120</p> <p>GR4 pg. 40 GR5 pg. 40</p> <p>SIE Classroom Library</p>
	<p>2. Determine the effect of affixes on root words.</p> <p>3. Know the difference between the denotative and connotative meanings of words.</p>	<p>Strand 1: Reading Process (Grade 6), Concept 4: Vocabulary</p> <p>PO 1. Determine the effect of affixes on root words. (no correlation)</p>	<p>SIE User's Guide/SIE Opening Doors: 6.1-6/120 inclusive, 6.22</p> <p>Richmond Advanced Dictionary (6-8) SIE Classroom Library</p>
	<p>4. Occasionally determine the meaning of figurative language, including similes (e.g., <i>fly like a bird</i>), metaphors, (e.g., <i>The doctor inspected the injury with an eagle eye</i>) and personification.</p>	<p>Strand 1: Reading Process (Grades 6-8), Concept 4: Vocabulary</p> <p><i>Progression to: PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.10, 6.33, 6.36, 6.65, 6.78, 6.79, 6.111, 6.112, 6.117, 6.99, 6.74, 6.50, 6.61, 7.8, 7.63, 7.106, 7.108, 8.28, 8.29, 8.30, 8.32, 8.36, 8.37, 8.40, 8.41, 8.44, 8.47, 8.39, 8.60, 8.61, 8.64, 8.73, 8.95, 8.111, 8.114</p> <p>Richmond Concise Dictionary (6-8) SIE Classroom Library</p>

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Determine the various meanings, pronunciation, and syllabication of words by using a dictionary.	<i>Progression to: PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	SIE User's Guide/SIE Opening Doors: 6.63, 6.32, 6.47, 6.48, 6.61, 6.68, 6.71, 6.103, 6.120, 6.23, 6.60, 7.1-7.120 inclusive, 7.65, 7.96, 8.1-8.120 inclusive, 8.24, 8.27, 8.30, 8.32, 8.33, 8.50, 8.62 Richmond Electronic Dictionary (4-8) SIE Classroom Library
	6. Distinguish and interpret a few grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning.	<i>Progression to: PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i>	SIE User's Guide/SIE Opening Doors: 6.1-6.120 inclusive, 7.1-7.120 inclusive, 8.1-8.120 inclusive SIE Classroom Library
		<i>Progression to: PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i>	SIE User's Guide/SIE Opening Doors: 6.22, 6.120, 6.79, 6.75, 6.24, 6.13, 7.92, 7.63, 7.55, 8.114, 8.111, 8.92, 8.90, 8.87, 8.74 SIE Classroom Library
	Intermediate 1. Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to:	Standard 3: Listening and Speaking: Essentials (Grades 4-8): <i>Progression to: LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal</i>	SIE User's Guide/SIE Opening Doors: 6.1-6.120, 7.1-7.120, 8.1-8.120

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> • express certainty and doubt; • make predictions; • express sympathy, empathy, and gratitude; • summarize events; • report to and inform others about various situations; • draw inferences; and, • comprehend content area words. 	<p><i>communications with a specific audience</i></p>	<p>GR4 pg. 40 GR5 pg. 40 SIE Classroom Library</p>
		<p><i>Progression to: LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.90, 6.53, 6.59, 7.19, 8.115, 8.62, 8.67, 8.77, 8.63, 8.105 GR4 pg. 40 PG5 pg. 40 SIE Classroom Library</p>
		<p><i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i> (no correlation on some)</p>	<p>SIE User's Guide/SIE Opening Doors: 6.36, 6.38, 6.61, 7.21-7.120, 8.21-8.120, 7.17 GR4 pg. 40 GR5 pg. 40 SIE Classroom Library</p>

SIE Lesson Components (5-8)

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Sometimes apply knowledge of common Greek and Latin roots and affixes (e.g., <i>anti</i> , <i>bene</i> , <i>auto populous</i>) to understand content area vocabulary.	Strand 1: Reading Process (Grade 7, Grade 8), Concept 4: Vocabulary <i>Progression to: PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</i>	SIE User's Guide/SIE Opening Doors: 6.1-6.120 inclusive, 6.22 SIE Classroom Library
	3. Sometimes distinguish between the denotative and connotative meanings of words.	Strand 1: Reading Process (Grade 9), Concept 4: Vocabulary <i>Progression to: PO 3. Distinguish between the denotative and connotative meanings of words.</i>	
	4. Sometimes determine the meaning of figurative language, including similes, metaphors, personification, and idioms .	Strand 1: Reading Process (Grade 6), Concept 4: Vocabulary PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	SIE User's Guide/SIE Opening Doors: 6.10, 6.33, 6.36, 6.65, 6.78, 6.79, 6.111, 6.112, 6.117, 6.99, 6.74, 6.50, 6.61 SIE Classroom Library
	5. Determine the meanings, pronunciations, syllabication, synonyms, and antonyms of words by using a dictionary.	<i>Progression to: PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	SIE User's Guide/SIE Opening Doors: 6.63, 6.32, 6.47, 6.48, 6.61, 6.68, 6.71, 6.103, 6.120, 6.23, 6.60 Richmond Concise Dictionary (6-8) SIE Classroom Library

SIE Lesson Components (5-8)

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- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	6. Distinguish and interpret some grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning.	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	SIE User's Guide/SIE Opening Doors: 6.1-6.120 (inclusive) SIE Classroom Library
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	SIE User's Guide/SIE Opening Doors: 6.22, 6.120, 6.79, 6.75, 6.24, 6.13 SIE Classroom Library
	Early Advanced 1. Acquire and use accurate, natural, and varied vocabulary needed to: <ul style="list-style-type: none"> • express certainty and doubt; • make predictions; • express sympathy, empathy, and gratitude; • summarize events; • report to and inform others about various situations; • draw inferences; and, • comprehend content area words. 	Standard 3: Listening and Speaking: Essentials (Grades 4-8): <i>Progression to: LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 6.1-6.120, 7.1-7.120, 8.1-8.120 GR4 pg. 40 GR5 pg. 40 SIE Classroom Library
		<i>Progression to: LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience</i>	SIE User's Guide/SIE Opening Doors: 6.90, 6.53, 6.59, 7.19, 8.115, 8.62, 8.67, 8.77, 8.63, 8.105 GR4 pg. 40 GR5 pg. 40

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			SIE Classroom Library
		<p><i>Progression to: LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee</i></p> <p>(no correlation on some)</p>	<p>SIE User's Guide/SIE Opening Doors: 6.36, 6.61, 7.21-7.120, 8.21-8.120</p> <p>GR4 pg. 40 GR5 pg. 40</p> <p>SIE Classroom Library</p>
	2. Often apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.	<p>Strand 1: Reading Process (Grade 7), Concept 4: Vocabulary</p> <p>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</p>	<p>SIE User's Guide/SIE Opening Doors: 7.1-7.120, 7.58, 7.66</p> <p>Richmond Concise Dictionary (6-8) SIE Classroom Library</p>
	3. Often distinguish between the denotative and connotative meanings of words.	<p>Strand 1: Reading Process (Grade 9), Concept 4: Vocabulary</p> <p><i>Progression to: PO 3. Distinguish between the denotative and connotative meanings of words.</i></p>	
	4. Often determine the meaning of figurative language, including similes, metaphors, personification, and idioms.	<p>Strand 1: Reading Process (Grade 7), Concept 4: Vocabulary</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p>	<p>SIE User's Guide/SIE Opening Doors: 7.8, 7.63, 7.106, 7.108</p> <p>Richmond Concise Dictionary (6-8) SIE Classroom Library</p>

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and correct spellings of words by using a dictionary.	<i>Progression to: PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	SIE User's Guide/SIE Opening Doors: 7.1-7.120 inclusive, 7.65, 7.111, 7.70, 7.67, 7.8, 7.58, 7.67 Richmond Electronic Dictionary (4-8) SIE Classroom Library
	6. Distinguish and interpret many grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning.	PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	SIE User's Guide/SIE Opening Doors: 7.1-7.120 SIE Classroom Library
		PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	SIE User's Guide/SIE Opening Doors: 7.21, 7.40, 7.55, 7.60, 7.65, 7.66, 7.74, 7.80, 7.102, 7.105, 7.108 SIE Classroom Library
	Advanced 1. Acquire and use accurate, precise, and extensive vocabulary needed to: <ul style="list-style-type: none"> • express certainty and doubt; • make predictions; • express sympathy, empathy, and gratitude; 	Standard 3: Listening and Speaking: Essentials (Grades 4-8): LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience	SIE User's Guide/SIE Opening Doors: 6.1-6.120, 7.1-7.120, 8.1-8.120 (8.119) GR4 pg. 40 GR5 pg. 40 SIE Classroom Library

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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> • summarize events; • report to and inform others about events; • draw inferences; and, • comprehend content area words. 	LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience	SIE User's Guide/SIE Opening Doors: 6.90, 6.53, 6.59, 7.19, 8.115, 8.62, 8.67, 8.77, 8.63, 8.105 SIE Classroom Library
		LS-E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee (no correlation on some)	SIE User's Guide/SIE Opening Doors: 6.2, 6.36, 6.61, 7.21-7.120, 8.21-8.120, 8.84, 8.81, 8.78, 8.64 GR4 pg. 40 GR5 pg. 40 SIE Classroom Library
	2. Consistently apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. (8R 1-4: PO1)	Strand 1: Reading Process (Grade 8), Concept 4: Vocabulary PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	SIE User's Guide/SIE Opening Doors: 8.1-8.120 Richmond Concise Dictionary (6-8) SIE Classroom Library
	3. Consistently distinguish between the denotative and connotative meanings of words.	Strand 1: Reading Process (Grade 9), Concept 4: Vocabulary PO 3. Distinguish between the denotative and connotative meanings of words.	

SIE Lesson Components (5-8)

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| <ul style="list-style-type: none"> • SIE User's Guide • SIE Lesson Cards/Transparencies • SIE Speed Reads/Dialogues • SIE Opening Doors • SIE Journal Quick Writes | <ul style="list-style-type: none"> • SIE Homework Connection • www.intensiveenglish.net • Dictionaries • Classroom Libraries • SIE Proficiency Levels Handbook |
|---|---|

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>4. Consistently determine the meaning of figurative language, including similes, metaphors, personification, and idioms and how the meaning of text is affected by the writer's word choice.</p>	<p>Strand 1: Reading Process (Grade 8), Concept 4: Vocabulary</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.28, 8.29, 8.30, 8.32, 8.36, 8.37, 8.40, 8.41, 8.44, 8.47, 8.59, 8.60, 8.61, 8.64, 8.73, 8.81, 8.86, 8.94, 8.95, 8.101, 8.111, 8.114</p> <p>Richmond Advanced Dictionary (6-8) SIE Classroom Library</p>
	<p>5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings of words by using a dictionary.</p>	<p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.48, 8.62, 8.63, 8.74, 8.80</p> <p>Richmond Electronic Dictionary (4-8) SIE Classroom Library</p>
	<p>6. Distinguish and interpret most grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning.</p>	<p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p>	<p>SIE User's Guide/SIE Opening Doors: 8.1-8.120 (inclusive)</p> <p>SIE Classroom Library</p>
		<p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>	<p>SIE User's Guide/SIE Opening Doors: 8.114, 8.111, 8.92, 8.90, 8.87, 8.74</p> <p>SIE Classroom Library</p>

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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>Beginning</p> <p>1. Comprehend and follow sequence of narration in popular newspaper and magazine articles and popular easy fiction.</p>	<p>Strand 1: Reading Process (Grade 6, Grade 7, 8), Concept 6: Comprehension Strategies</p> <p>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, cause and effect relationships) of text to aid comprehension.</p>	<p>SIE User's Guide/SIE Opening Doors: 6.22, 6.25, 6.42, 6.43, 6.45, 6.46, 6.91, 6.114, 7.21, 7.40, 7.55, 7.60, 7.65, 7.66, 7.74, 7.85, 7.102, 7.105, 7.108, 8.4, 8.13, 8.29, 8.28, 8.27, 8.30, 8.31, 8.32, 8.36, 8.39, 8.40, 8.41, 8.42, 8.43, 8.44, 8.46</p> <p>SIE Classroom Library</p>
		<p>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>	<p>SIE User's Guide/SIE Opening Doors: 6.12, 6.43, 6.67, 7.60, 7.65, 7.66, 7.74, 7.85, 7.102, 8.4, 8.13, 8.29, 8.28, 8.27, 8.32, 8.40, 8.42, 8.44</p> <p>SIE Classroom Library</p>
	<p>2. Identify key characters in literary works.</p>	<p>Strand 2: Comprehending Literary Text (Grade 6), Concept 1: Elements of Literature</p> <p><i>Progression to: PO 3. Describe the motivations of major and minor characters.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.50, 6.104, 6.35</p> <p>SIE Classroom Library</p>

SIE Lesson Components (5-8)

- SIE User's Guide
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- SIE Speed Reads/Dialogues
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- SIE Homework Connection
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Strand 2: Comprehending Literary Text (Grade 7, Grade 8), Concept 1: Elements of Literature</p> <p><i>Progression to: PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 7.90, 8.31, 8.37, 8.67</p> <p>SIE Classroom Library</p>
	<p>3. Distinguish fact from opinion in persuasive text, providing some supporting evidence from text.</p>	<p>Strand 3: Comprehending Informational Text (Grade 6), Concept 1: Expository Text</p> <p>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p>	<p>SIE User's Guide/SIE Opening Doors: 6.48, 6.91, 6.109</p> <p>SIE Classroom Library</p>
		<p>Strand 3: Comprehending Informational Text (Grade 6-8), Concept 3: Persuasive Text</p> <p><i>Progression to: PO 1. Determine the author's specific purpose for writing the persuasive text.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.63, 6.76, 6.82, 6.93, 6.95, 6.100, 6.119, 6.120, 7.32, 7.37, 7.63, 7.76, 7.32, 7.37, 7.63, 8.30, 8.50, 8.68</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.36, 6.112, 7.32, 7.37, 7.63, 7.76, 7.32, 7.37, 7.63, 8.30, 8.50, 8.68</p> <p>SIE Classroom Library</p>

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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Strand 3: Comprehending Informational Text (Grade 6-8), Concept 2: Functional Text</p> <p>PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.</p>	<p>SIE User's Guide/SIE Opening Doors: 6.22, 6.25, 6.42, 6.43, 6.71, 6.45, 6.46, 6.91, 6.114, 7.9, 7.9, 8.4, 8.5, 8.9, 8.43, 8.60, 8.70</p> <p>SIE Classroom Library</p>
	<p>4. Comprehend and follow a set of written multi-step instructions to perform routine procedures.</p>	<p><i>Progression to: PO3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.21-6.120, 6.86, 7.21-7.120, 8.21-8.120, 8.20</p> <p>SIE Classroom Library</p>
	<p>Early Intermediate</p> <p>1. Describe characters, the plot and its components, and the setting of a literary selection.</p>	<p>Strand 2: Comprehending Literary Text (Grade 6), Concept 1: Elements of Literature</p> <p>PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).</p>	<p>SIE User's Guide/SIE Opening Doors: 6.35</p> <p>SIE Classroom Library</p>
		<p>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution</p>	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.50, 6.104</p> <p>SIE Classroom Library</p>

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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Identify qualities of key characters.	<i>Progression to: PO 3. Describe the motivations of major and minor characters.</i>	SIE User's Guide/SIE Opening Doors: 6.30, 6.50, 6.104, 6.35 SIE Classroom Library
	3. Identify cause and effect relationships (stated and implied) in text.	Strand 3: Comprehending Informational Text (Grade 5), Concept 1: Expository Text PO 7. Identify cause and effect relationships (stated and implied).	SIE User's Guide/SIE Opening Doors: 5.24, 6.38, 5.44, 5.49, 5.54, 5.58, 5.69, 5.104, 5.114, 5.116 SIE Classroom Library
	4. Comprehend and follow a set of written multi-step instructions to perform routine and less routine procedures.	Strand 3: Comprehending Informational Text (Grade 6), Concept 2: Functional Text <i>Progression to: PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.</i>	SIE User's Guide/SIE Opening Doors: 6.21-6.120, 6.86 SIE Classroom Library
		<i>Progression to: PO3. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</i>	SIE User's Guide/SIE Opening Doors: 6.21-6.120, 6.86 SIE Classroom Library

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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Identify organization of text and relationship links between paragraphs.	Strand 3: Comprehending Informational Text (Grade 6), Concept 3: Persuasive Text <i>Progression to: PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</i>	SIE User's Guide/SIE Opening Doors: 6.36, 6.112 SIE Classroom Library
	Intermediate 1. Identify the theme (e.g., moral, lesson, meaning, message, view or comment on life) and point of view of a literary selection.	Strand 2: Comprehending Literary Text (Grade 6), Concept 1: Elements of Literature PO 2. Identify the theme in works of prose, poetry, and drama.	SIE User's Guide/SIE Opening Doors: 6.33, 6.36, 6.61, 6.65 SIE Classroom Library
		PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	SIE User's Guide/SIE Opening Doors: 6.36, 6.112 SIE Classroom Library
	2. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations).	<i>Progression to: PO 3. Describe the motivations of major and minor characters.</i>	SIE User's Guide/SIE Opening Doors: 6.30, 6.50, 6.104, 6.35 SIE Classroom Library
	3. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, rhythm, line breaks).	PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).	SIE User's Guide/SIE Opening Doors: 6.33, 6.36, 6.61, 6.65 SIE Classroom Library

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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Strand 3: Comprehending Informational Text (Grade 6), Concept 1: Expository Text</p> <p><i>Progression to: PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.15, 6.18, 6.22, 6.25, 6.36, 6.41, 6.42, 6.45, 6.46, 6.51, 6.52, 6.61, 6.68, 6.71, 6.91, 6.117</p> <p>SIE Classroom Library</p>
	<p>4. Summarize main ideas in text.</p>	<p>Strand 3: Comprehending Informational Text (Grade 6), Concept 3: Persuasive Text</p> <p><i>Progression to: PO 1. Determine the author's specific purpose for writing the persuasive text.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.63, 6.82, 6.96, 6.108</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.25, 6.41, 6.42, 6.45, 6.46, 6.52</p> <p>SIE Classroom Library</p>
	<p>5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>	<p>Strand 3: Comprehending Informational Text (Grade 6), Concept 2: Functional Text</p> <p>PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.</p>	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.43, 6.47, 6.49, 6.57, 6.59, 6.62</p> <p>SIE Classroom Library</p>

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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO3. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	SIE User's Guide/SIE Opening Doors: 6.30, 6.49, 6.62, 6.80, 6.83, 6.86, 6.106, 6,107, 6.109, 6.114 SIE Classroom Library
	6. Identify organization of text, topic sentences, and logical links between paragraphs.	Strand 3: Comprehending Informational Text (Grade 6), Concept 3: Persuasive Text PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.	SIE User's Guide/SIE Opening Doors: 6.25, 6.41, 6.42, 6.45, 6.46, 6.52 SIE Classroom Library
	Early Advanced	Strand 2: Comprehending Literary Text (Grade 7), Concept 1: Elements of Literature PO 2. Recognize multiple themes in works of prose, poetry, and drama.	SIE User's Guide/SIE Opening Doors: 7.34 SIE Classroom Library
	1. Recognize and describe multiple themes in literary works from various cultures. 2. Describe characters' motivations and how a character's traits influence a character's actions.	Strand 2: Comprehending Literary Text (Grade 6-8), Concept 1: Elements of Literature PO 3. Describe the motivations of major and minor characters.	SIE User's Guide/SIE Opening Doors: 6.30, 6.50, 6.104, 6.35 SIE Classroom Library

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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Identify the characteristics of alliteration , assonance , and figurative language in various selections of poetry.	<p>Strand 2: Comprehending Literary Text (Grade 7), Concept 1: Elements of Literature</p> <p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p>	<p>SIE User's Guide/SIE Opening Doors: 7.89, 7.106</p> <p>SIE Classroom Library</p>
	4. Draw conclusions and express own opinion about ideas in text.	<p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p>	<p>SIE User's Guide/SIE Opening Doors: 7.32, 7.37, 7.63, 7.76, 7.32, 7.37, 7.63</p> <p>SIE Classroom Library</p>
		<p>Strand 3: Comprehending Informational Text (Grade 6-8), Concept 3: Persuasive Text</p> <p><i>Progression to: PO 1. Determine the author's specific purpose for writing the persuasive text.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.63, 6.76, 6.82, 6.93, 6.95, 6.100, 6.119, 6.120, 7.32, 7.37, 7.63, 7.76, 7.32, 7.37, 7.63, 8.30, 8.50, 8.68</p> <p>SIE Classroom Library</p>
		<p><i>Progression to: PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.36, 6.112, 7.32, 7.34, 7.63, 8.30, 8.50, 8.68</p> <p>SIE Classroom Library</p>

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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Evaluate the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous.	Strand 3: Comprehending Informational Text (Grade 7-8), Concept 2: Functional Text PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.	SIE User's Guide/SIE Opening Doors: 7.32, 7.34, 7.53, 8.34, 8.45, 8.46, 8.58, 8.66, 8.72 SIE Classroom Library
		PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions)	SIE User's Guide/SIE Opening Doors: 7.21-7.120 (7.47, 7.48, 7.114), 8.21-8.120 (8.20, 8.26, 8.36, 8.66) SIE Classroom Library
		PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.	SIE User's Guide/SIE Opening Doors: 7.32, 7.63, 7.19, 8.26, 8.36 SIE Classroom Library
	6. Summarize the essential elements of text in logically connected sentences.	Strand 3: Comprehending Informational Text (Grade 7), Concept 1: Expository Text PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	SIE User's Guide/SIE Opening Doors: 7.37, 7.9, 7.20, 8.26, 8.34, 8.77 SIE Classroom Library

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- SIE Journal Quick Writes
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- Dictionaries
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Advanced</p> <p>1. Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood and tone of the text.</p>	<p>Strand 2: Comprehending Literary Text (Grade 8), Concept 1: Elements of Literature</p> <p>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.51, 8.100, 8.120</p> <p>SIE Classroom Library</p>
		<p>PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.53, 8.115</p> <p>SIE Classroom Library</p>
		<p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.30, 8.50, 8.68, 8.41</p> <p>SIE Classroom Library</p>
	<p>2. Compare and contrast character's key qualities, points of view, and themes across a variety of literary works from different cultures.</p>	<p>PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.49, 8.68, 8.74, 8.84, 8.41</p> <p>SIE Classroom Library</p>
	<p>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.31, 8.37, 8.67</p> <p>SIE Classroom Library</p>	

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		<p>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.30, 8.50, 8.68, 8.58, 8.77</p> <p>SIE Classroom Library</p>
	<p>3. Describe meaning and characteristics of various forms of poetry (e.g., epic, lyric, sonnet, free verse) and fiction (novel, short story, essay).</p>	<p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p>	<p>SIE User's Guide/SIE Opening Doors: 8.30, 8.42, 8.48, 8.69, 8.74, 8.76, 8.82, 8.84, 8.88, 8.89, 8.96, 8.112, 8.15, 8.17</p> <p>SIE Classroom Library</p>
	<p>4. Identify the author's stated or implied purpose(s) for writing the text.</p>	<p>Strand 3: Comprehending Informational Text (Grade 8), Concept 1: Expository Text</p> <p>PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.26, 8.34, 8.77</p> <p>SIE Classroom Library</p>
		<p>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</p>	<p>SIE User's Guide/SIE Opening Doors: 8.57, 8.87, 8.94</p> <p>SIE Classroom Library</p>

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		Strand 3: Comprehending Informational Text (Grade 8), Concept 3: Persuasive Text PO 1. Determine the author's specific purpose for writing the persuasive text.	SIE User's Guide/SIE Opening Doors: 8.30, 8.50, 8.68, 8.100 SIE Classroom Library
	5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question.	Strand 3: Comprehending Informational Text (Grade 8), Concept 2: Functional Text PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions)	SIE User's Guide/SIE Opening Doors: 8.21-8.120 (8.20, 8.26, 8.36, 8.66) SIE Classroom Library
	6. Interpret the ideas and arguments of informational and expository text; evaluate the adequacy and effectiveness of the supporting facts and details, including identifying instances of propaganda and bias.	PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.	SIE User's Guide/SIE Opening Doors: 8.26, 8.36 SIE Classroom Library
		Strand 3: Comprehending Informational Text (Grade 8), Concept 3: Persuasive Text PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.	SIE User's Guide/SIE Opening Doors: 8.34, 8.45, 8.46, 8.58, 8.66, 8.72 SIE Classroom Library

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		PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.	SIE User's Guide/SIE Opening Doors: 8.116, 8.119 SIE Classroom Library
		PO 4. Identify specific instances of bias in persuasive text.	SIE User's Guide/SIE Opening Doors: 8.97 SIE Classroom Library

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Correlation Guide for
ELL Proficiency Standards in Writing to K-12 Arizona Academic Standards
with
Santillana Intensive English (SIE) Program

- PLEASE NOTE:**
- Each Santillana Intensive English (SIE) Program Lesson provides academic standards-based instruction/activities for beginning, early intermediate, intermediate, and advanced proficiency levels.
 - SIE Lessons may have met the criteria for more than one academic/proficiency development standard and may appear more than once.
 - SIE components for each lesson are referenced in the Users Guide.

Correlation Guide for ELL Proficiency Standards in Writing to K-12 Arizona Academic Standards

ELL I

Performance Conditions: Students at this stage of proficiency relate short messages and stories by drawing and writing short phrases and simple sentences.

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>Beginning</p> <p>1. Respond with drawings to stories dramatized or contextualized by the teacher.</p>	<p>Standard 2: Writing: Readiness (Kindergarten): W-R1</p> <p><i>Progression to: PO 1. Create a narrative by drawing, telling and/or emergent writing</i></p>	<p>SIE User's Guide/SIE Opening Doors: K.21, K.22 K.23, K.24, K.26, K.27-K.31, K.33-K.40, K.42, K.44, K.45, K.46-K.58, K.61, K.65, K.66-K.70, K.71-K.80, K.81-K.90, K.91-K.100, K.101-K.110, K.111-K.120</p>
	<p>Early Intermediate</p> <p>2. Relate short messages by drawing, by using imitative writing, or by writing key, self-selected words.</p>	<p>Standard 2: Writing: Readiness (Kindergarten): W-R1</p> <p><i>Progression to: PO 3. Create a message by drawing, telling and/or emergent writing</i></p>	<p>SIE User's Guide/SIE Opening Doors: K.117, K.98, K.85, K.81, K.82, K.62, K.40, K.27</p>
	<p>Intermediate</p> <p>1. Relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.</p>	<p>Standard 2: Writing: Readiness (Kindergarten): W-R1</p> <p>PO 3. Create a message by drawing, telling and/or emergent writing</p>	<p>SIE User's Guide/SIE Opening Doors: K.27, K.28, K.37, K.40, K.41, K.50, K.81, K.92, K.85</p>
	<p>Early Advanced</p>	<p>Standard 2: Writing: Readiness (Kindergarten): W-R1</p>	<p>SIE User's Guide/SIE Opening Doors: K.27, K.28, K.37, K.40, K.41,</p>

SIE Lesson Components (K-3)

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- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Homework Connection

- SIE Vocabulary Enrichment WB
- SIE Opening Doors
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- Classroom Libraries
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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Relate messages and short stories by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words.	PO 1. Create a narrative by drawing, telling and/or emergent writing PO 2. Create a story by drawing, telling and/or emergent writing	K.50, K.81, K.92, K.85
		PO 3. Create a message by drawing, telling and/or emergent writing	SIE User's Guide/SIE Opening Doors: K.1, K.5, K.6, K.9, K.14, K.40
	<p>Advanced</p> <p>1. Relate messages and short stories by writing one to two simple sentences using key words that are posted and commonly used in the classroom.</p>	<p>Standard 2: Writing: Readiness (Kindergarten): W-R1</p> <p>(no correlation)</p>	SIE User's Guide/SIE Opening Doors: K.40, K.26, K.27, K.34, K.42

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Write, with support, 1 to 5 letters of the alphabet. 2. Write, with support, his or her first name. 	<p>Standard 2: Writing: Readiness (Kindergarten): W-R3</p> <p><i>Progression to PO 1. Copy the 26 letters of the alphabet</i></p>	<p>SIE User's Guide/SIE Opening Doors: K.1, K.2, K.3</p>
		(no correlation)	<p>SIE User's Guide/SIE Opening Doors: K.1-K.3</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Write, with support, 5 to 10 letters of the alphabet legibly. 	<p>Standard 2: Writing: Readiness (Kindergarten): W-R3</p> <p><i>Progression to: PO 1. Copy the 26 letters of the alphabet</i></p>	<p>SIE User's Guide/SIE Opening Doors: K.3, K.5</p>
	<ol style="list-style-type: none"> 2. Independently and legibly write 1 to 5 letters of the alphabet. 	(no correlation)	<p>SIE User's Guide/SIE Opening Doors: K.5</p>
	<ol style="list-style-type: none"> 3. Write, with support, the date. 	(no correlation)	<p>SIE User's Guide/SIE Opening Doors: K.81</p>
	<ol style="list-style-type: none"> 4. Occasionally write letters of given sounds. 	<p>Standard 2: Writing: Readiness (Kindergarten): W-R2</p> <p><i>Progression to: PO 1. Apply letter/sound relationships as emergent writers</i></p>	<p>SIE User's Guide/SIE Opening Doors: K.1-K.120 (Progressive)</p>
	<ol style="list-style-type: none"> 5. Write his or her first name. 	(no correlation)	<p>SIE User's Guide/SIE Opening Doors: K.3, K.4</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	Intermediate 1. Write, with support, 11 to 16 letters of the alphabet legibly. 2. Independently and legibly write 6 to 8 letters of the alphabet.	Standard 2: Writing: Readiness (Kindergarten): W-R3 <i>Progression to: PO 1. Copy the 26 letters of the alphabet</i> (no correlation)	SIE User's Guide/SIE Opening Doors: K.4, K.91, K.119, K.110
	3. Write, with support, 2 to 3 words posted and commonly used in the classroom.	Standard 2: Writing: Readiness (Kindergarten): W-R2 (Spell simple words) <i>Progression to: PO 1. Apply letter/sound relationships as emergent writers</i>	SIE User's Guide/SIE Opening Doors: K.1-K.10
	4. Sometimes write letters of given sounds.	<i>Progression to: PO 1. Apply letter/sound relationships as emergent writers</i>	SIE User's Guide/SIE Opening Doors: K.1, K.5, K.4, K.91, K.119, K.110
	5. Write self-selected key words.	<i>Progression to: PO 1. Apply letter/sound relationships as emergent writers</i>	SIE User's Guide/SIE Opening Doors: K.5
	6. Sometimes organize writing from left to right and top to bottom.	(no correlation)	SIE User's Guide/SIE Opening Doors: K.1-K.120 (Progressive)
	Early Advanced 1. Write, with support, 17 to 22 letters of the alphabet legibly.	Standard 2: Writing: Readiness (Kindergarten): W-R3 <i>Progression to: PO 1. Copy the 26 letters of the alphabet</i>	SIE User's Guide/SIE Opening Doors: K.8, K.12, K.14

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Independently and legibly write 7 to 10 letters of the alphabet.	(no correlation)	SIE User's Guide/SIE Opening Doors: K.3, K.4
	3. Write, with support, 4 to 6 words posted and commonly used in the classroom, printing legibly, and spacing letters, words, and sentences.	Standard 2: Writing: Readiness (Kindergarten): W-R2 (Spell simple words) (no correlation)	SIE User's Guide/SIE Opening Doors: K.1-K.10
	4. Often write letters of given sounds.	<i>Progression to: PO 1. Apply letter/sound relationships as emergent writers.</i>	SIE User's Guide/SIE Opening Doors: K.1-K.120 (Progressive)
	5. Write his or her first and last name.	(no correlation)	SIE User's Guide/SIE Opening Doors: K.3, K.4
	6. Often organize writing from left to right and top to bottom.	(no correlation)	SIE User's Guide/SIE Opening Doors: K.1-K.120 (Progressive)
	Advanced 1. Copy all of the letters of the alphabet legibly.	Standard 2: Writing: Readiness (Kindergarten): W-R3 PO 1. Copy the 26 letters of the alphabet	SIE User's Guide/SIE Opening Doors: K.3, K.13
	2. Independently and legibly write 15 to 16 of the letters of the alphabet.	(no correlation)	SIE User's Guide/SIE Opening Doors: K.13, K.19, K.22, K.27, K.97, K.114

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Write, with support, 7 or more words posted and commonly used in the classroom, printing legibly, and spacing letters, words, and sentences.	Standard 2: Writing: Readiness (Kindergarten): W-R2 (Spell simple words) PO 1. Apply letter/sound relationships as emergent writers	SIE User's Guide/SIE Opening Doors: K.11-K.120
	4. Consistently apply letter-sound relationships to spell simple (CVC) words.	PO 1. Apply letter/sound relationships as emergent writers	SIE User's Guide/SIE Opening Doors: K.119, K.120K, K.115, K.116, K.107, K.105, K.103, K.101, K.99
	5. Write his or her first and last name and the names of family members.	PO 1. Apply letter/sound relationships as emergent writers	SIE User's Guide/SIE Opening Doors: K.1-K.4, K.27
	6. Consistently organize writing from left to right and top to bottom.	(no correlation)	SIE User's Guide/SIE Opening Doors: K.1-K.120 (Progressive)

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ELL II

Performance Conditions: Students at this stage of proficiency are able to express basic personal needs and compose passages on familiar, personally relevant topics. At this level, a focus is on writing personal narratives. Texts are short (one or two paragraphs). Student writing at this level consists of basic vocabulary and simple sentences and phrases. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User’s Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>Beginning</p> <p>1. Write 2 to 3 word phrases and simple sentences using key words that are posted and commonly used in the classroom.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 1. Spell high frequency words correctly</i></p>	<p>Grade 1:</p> <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card <p>Grade 2:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252 • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120
	<p>Early Intermediate</p> <p>1. Write a few familiar 3 to 4 word phrases about an event or character from a story dramatized or contextualized by the teacher.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 1. Spell high frequency words correctly</i></p>	<p>Grade 3:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors 144-188 • Spelling Card Friends • Opening Doors 197-242

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			User's Guide: 3.114, 3.69, 3.44, 3.41, 3.33
		Standard 2: Writing: Foundations (Grades 1-3): W-F1 <i>Progression to: PO 3. Write a first draft with the necessary components for a specific genre</i>	SIE User's Guide/SIE Opening Doors: 1.108, 1.53, 2.109, 2.108, 2.109, 2.98, 2.96, 2.94, 2.83, 2.74, 2.49, 2.32, 2.31, 3.25, 3.56, 3.93, 3.52, 3.53, 3.54, 3.55, 3.57, 3.58, 3.59, 3.60, 3.73, 3.103
		Standard 2: Writing: Foundations (Grades 1-3): W-F3 <i>Progression to: PO 1. Write a narrative</i> <ul style="list-style-type: none"> • <i>establish a beginning, middle and end</i> • <i>use sensory details to describe</i> 	SIE User's Guide/SIE Opening Doors: 1.70, 1.73, 1.120, 2.53, 2.55, 2.56, 2.58, 2.65, 2.82, 2.23, 2.26, 2.65, 2.68, 2.72, 3.46, 3.56, 3.61, 3.84, 3.85, 3.108
	Intermediate 1. Write several 3 to 4 word phrases and simple sentences about a personal experience generated from a group story.	Standard 2: Writing: Foundations (Grades 1-3): W-F2 PO 1. Spell high frequency words correctly	Grade 1: <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card Grade 2: <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252 • Control-R 2.91, 2.93, 2.95, 2.105,

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120
		Standard 2: Writing: Foundations (Grades 1-3): W-F1 <i>Progression to: PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)</i>	SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.1-3.120 User's Guide Strategy Cards Grades 1-3
		<i>Progression to: PO 3. Write a first draft with the necessary components for a specific genre</i>	SIE User's Guide/SIE Opening Doors: 1.108, 1.53, 2.109, 2.108, 2.109, 2.98, 2.96, 2.94, 2.83, 2.74, 2.49, 2.32, 2.31, 3.25, 3.56, 3.93, 3.52, 3.53, 3.54, 3.55, 3.57, 3.58, 3.59, 3.60, 3.73, 3.103
		Standard 2: Writing: Foundations (Grades 1-3): W-F3 <i>Progression to: PO 1. Write a narrative</i> <ul style="list-style-type: none"> • establish a beginning, middle and end • use sensory details to describe 	SIE User's Guide/SIE Opening Doors: 1.70, 1.73, 1.120, 2.53, 2.55, 2.56, 2.58, 2.65, 2.82, 2.23, 2.26, 2.65, 2.68, 2.72, 3.46, 3.56, 3.61, 3.84, 3.85, 3.108

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	2. Report events sequentially using a topic sentence and concluding statement.	Standard 2: Writing: Foundations (Grades 1-3): W-F1 <i>Progression to: PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)</i>	SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.1-3.120, User's Guide Strategy Cards Grades 1-3
		<i>Progression to: PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience</i>	SIE User's Guide/SIE Opening Doors: 1.34, 1.47, 1.77, 1.79, 2.25, 2.35, 2.56, 2.73, 2.74, 2.77, 2.92, 2.103, 2.109
		<i>Progression to: PO 3. Write a first draft with the necessary components for a specific genre</i>	SIE User's Guide/SIE Opening Doors: 1.108, 1.53, 2.109, 2.108, 2.109, 2.98, 2.96, 2.94, 2.83, 2.74, 2.49, 2.32, 2.31, 3.25, 3.56, 3.93, 3.52, 3.53, 3.54, 3.55, 3.57, 3.58, 3.59, 3.60, 3.73, 3.103
		Standard 2: Writing: Foundations (Grade 1): W-F4 PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)	SIE User's Guide/SIE Opening Doors: 1.20-1.20
		PO 2. Write an introductory statement	SIE User's Guide/SIE Opening Doors: 1.70, 1.73, 1.120 Opening Doors: pg. 138

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 3. Report events sequentially	SIE User's Guide/SIE Opening Doors: 1.21-1.20
		PO 4. Write a concluding statement.	SIE User's Guide/SIE Opening Doors: 1.70, 1.73, 1.120 Opening Doors: pg. 138
	<p>Early Advanced</p> <p>1. Write 4 to 6 word simple sentences about events or characters from familiar stories read by the teacher.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p>PO 1. Spell high frequency words correctly</p>	<p>Grade 1:</p> <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card <p>Grade 2:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252 • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120

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		<p>Standard 2: Writing: Foundations (Grades 1-3): W-F1</p> <p><i>Progression to: PO 3. Write a first draft with the necessary components for a specific genre</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.108, 1.53, 2.109, 2.108, 2.109, 2.98, 2.96, 2.94, 2.83, 2.74, 2.49, 2.32, 2.31, 3.25, 3.56, 3.93, 3.52, 3.58, 3.54, 3.55, 3.57, 3.59, 3.60, 3.73, 3.103</p>
		<p>Standard 2: Writing: Foundations (Grades 1-3): W-F3</p> <p><i>Progression to: PO 1. Write a narrative</i></p> <ul style="list-style-type: none"> • <i>establish a beginning, middle and end</i> • <i>use sensory details to describe</i> 	<p>SIE User's Guide/SIE Opening Doors: 1.70, 1.73, 1.120, 2.53, 2.55, 2.56, 2.58, 2.65, 2.82, 2.23, 2.26, 2.65, 2.68, 2.72, 3.46, 3.56, 3.61, 3.84, 3.85, 3.108</p>
	<p>2. Report events sequentially using a topic sentence, transitional words, and concluding statement.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F1</p> <p><i>Progression to: PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.34, 1.47, 1.77, 1.79, 2.25, 2.35, 2.56, 2.73, 2.74, 2.77, 2.92, 2.103, 2.109, 3.51, 3.52, 3.54, 3.60, 3.61, 3.69, 3.79, 3.90, 3.120</p>
		<p><i>Progression to: PO 3. Write a first draft with the necessary components for a specific genre</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.108, 1.53, 2.109, 2.108, 2.109, 2.98, 2.96, 2.94, 2.83, 2.74, 2.49, 2.32, 2.31, 3.25, 3.56, 3.39, 3.52, 3.53, 3.54, 3.55, 3.57, 3.58, 3.59, 3.60, 3.73, 3.103</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		Standard 2: Writing: Foundations (Grade 2): W-F4 PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)	SIE User's Guide/SIE Opening Doors: 2.1-2.120 (2.43, 2.44, 2.48), 2.55, 2.73, 2.81, 2.83, 2.87, 2.89, 2.92, 2.100, 2.102, 2.108, 2.109
		PO 2. Write an introductory statement	SIE User's Guide/SIE Opening Doors: 2.27 Opening Doors: pg. 184, 253
		PO 3. Report events sequentially	SIE User's Guide/SIE Opening Doors: 2.66, 2.81 Opening Doors: pg. 184, 253
		PO 4. Write a concluding statement	SIE User's Guide/SIE Opening Doors: 2.27 Opening Doors: pg. 184, 253
	3. Write a friendly letter that is organized and uses a proper format (e.g., heading, greeting, closing, addresses).	Standard 2: Writing: Foundations (Grade 2): W-F6 PO 1. Organize content, including necessary components of the selected format, for a specified audience	SIE User's Guide/SIE Opening Doors: 2.57, 2.74, 2.76, 2.77, 2.109

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>PO 2. Place commas correctly in components (e.g., heading, greeting, closing, address) unique to letters, memos, invitations</p>	<p>SIE User's Guide/SIE Opening Doors: 2.67, 2.69, 2.76, 2.110, 2.118, 2.120, 2.104, 2.105</p>
	<p>Advanced</p> <p>1. Use the writing process to write short personal experience narratives, friendly letters, and informational reports that are distinguished by:</p> <ul style="list-style-type: none"> • the development of main idea that contains some supporting details; • an organization that has an identifiable beginning, middle, and ending, and places information in sensible order; • a voice appropriate for audience and purpose; • word choices that are accurate and understandable to audience; and, • varied simple sentences that flow smoothly. 	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F1</p> <p>PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)</p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120</p> <p>User's Guide Strategy Cards: Grades 1, 2, 3</p>
		<p>PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience</p>	<p>SIE User's Guide/SIE Opening Doors: 1.34, 1.47, 1.77, 1.79, 2.25, 2.35, 2.56, 2.73, 2.74, 2.77, 2.92, 2.103, 2.109, 3.51, 3.52, 3.54, 3.60, 3.61, 3.69, 3.79, 3.90, 3.120</p>
		<p>PO 3. Write a first draft with the necessary components for a specific genre</p> <p>PO 4. Revise draft content (e.g., organization, relevant details, clarity)</p> <p>PO 5. Edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)</p> <p>PO 6. Proofread revised draft</p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1: 1.108, 1.53, 1.114, 1.113 Opening Doors: pg. 138</p> <p>Grade 2: 2.109, 2.108, 2.109, 2.98, 2.96, 2.94, 2.83, 2.74, 2.49, 2.32, 2.31 User's Guide Strategy Cards:</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>PO 7. Present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform)</p>	<p>The Writing Process Opening Doors: pg. 253</p> <p>Grade 3: 3.25, 3.56, 3.93, 3.52, 3.53, 3.54, 3.55, 3.57, 3.58, 3.59, 3.60, 3.73-3.103, 3.25, 3.28, 3.33, 3.34, 3.35, 3.37, 3.40</p> <p>User's Guide Strategy Cards: The Writing Process Opening Doors: pg. 189, 243</p>
		<p>Standard 2: Writing: Foundations (Grades 3): W-F3 PO 1. Write a narrative</p> <ul style="list-style-type: none"> • establish a beginning, middle and end • use sensory details to describe 	<p>SIE User's Guide/SIE Opening Doors: 3.46, 3.56, 3.61, 3.84, 3.85, 3.108, 3.31</p>
		<p>Standard 2: Writing: Foundations (Grade 3): W-F4 PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)</p>	<p>SIE User's Guide/SIE Opening Doors: 3.1-3.120 (3.38, 3.56, 3.62, 3.80)</p> <p>User's Guide Strategy Cards</p>
		<p>PO 2. Write an introductory statement</p>	<p>Opening Doors: pg. 101, 173, 170, 187</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 3. Report events sequentially	SIE User's Guide/SIE Opening Doors: 3.16, 3.46, 3.56, 3.61, 3.84, 3.85, 3.108, 3.115
		PO 4. Write a concluding statement	Opening Doors: pg. 101, 173, 175, 187
		Standard 2: Writing: Foundations (Grade 3): W-F5 PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words	SIE User's Guide/SIE Opening Doors: 3.97, 3.96, 3.29, 3.56, 3.63, 3.67, 3.74, 3.75, 3.86, 3.92, 3.93, 3.94
		PO 2. Write an introductory statement, followed by details to support the main idea	SIE User's Guide/SIE Opening Doors: 3.99, 3.98, 3.97, 3.94, 3.95, 3.96, 3.100-3.110
		PO 3. List resources used by title	SIE User's Guide/SIE Opening Doors: 3.29, 3.111, 3.113, 3.114, 3.115, 3.116, 3.117
		Standard 2: Writing: Foundations (Grade 3): W-F6 PO 1. Organize content, including necessary components of the selected format, for a specified audience	SIE User's Guide/SIE Opening Doors: 3.51, 3.52, 3.54, 3.60, 3.61, 3.69, 3.79, 3.90, 3.120

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		<p>PO 2. Place commas correctly in components (e.g., heading, greeting, closing, address) unique to letters, memos, invitations</p>	<p>SIE User's Guide/SIE Opening Doors: 3.25, 3.26, 3.37, 3.51, 3.54, 3.61, 3.69, 3.80</p> <p>Opening Doors: pg. 163, 168</p>

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <p>1. Produce independent writing that controls for directionality (left to right, top to bottom), is written legibly, and leaves spaces between words.</p>	<p>Standard 2: Writing: Foundations (Grades 1- 3) W-F2</p> <p>PO 5. Write legibly</p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1: 1.1-1.120</p> <p>Grade 2: Writing Checklist Opening Doors, pg. 243 The Writing Process Strategy Card</p> <p>Grade 3: Writing Checklist Opening Doors pg. 327-328 User's Guide 3.21-3.120</p>
	<p>2. Independently and legibly write 17 to 20 of the letters (upper case and lower case) of the alphabet.</p>	<p>Standard 2: Writing: Foundations (Grades 1- 3) W-F2</p> <p>PO 5. Write legibly</p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1: 1.1-1.120</p> <p>Grade 2: Writing Checklist Opening Doors, pg. 243 The Writing Process Strategy Card</p>

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	<p>3. Occasionally accurately write, with support, time, addresses, names, numbers, and prices.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 1. Spell high frequency words correctly</i></p>	<p>Grade 3: Writing Checklist Opening Doors pg. 327-328 User's Guide 3.21-3.120</p> <p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card <p>Grade 2:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252 • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120 <p>Grade 3:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors 144-188

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	<p>4. In informal writing, use phonetic spellings, with the beginning phoneme correctly represented most of the time.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 1. Spell high frequency words correctly</i></p>	<p>• Spelling Card Friends • Opening Doors 197-242 • User's Guide: 3.114, 3.69, 3.44, 3.41, 3.33</p> <p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card <p>Grade 2:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252 • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120 <p>Grade 3:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors 144-188

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			<ul style="list-style-type: none"> • Spelling Card Friends • Opening Doors 197-242 • User's Guide: 3.114, 3.69, 3.44, 3.41, 3.33
	<p>Early Intermediate</p> <p>1. Produce independent writing that uses basic English conventions outlined in the Advanced Level with many errors that may confuse the reader.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 2. Punctuate endings of sentences</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.62, 1.75, 1.82, 1.83, 1.84, 1.106, 1.107, 1.109, 1.110, 1.111, 1.116, 1.119, 2.67, 2.69, 2.76, 2.110, 2.118, 2.120, 2.104, 2.105, 3.26, 3.37, 3.43, 3.20</p>
		<p><i>Progression to: PO 3. Capitalize sentence beginnings and proper nouns</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.81, 1.84, 2.49, 2.57, 2.66, 2.72, 2.83, 2.101, 2.102, 2.103, 2.118, 3.21-3.120, 3.11</p> <p>Writing Checklist Opening Doors pg. 243</p>
		<p><i>Progression to: PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.34, 1.70, 2.78, 2.80, 2.117, 2.61, 2.113, 2.31, 2.119, 2.80, 2.82, 2.85, 2.90, 2.99, 2.104, 2.110, 2.112, 3.46, 3.48, 3.59, 3.65</p>

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	2. Independently write all uppercase and lowercase letters, attending to form and spatial alignment.	Standard 2: Writing: Foundations (Grades 1-3): W-F2 <i>Progression to: PO 5. Write legibly</i>	SIE User's Guide/SIE Opening Doors: Grade 1: 1.1-1.120 Grade 2: Writing Checklist Opening Doors, pg. 243 The Writing Process Strategy Card Grade 3: Writing Checklist Opening Doors pg. 327-328 User's Guide 3.21-3.120
	3. Sometimes accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.	Standard 2: Writing: Foundations (Grades 1-3): W-F2 <i>Progression to: PO 1. Spell high frequency words correctly</i>	SIE User's Guide/SIE Opening Doors: Grade 1: <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card

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			<p>Grade 2:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252 • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120 <p>Grade 3:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors 144-188 • Spelling Card Friends • Opening Doors 197-242 • User's Guide: 3.114, 3.69, 3.44, 3.41, 3.33
	<p>4. In informal writing, use phonetic spellings, with the beginning and final phonemes correctly represented most of the time.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 1. Spell high frequency words correctly</i></p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card

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			<p>Grade 2:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252 • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120 <p>Grade 3:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors 144-188 • Spelling Card Friends • Opening Doors 197-242 • User's Guide: 3.114, 3.69, 3.44, 3.41, 3.33
	<p>Intermediate</p> <p>1. Produce independent writing that uses basic English conventions outlined in the Advanced Level with some errors and difficulty in naturalness of expression.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 2. Punctuate endings of sentences</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.62, 1.75, 1.82, 1.83, 1.84, 1.106, 1.107, 1.109, 1.110, 1.111, 1.116, 1.119, 2.67, 2.69, 2.76, 2.110, 2.118, 2.120, 2.104, 2.105, 3.26, 3.37, 3.43, 3.20</p>

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		<p><i>Progression to: PO 3. Capitalize sentence beginnings and proper nouns</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.81, 1.84, 2.49, 2.57, 2.66, 2.72, 2.83, 2.101, 2.102, 2.103, 2.118, 3.21-3.120, 3.11</p> <p>Writing Checklist Opening Doors pg. 243</p>
		<p><i>Progression to: PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 1.34, 1.70, 2.78, 2.80, 2.117, 2.61, 2.113, 2.31, 2.119, 2.80, 2.82, 2.85, 2.90, 2.99, 2.104, 2.110, 2.112, 3.46, 3.48, 3.59, 3.65</p>
	<p>2. Often accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 1. Spell high frequency words correctly</i></p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card <p>Grade 2:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252

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			<ul style="list-style-type: none"> • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120 <p>Grade 3:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors 144-188 • Spelling Card Friends • Opening Doors 197-242 • User's Guide: 3.114, 3.69, 3.44, 3.41, 3.33
	<p>3. In informal writing, use phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p><i>Progression to: PO 1. Spell high frequency words correctly</i></p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card <p>Grade 2:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252

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			<ul style="list-style-type: none"> • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120 <p>Grade 3:</p> <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors 144-188 • Spelling Card Friends • Opening Doors 197-242 • User's Guide: 3.114, 3.69, 3.44, 3.41, 3.33
	<p>Early Advanced</p> <p>1. Produce independent writing that uses basic English conventions outlined in the Advanced Level with some errors, although the errors do not interfere with communication.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p>PO 2. Punctuate endings of sentences</p>	<p>SIE User's Guide/SIE Opening Doors: 1.62, 1.75, 1.82, 1.83, 1.84, 1.106, 1.107, 1.109, 1.110, 1.111, 1.116, 1.119, 2.67, 2.69, 2.76, 2.110, 2.118, 2.120, 2.104, 2.105, 3.26, 3.37, 3.43, 3.20</p>
		<p>PO 3. Capitalize sentence beginnings and proper nouns</p>	<p>SIE User's Guide/SIE Opening Doors: 1.81, 1.84, 2.49, 2.57, 2.66, 2.72, 2.83, 2.101, 2.102, 2.103, 2.118, 3.21-3.120, 3.11</p>

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	<p>2. Consistently accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.</p>		Writing Checklist Opening Doors pg. 243
		<p>PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)</p>	<p>SIE User's Guide/SIE Opening Doors: 1.34, 1.70, 2.78, 2.80, 2.117, 2.61, 2.113, 2.31, 2.119, 2.80, 2.82, 2.85, 2.90, 2.99, 2.104, 2.110, 2.112, 3.46, 3.48, 3.59, 3.65</p>
		<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p>PO 1. Spell high frequency words correctly</p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1: 1.1-1.120</p> <p>Grade 2: Writing Checklist Opening Doors, pg. 243 The Writing Process Strategy Card</p> <p>Grade 3: Writing Checklist Opening Doors pg. 327-328 User's Guide 3.21-3.120</p>

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	3. Recognize and use knowledge of some spelling patterns (e.g., inflectional endings , orthographic patterns and rules, contractions) when writing.	Standard 2: Writing: Foundations (Grades 1-3): W-F2 PO 1. Spell high frequency words correctly	SIE User's Guide/SIE Opening Doors: Grade 1: 1.1-1.120 Grade 2: Writing Checklist Opening Doors, pg. 243 The Writing Process Strategy Card Grade 3: Writing Checklist Opening Doors pg. 327-328 User's Guide 3.21-3.120
	Advanced 1. Produce independent writing that uses basic English conventions with occasional errors, including: <ul style="list-style-type: none"> • verb tenses (present and present progressive, past and past progressive, future, imperatives, modal auxiliaries) • punctuation (endings of sentences) • capitalization (sentence beginnings and proper nouns) • standard grammar and word usage (basic subject-verb agreement, complete sentences, correct verb tense, regular plurals, pronouns in the possessive, object and 	Standard 2: Writing: Foundations (Grades 1-3): W-F2 PO 2. Punctuate endings of sentences PO 3. Capitalize sentence beginnings and proper nouns	SIE User's Guide/SIE Opening Doors: 1.62, 1.75, 1.82, 1.83, 1.84, 1.106, 1.107, 1.109, 1.110, 1.111, 1.116, 1.119, 2.67, 2.69, 2.76, 2.110, 2.118, 2.120, 2.104, 2.105, 3.26, 3.37, 3.43, 3.20 SIE User's Guide/SIE Opening Doors: 1.81, 1.84, 2.49, 2.57, 2.66, 2.72, 2.83, 2.101, 2.102, 2.103, 2.118, 3.21-3.120, 3.11

SIE Lesson Components (K-3)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Homework Connection

- SIE Vocabulary Enrichment WB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- SIE Proficiency Levels Handbook

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	demonstrative forms, comparative and superlative structures, adverbs and prepositions).		Writing Checklist Opening Doors pg. 243
		PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)	SIE User's Guide/SIE Opening Doors: 1.34, 1.70, 2.78, 2.80, 2.117, 2.61, 2.113, 2.31, 2.119, 2.80, 2.82, 2.85, 2.90, 2.99, 2.104, 2.110, 2.112, 3.46, 3.48, 3.59, 3.65
	2. Write legibly.	Standard 2: Writing: Foundations (Grades 1-3): W-F2 PO 5. Write legibly	SIE User's Guide/SIE Opening Doors: Grade 1: <ul style="list-style-type: none"> • Spelling Cards for DVC Words • Opening Doors pg. 212-252 • Vocabulary Cards • Word Wall Strategy Card • Vocabulary Development Card Grade 2: <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors pg. 212-252 • Control-R 2.91, 2.93, 2.95, 2.105, 2.111, 2.117, 2.112 • Spelling Patterns 2.104, 2.106, 2.107, 2.108, 2.109, 2.111, 2.112-2.118, 2.120

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			Grade 3: <ul style="list-style-type: none"> • Spelling Friend Cards • Opening Doors 144-188 • Spelling Card Friends • Opening Doors 197-242 • User's Guide: 3.114, 3.69, 3.44, 3.41, 3.33
	3. Write simple sentences independently to complete short writing tasks.	Standard 2: Writing: Foundations (Grades 1-3): W-F2 PO 1. Spell high frequency words correctly	SIE User's Guide/SIE Opening Doors: 1.62, 1.75, 1.82, 1.83, 1.84, 1.106, 1.107, 1.109, 1.110, 1.111, 1.116, 1.119, 2.67, 2.69, 2.76, 2.110, 2.118, 2.120, 2.104, 2.105, 3.26, 3.37, 3.43, 3.20
		PO 2. Punctuate endings of sentences	SIE User's Guide/SIE Opening Doors: 1.81, 1.84, 2.49, 2.57, 2.66, 2.72, 2.83, 2.101, 2.102, 2.103, 2.118, 3.21-3.120, 3.11 Writing Checklist Opening Doors pg. 243
		PO 3. Capitalize sentence beginnings and proper nouns	SIE User's Guide/SIE Opening Doors: 1.34, 1.70, 2.78, 2.80, 2.117, 2.61, 2.113, 2.31, 2.119, 2.80, 2.82, 2.85, 2.90, 2.99, 2.104, 2.110, 2.112,

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
			3.46, 3.48, 3.59, 3.65
		<p>PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)</p>	<p>SIE User's Guide/SIE Opening Doors: 1.62, 1.75, 1.82, 1.83, 1.84, 1.106, 1.107, 1.109, 1.110, 1.111, 1.116, 1.119, 2.67, 2.69, 2.76, 2.110, 2.118, 2.120, 2.104, 2.105, 3.26, 3.37, 3.43, 3.20</p>
	<p>4. Spell words using regular phonogram patterns.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p>PO 1. Spell high frequency words correctly</p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1: 1.1-1.120</p> <p>Grade 2: Writing Checklist Opening Doors, pg. 243 The Writing Process Strategy Card</p> <p>Grade 3: Writing Checklist Opening Doors pg. 327-328 User's Guide 3.21-3.120</p>

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	5. Spell high frequency words correctly.	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p>PO 1. Spell high frequency words correctly</p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1: 1.1-1.120</p> <p>Grade 2: Writing Checklist Opening Doors, pg. 243 The Writing Process Strategy Card</p> <p>Grade 3: Writing Checklist Opening Doors pg. 327-328 User's Guide 3.21-3.120</p>

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>Beginning</p> <p>1. Consult print and multimedia resources (e.g., photographs, Internet, interviews), in his or her first language when needed to complete a class project.</p>	<p>Strand 3: Comprehending Informational Text (Grade 2 and 3), Concept 1: Expository Text</p> <p><i>Progression to: PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 2.101, 2.109, 2.115, 2.25, 2.53, 2.57, 2.64, 2.76, 2.93, 2.101, 3.24, 3.28, 3.36, 3.37, 3.20, 3.39, 3.79, 3.80, 3.90</p>
		<p><i>Progression to: PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. (Connected to Research Strand in Writing)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 2.21, 2.25, 2.31, 2.32, 2.34, 2.36, 2.41, 2.43, 2.47, 2.49, 2.52, 2.53, 2.54, 2.58, 2.65, 2.78, 2.79, 2.82, 3.39, 3.67, 3.95, 3.96, 3.98, 3.99, 3.29, 3.111, 3.113, 3.114, 3.115, 3.116, 3.117</p>
		<p><i>Progression to: PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 2.40, 2.46, 2.52, 2.56, 2.88, 2.93, 2.110, 2.117, 2.115, 3.13, 3.26, 3.27, 3.29, 3.56, 3.63, 3.74, 3.75, 3.80</p>
		<p>Standard 2: Writing: Foundations (Grades 1-3): W-F5</p> <p><i>Progression to: PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials,</i></p>	<p>SIE User's Guide/SIE Opening Doors: 2.43, 2.114, 2.115, 2.116, 2.117, 3.23, 3.25, 3.26, 3.28, 3.31, 3.37, 3.39, 3.40, 3.45, 3.52, 3.54,</p>

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>interviews, guest speakers, Internet) and report information in their own words</i>	3.56, 3.71, 3.117, 3.109, 3.92-3.100
	<p>Early Intermediate</p> <p>2. Gather information from dictionaries and other basic reference materials needed to complete a class project.</p>	<p>Strand 3: Comprehending Informational Text (Grade 2 and 3), Concept 1: Expository Text</p> <p><i>Progression to: PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing)</u></i></p>	SIE User's Guide/SIE Opening Doors: 2.101, 2.109, 2.115, 2.25, 2.53, 2.57, 2.64, 2.76, 2.93, 2.101, 3.24, 3.28, 3.36, 3.37, 3.20, 3.39, 3.79, 3.80, 3.90
		<p><i>Progression to: PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. <u>(Connected to Research Strand in Writing)</u></i></p>	SIE User's Guide/SIE Opening Doors: 2.21, 2.25, 2.31, 2.32, 2.34, 2.36, 2.41, 2.43, 2.47, 2.49, 2.52, 2.53, 2.54, 2.58, 2.65, 2.78, 2.79, 2.82, 3.39, 3.67, 3.95, 3.96, 3.98, 3.99, 3.29, 3.111, 3.113, 3.114, 3.115, 3.116, 3.117
		<p><i>Progression to: PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></i></p>	SIE User's Guide/SIE Opening Doors: 2.40, 2.46, 2.52, 2.56, 2.88, 2.93, 2.110, 2.117, 2.101, 2.109, 3.13, 3.26, 3.27, 3.29, 3.56, 3.63, 3.74, 3.75, 3.80
		<p>Standard 2: Writing: Foundations (Grades 1-3): W-F5</p>	SIE User's Guide/SIE Opening Doors: 2.43, 2.114, 2.115, 2.116,

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		<i>Progression to: PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words</i>	2.117, 3.23, 3.25, 3.26, 3.28, 3.31, 3.37, 3.39, 3.40, 3.45, 3.52, 3.54, 3.56, 3.71, 3.117, 3.109, 3.92-3.100
	<p>Intermediate</p> <p>1. Gather and organize appropriate materials needed to complete a task.</p>	<p>Strand 3: Comprehending Informational Text (Grade 3), Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. <u>(Connected to Research Strand in Writing)</u></p>	SIE User's Guide/SIE Opening Doors: 2.101, 2.109, 2.115, 2.25, 2.53, 2.57, 2.64, 2.76, 2.93, 2.101, 2.109, 2.115, 3.24, 3.28, 3.36, 3.37, 3.20, 3.39, 3.79, 3.80, 3.90
		<p>PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. <u>(Connected to Research Strand in Writing)</u></p>	SIE User's Guide/SIE Opening Doors: 2.21, 2.25, 2.31, 2.32, 2.34, 2.36, 2.41, 2.43, 2.47, 2.49, 2.52, 2.53, 2.54, 2.58, 2.65, 2.78, 2.79, 2.82, 3.39, 3.67, 3.95, 3.96, 3.98, 3.99, 3.29, 3.111, 3.113, 3.114, 3.115, 3.116
		<p>PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	SIE User's Guide/SIE Opening Doors: 2.40, 2.46, 2.52, 2.56, 2.88, 2.93, 2.110, 2.117, 2.101, 2.109, 3.13, 3.26, 3.27, 3.29, 3.56, 3.63, 3.74, 3.75, 3.80

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		Standard 2: Writing: Foundations (Grades 1-3): W-F5 PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words	SIE User's Guide/SIE Opening Doors: 2.43, 2.114, 2.115, 2.116, 2.117, 3.23, 3.25, 3.26, 3.28, 3.31, 3.37, 3.39, 3.40, 3.45, 3.52, 3.54, 3.56, 3.71, 3.117, 3.109, 3.92-3.100
	Early Advanced 1. Make observations of objects, people, or events for a class project. 2. Accurately record observations in a field journal in his or her own words.	Standard 2: Writing: Foundations (Grades 1-3): W-F4 PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)	SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.1-3.120
	Advanced 1. Locate information in various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet).	Strand 3: Comprehending Informational Text (Grade 3), Concept 1: Expository Text PO 3. <i>Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing)</i> PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (Connected to Research Strand in Writing)	SIE User's Guide/SIE Opening Doors: 3.24, 3.28, 3.36, 3.37, 3.20, 3.39, 3.79, 3.80, 3.90 SIE User's Guide/SIE Opening Doors: 3.39, 3.67, 3.95, 3.96, 3.98, 3.99, 3.29, 3.111, 3.113, 3.114, 3.115, 3.116

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		<p>PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 3.13, 3.26, 3.27, 3.29, 3.56, 3.63, 3.74, 3.75, 3.80</p>
		<p>Standard 2: Writing: Foundations (Grades 1-3): W-F5</p> <p>PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words</p>	<p>SIE User's Guide/SIE Opening Doors:</p> <p>Grade 1: www.intensiveenglish.net User's Guide 1.120 2.43, 2.114, 2.115, 2.116, 2.117, 3.23, 3.25, 3.26, 3.28, 3.31, 3.37, 3.39, 3.40, 3.45, 3.52, 3.54, 3.56, 3.71, 3.117, 3.109, 3.92-3.100</p>
	<p>2. Record observations and reword information into original, simple sentences arranged sequentially.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F4</p> <p>PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)</p>	<p>SIE User's Guide/SIE Opening Doors: 1.1-1.120, 2.1-2.120, 3.1-3.120</p>
	<p>PO 3. Report events sequentially</p>	<p>SIE User's Guide/SIE Opening Doors: 1.57, 1.64, 2.33, 2.62, 2.66, 2.78, 2.85, 3.46, 3.56, 3.61, 3.84, 3.85, 3.108</p>	

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	3. List resources used by title.	Standard 2: Writing: Foundations (Grades 1-3): W-F5 PO 3. List resources used by title	SIE User's Guide/SIE Opening Doors: 1.21-1.120, 1.57, 1.21 Opening Doors pg. 80, 138 Opening Doors: 2.68, 2.66, 2.62 User's Guide 2.115 3.29, 3.111, 3.113, 3.114-3.117

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ELL III

Performance Conditions: Students at this stage of proficiency can write short reports or essays up to 4 paragraphs, using basic vocabulary and common language structures. At this level, a focus is on writing personal experience narratives, expository essays, and personal letters. Students can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when students try to express thoughts that require more complex language structures.

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>Beginning</p> <p>1. Use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by:</p> <ul style="list-style-type: none"> • topics and ideas that are broad and simplistic; • marginally recognizable internal structures or organization; • a voice that produces little reaction in the reader and reads more like a report; • word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and, • little variation in sentence types and a significant number of awkward or rambling constructions. 	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E2</p> <p><i>Progression to: PO 1. Write a personal experience narrative</i> - develop a story line in a sequence that is clear - use descriptive words and phrases</p>	<p>SIE User's Guide/SIE Opening Doors: 4.48, 4.61, 4.69, 4.90, 4.120, 5.86, 5.87, 5.118</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E6</p> <p>Progression to: PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</p>	<p>SIE User's Guide/SIE Opening Doors: 4.51, 4.57, 4.99, 4.114, 5.55, 5.57, 5.112</p>
		<p>Progression to: PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., first, next, then)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.26, 4.25, 4.34, 4.37, 4.28, 4.40, 4.48, 4.50, 4.51, 4.53, 4.59, 4.64, 4.69, 4.91, 4.111, 5.76, 5.83, 5.93, 5.105, 5.108, 5.111, 5.114, 5.120</p>
		<p>Progression to: PO 3. Express ideas that are clear and directly related to the topic</p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120 (4.49, 4.50, 4.56, 4.70, 4.71, 4.77, 4.86), 5.87, 5.102</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Early Intermediate</p> <p>1. Use the writing process to write personal narratives or letters on familiar topics up to 2 paragraphs distinguished by:</p> <ul style="list-style-type: none"> • identifiable main ideas although not defined meaningfully; • recognizable introduction and conclusion although ideas not always sequenced meaningfully; • a voice that is rather mechanical; • word choices that are accurate yet lack variety; and, • satisfactory control over simple sentence structures. 	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E2</p> <p><i>Progression to: PO 1. Write a personal experience narrative</i> - develop a story line in a sequence that is clear - use descriptive words and phrases</p>	<p>SIE User's Guide/SIE Opening Doors: 4.48, 4.61, 4.69, 4.90, 4.120, 5.86, 5.87, 5.118</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E6</p> <p>Progression to: PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</p>	<p>SIE User's Guide/SIE Opening Doors: 4.51, 4.57, 4.99, 4.114, 5.55, 5.57, 5.112</p>
		<p>Progression to: PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., first, next, then)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.26, 4.25, 4.34, 4.37, 4.28, 4.40, 4.48, 4.69, 4.91, 4.111, 5.76, 5.83, 5.93, 5.105, 5.108, 5.111, 5.114, 5.120</p>
		<p>Progression to: PO 3. Express ideas that are clear and directly related to the topic</p>	<p>SIE User's Guide/SIE Opening Doors: 4.1-4.120 (4.49, 4.50, 4.56, 4.70, 4.71, 4.77, 4.86), 5.1-5.120 (5.87, 5.102)</p>
	<p>Intermediate</p> <p>1. Use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by:</p>	<p>Standard 2: Writing: Essentials (Grades 6-8): W-E2</p> <p><i>Progression to: PO 1. Write a personal experience narrative</i> - develop a story line in a sequence that is clear - use figurative language or descriptive words and phrases</p>	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 8.49, 8.51, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89</p>

SIE Lesson Components (K-3)

- SIE User's Guide
- SIE Lesson Cards
- SIE Vocabulary Cards
- SIE Strategy Cards
- SIE Homework Connection

- SIE Vocabulary Enrichment WB
- SIE Opening Doors
- www.intensiveenglish.net
- Dictionaries
- SIE Proficiency Levels Handbook

- Classroom Libraries
- Spelling Cards

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> identifiable main ideas that contains general supporting details; simple organization with some relationship among ideas present and lapses in sequencing and use of transitions; a voice that shows a developing awareness of audience (limited commitment to the topic) ordinary, generic word choices (some misuse of word choice); and, repetitive sentence patterns (occasional attempt at more complex structures). 	<p>Progression to: PO2. Write a story</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - develop the characters - describe the setting - use dialog when appropriate - use simile, metaphor or descriptive words and phrases 	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118 Opening Doors: Writer's Checklist</p> <p>7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89, 8.49, 8.51 Opening Doors: Writer's Checklist</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E3</p> <p>Progression to: PO 1. Use own words except for material quoted</p> <p>Progression to: PO 2. Preserve the author's perspective and voice</p> <p>Progression to: PO 3. Contain main ideas of event/article/story plus the most significant details</p> <p>Progression to: PO 4. Present clearly written and organized information</p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 7.30, 7.50, 7.66, 7.70, 7.80, 8.22, 8.34, 8.49, 8.89</p> <p>Opening Doors Grades 6, 7, 8: Writer's Checklist</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E4</p> <p>Progression to: PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement</p>	<p>SIE User's Guide/SIE Opening Doors: 4.45, 4.55, 4.58, 4.94, 4.103, 4.57, 5.42, 5.53, 5.63, 5.78, 5.92, 5.106, 5.107, 5.47, 5.95, 5.116</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E5</p> <p><i>Progression to: PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.55, 4.57, 4.58, 5.47, 5.95, 5.116</p>
		<p><i>Progression to: PO 2. Use logical sequence (including transitional words and phrases such as first, next, then)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.26, 4.25, 4.34, 4.37, 4.28, 4.40, 4.48, 4.50, 4.51, 4.53, 4.59, 4.64, 4.69, 4.91, 5.76, 5.83, 5.93, 5.105, 5.108, 5.111, 5.114, 5.120</p>
		<p><i>Progression to: PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.48, 4.61, 4.69, 4.90, 4.112, 5.42, 5.33, 5.63, 5.78, 5.92, 5.106, 5.107</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E6</p> <p><i>Progression to: PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.51, 4.57, 4.99, 4.114, 5.55, 5.57, 5.112, 5.46, 5.61</p>
		<p><i>Progression to: PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., first, next, then)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.111, 4.91, 4.69, 4.48, 5.108, 5.111, 5.120</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 3. Express ideas that are clear and directly related to the topic</i>	SIE User's Guide/SIE Opening Doors: 4.1-4.120 (4.49, 4.50, 4.56, 4.70, 4.71, 4.77, 4.86), 5.1-5.120) 4.87, 5.102)
	<p>Early Advanced</p> <p>1. Use the writing process to create essays and formal communications of up to 3 paragraphs in various genres (expository, narrative, research) distinguished by:</p> <ul style="list-style-type: none"> • clear main ideas that address a purpose and contain some supporting details; • an organization that moves the reader through the sentences with little confusion; • a voice that is sincere and aware of audience and purpose; • accurate word choices appropriate to topic and audience; and, • some variety in sentence length and structure (limited control of complex sentences). • a voice that is sincere and aware of audience and purpose; 	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E1</p> <p>PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound</p>	SIE User's Guide/SIE Opening Doors: 4.83, 4.94, 4.114, 4.120, 5.87, 5.102
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E2</p> <p>PO 1. Write a personal experience narrative</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - use figurative language or descriptive words and phrases 	SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89, 8.49, 8.51
		<p>PO2. Write a story</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - develop the characters - describe the setting - use dialog when appropriate - use simile, metaphor or descriptive words and phrases 	SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.81, 8.49, 8.51 Opening Doors Grades 6, 7, 8: Writer's Checklist
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E3</p> <p>PO 1. Use own words except for material quoted</p>	SIE User's Guide/SIE Opening Doors: 6.28, 6.30, 6.44, 6.55, 6.57, 6.62, 6.14, 7.30, 7.50, 7.66, 7.70,

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> accurate word choices appropriate to topic and audience; and, some variety in sentence length and structure (limited control of complex sentences). 	<p>PO 3. Contain main ideas of event/article/story plus the most significant details</p> <p>PO 4. Present clearly written and organized information</p>	<p>7.80, 8.22, 8.34, 8.49, 8.89</p> <p>Opening Doors Grades 6, 7, 8: Writer's Checklist</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E4</p> <p>PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement</p>	<p>SIE User's Guide/SIE Opening Doors: 4.45, 4.55, 4.58, 4.94, 4.103, 4.57, 5.42, 5.53, 5.63, 5.78, 5.92, 5.106, 5.107, 5.47, 5.95, 5.116</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E5</p> <p>PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered</p>	<p>SIE User's Guide/SIE Opening Doors: 4.55, 4.57, 4.58, 5.47, 5.95, 5.116</p>
		<p>PO 2. Use logical sequence (including transitional words and phrases such as first, next, then)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.26, 4.25, 4.34, 4.37, 4.28, 4.40, 4.48, 4.50, 4.51, 4.53, 4.59, 4.64, 4.69, 4.91, 5.76, 5.83, 5.93, 5.105, 5.108, 5.111, 5.114</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources</p>	<p>SIE User's Guide/SIE Opening Doors: 4.48, 4.61, 4.69, 4.90, 4.112, 5.42, 5.53, 5.63, 5.78, 5.92, 5.106, 5.107</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E6</p> <p>PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</p>	<p>SIE User's Guide/SIE Opening Doors: 4.51, 4.57, 4.99, 4.114, 5.55, 5.57, 5.112</p>
		<p>PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., first, next, then)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.40, 4.48, 4.69, 4.91, 4.111, 5.76, 5.83, 5.93, 5.105, 5.108, 5.111, 5.114, 5.120</p>
		<p>PO 3. Express ideas that are clear and directly related to the topic</p>	<p>SIE User's Guide/SIE Opening Doors: 4.49, 4.50, 4.56, 4.70, 4.71, 4.77, 4.86, 5.87, 5.102</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E7</p> <p>PO 1. Write a clear response supported with examples from the text, other works or experiences</p> <p>PO 2. Relate own ideas to supporting details in a clear manner</p> <p>PO 3. Organize response with a clear beginning, middle and end</p>	<p>SIE User's Guide/SIE Opening Doors: 4.115, 4.111, 4.100, 4.71, 4.92, 5.42, 5.53, 5.63, 5.78, 5.92, 5.106, 5.107</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Advanced</p> <p>1. Use the writing process to create essays and formal communications of up to 4 paragraphs in various genres (expository, narrative, research) distinguished by:</p> <ul style="list-style-type: none"> • clear and focused main ideas that include relevant supporting details; • an organization that enhances the central ideas with logical sequencing; • an individual, engaging voice appropriate to audience and purpose(commitment to the topic); • varied, descriptive word choices that adequately convey meaning; and, • variety in sentence length, structure, and complexity. 	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E1</p> <p>PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.83, 4.94, 4.114, 4.120, 5.87, 5.102</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E2</p> <p>PO 1. Write a personal experience narrative</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - use figurative language or descriptive words and phrases 	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89, 8.49, 8.51</p>
		<p>PO2. Write a story</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - develop the characters - describe the setting - use dialog when appropriate - use simile, metaphor or descriptive words and phrases 	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.81, 8.49, 8.51</p> <p>Opening Doors Grades 6, 7, 8: Writer's Checklist</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E3</p> <p>PO 1. Use own words except for material quoted</p> <p>PO 3. Contain main ideas of event/article/story plus the most significant details</p> <p>PO 4. Present clearly written and organized information</p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.30, 6.44, 6.55, 6.57, 6.62, 6.14, 7.30, 7.50, 7.66, 7.70, 7.80, 8.22, 8.34, 8.49, 8.89</p> <p>Opening Door Grades 6, 7, 8: Writer's Checklist</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E4</p> <p>PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement</p>	<p>SIE User's Guide/SIE Opening Doors: 4.45, 4.55, 4.58, 4.94, 4.103, 4.57, 5.42, 5.33, 5.63, 5.78, 5.92, 5.106, 5.107, 5.47, 5.95, 5.116</p>
		<p>Standard 2: Writing: Essentials (Grades 4-5): W-E5</p> <p>PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered</p>	<p>SIE User's Guide/SIE Opening Doors: 4.55, 4.57, 4.58, 5.47, 5.95, 5.116</p>
		<p>PO 2. Use logical sequence (including transitional words and phrases such as first, next, then)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.26, 4.25, 4.34, 4.37, 4.28, 4.40, 4.48, 4.50, 4.51, 4.53, 4.59, 4.64, 4.69, 4.91, 5.76, 5.83, 5.93, 5.105, 5.108, 5.111, 5.114</p>
		<p>PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources</p>	<p>SIE User's Guide/SIE Opening Doors: 4.48, 4.61, 4.69, 4.90, 4.112, 5.42, 5.53, 5.63, 5.78, 5.92, 5.106, 5.107</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		Standard 2: Writing: Essentials (Grades 4-5): W-E6 PO 1. Write a formal communication in an appropriate format for a specific audience and purpose	SIE User's Guide/SIE Opening Doors: 4.51, 4.57, 4.99, 4.114, 5.55, 5.57, 5.112
		PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., first, next, then)	SIE User's Guide/SIE Opening Doors: 5.93, 5.105, 5.108, 5.111, 5.114, 5.120
		PO 3. Express ideas that are clear and directly related to the topic	SIE User's Guide/SIE Opening Doors: 4.1-4.120, 5.1-5.120
		Standard 2: Writing: Essentials (Grades 4-5): W-E7 PO 1. Write a clear response supported with examples from the text, other works or experiences PO 2. Relate own ideas to supporting details in a clear manner PO 3. Organize response with a clear beginning, middle and end	SIE User's Guide/SIE Opening Doors: 4.115, 4.111, 4.100, 4.71, 4.92, 5.42, 5.53, 5.63, 5.78, 5.92, 5.106, 5.107

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Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <p>1. Produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II.</p>	<p>Standard 2: Writing: Foundations (Grades 1-3): W-F2</p> <p>PO 1. Spell high frequency words correctly</p> <p>PO 2. Punctuate endings of sentences</p> <p>PO 3. Capitalize sentence beginnings and proper nouns</p> <p>PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)</p> <p>PO 5. Write legibly</p>	<p>SIE User's Guide/SIE Opening Doors: 1.1, 1.120, 2.1-2.120, 3.1-3.120</p> <p>Spelling Friend Cards: Grade 1, 2, 3 Writer's Checklist: Grade 2, 3</p>

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Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Early Intermediate</p> <p>1. Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with many errors that often impede communication.</p>	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E1</p> <p><i>Progression to: PO 1. Spell correctly</i></p> <p><i>Progression to: PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)</i></p> <p><i>Progression to: PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)</i></p> <p><i>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)</i></p> <p><i>Progression to: PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.1, 4.120, 5.1-5.120</p> <p>Spelling Friends Cards: Grade 4, 5 Writer's Checklist: Grade 4, 5</p>
	<p>Intermediate</p> <p>1. Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with some errors that occasionally impede communication</p>	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E1</p> <p><i>Progression to: PO 1. Spell correctly</i></p>	<p>SIE User's Guide/SIE Opening Doors: 4.66, 4.71, 4.76, 4.90, 4.93, 4.94, 5.71, 5.77, 5.78, 5.85, 5.89, 5.90, 5.92, 5.98, 5.97, 5.99, 5.100, 5.102, 5.103, 5.105, 5.109, 5.119</p>

SIE Lesson Components (4-12)

- SIE User's Guide
- SIE Lesson Cards/Transparencies
- SIE Speed Reads/Dialogues
- SIE Opening Doors
- SIE Journal Quick Writes

- SIE Homework Connection
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
- SIE Proficiency Levels Handbook

. Spelling Cards

Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)</i>	SIE User's Guide/SIE Opening Doors: 4.51, 4.57, 4.99, 4.114, 5.55, 5.57, 5.112
		<i>Progression to: PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)</i>	SIE User's Guide/SIE Opening Doors: 4.120, 4.119, 4.115, 4.109, 4.100, 4.98, 4.97, 5.53, 5.57, 5.59, 5.63, 5.69, 5.71-5.72, 5.77, 5.98, 5.21, 5.24, 5.26, 5.28, 5.29, 5.30, 5.32, 5.38, 5.48, 5.54, 5.80, 5.86, 5.88, 5.89, 5.91, 5.94, 5.112, 5.113
		<i>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)</i>	SIE User's Guide/SIE Opening Doors: 4.31, 4.32, 4.33, 4.35, 4.37, 5.53, 5.57, 5.59, 5.63, 5.69, 5.71, 5.72, 5.77, 5.98
		<i>Progression to: PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)</i>	SIE User's Guide/SIE Opening Doors: 4.83, 4.94, 4.114, 4.120, 5.87, 5.102
	<p>Early Advanced</p> <p>1. Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with occasional errors that rarely impede communication.</p>	<p>Standard 2: Writing: Essentials (Grade 4): W-E1</p> <p>PO 1. Spell correctly</p>	SIE User's Guide/SIE Opening Doors: 4.66, 4.71, 4.76, 4.90, 4.93, 4.94, 4.103, 4.106, 4.109, 4.114, 4.119

SIE Lesson Components (4-12)

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- SIE Lesson Cards/Transparencies
- SIE Speed Reads/Dialogues
- SIE Opening Doors
- SIE Journal Quick Writes

- SIE Homework Connection
- www.intensiveenglish.net
- Dictionaries
- Classroom Libraries
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Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)	SIE User's Guide/SIE Opening Doors: 4.51, 4.57, 4.99, 4.114, 4.120, 4.119, 4.115, 4.109, 4.100, 4.98, 4.97
		PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)	SIE User's Guide/SIE Opening Doors: 4.1, 4.120, 4.18, 4.22, 4.26, 4.36, 4.42, 4.66, 4.80, 4.89, 4.112
		PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)	SIE User's Guide/SIE Opening Doors: 4.31, 4.32, 4.33, 4.35, 4.37
		PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)	SIE User's Guide/SIE Opening Doors: 4.83, 4.94, 4.114, 4.120
	<p>Advanced</p> <p>1. Produce independent writing that uses the following English conventions with minor errors that do not impede communication:</p> <ul style="list-style-type: none"> verbs (irregular past, present perfect, present perfect progressive, present real conditional, habitual past); 	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E1</p> <p>PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)</p>	SIE User's Guide/SIE Opening Doors: 4.31, 4.32, 4.33, 4.35, 4.37, 5.53, 5.57, 5.59, 5.63, 5.69, 5.71, 5.72, 5.77, 5.98

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Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> • punctuation (sentence endings, commas, quotations, apostrophes); • capitalization (titles, proper nouns, sentence beginnings, abbreviations); • standard grammar and usage (subject-verb agreement, simple/compound sentences, correct verb tense, irregular plurals, various pronouns); • differences between colloquial and written language and complete and incomplete sentences; and, • correct spelling. 	<p>PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.114, 4.111, 4.108, 4.66, 4.42, 4.31, 4.51, 4.57, 4.99, 4.114, 5.55, 5.57, 5.112, 5.22, 5.52, 5.36, 5.60, 5.101, 5.118, 5.53, 5.63, 5.71, 5.77, 5.98</p>
		<p>PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.1, 4.120, 4.18, 4.22, 4.26, 4.36, 4.42, 4.66, 4.80, 4.89, 4.112, 5.21, 5.24, 5.30, 5.38, 5.48, 5.80, 5.88, 5.89, 5.91, 5.94, 5.112, 5.113</p>
		<p>PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.31, 4.35, 4.37, 5.53, 5.57, 5.59, 5.63, 5.69, 5.71, 5.72, 5.77, 5.98</p>
		<p>PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)</p> <p>(no correlation)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.83, 4.94, 4.114, 4.120, 5.87, 5.102</p>

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Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 1. Spell correctly	SIE User's Guide/SIE Opening Doors: 4.66, 4.71, 4.76, 4.90, 4.93, 4.94, 4.103, 4.106, 4.109, 4.114, 4.119, 5.65, 5.71, 5.77, 5.78, 5.85, 5.89, 5.90, 5.92, 5.93, 5.97, 5.99, 5.100, 5.102, 5.103, 5.105, 5.109, 5.119

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Beginning</p> <p>1. Select appropriate sources (e.g., dictionary, thesaurus, encyclopedia) for a specific research purpose.</p>	<p>Strand 3: Comprehending Informational Text (Grade 4), Concept 1: Expository Text</p> <p>PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 4.22, 4.23, 4.27, 4.34, 4.35, 4.36, 4.37, 4.40, 4.43, 4.60, 4.63, 4.67, 4.68, 4.74, 4.7, 4.79, 4.80, 4.81, 4.87, 4.109</p>
	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E8</p> <p><i>Progression to: PO 1. Implement a research strategy that includes</i></p> <ul style="list-style-type: none"> • selecting appropriate source for a specific research purpose • utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet) • writing a paraphrase of information from a source • recording relevant information (e.g., notes, graphs, tables) taken from a research source • organizing notes and integrating notes into a finished product • incorporating notes into a finished product 	<p>SIE User's Guide/SIE Opening Doors: 4.45, 4.55, 4.58, 4.85, 4.94, 4.103, 4.31, 4.32, 4.36, 4.102, 4.103, 4.104, 4.118, 4.116, 5.26, 5.40, 5.30, 5.39, 5.40, 5.31, 5.36, 5.37, 5.42, 5.66, 5.21, 5.26, 5.28, 5.31, 5.40, 5.42, 5.43, 5.55, 5.86</p>	
	<p>Early Intermediate</p> <p>1. Record relevant information (e.g., notes, graphs, tables) from research materials, using own sentences.</p>	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E8</p> <p><i>Progression to: PO 1. Implement a research strategy that includes</i></p> <ul style="list-style-type: none"> • selecting appropriate source for a specific research purpose • utilizing reference materials (e.g., dictionary, thesaurus, 	<p>SIE User's Guide/SIE Opening Doors: 4.118, 4.116, 4.31, 4.32, 4.36, 4.102, 4.103, 4.104, 4.22, 4.23, 4.27, 4.34, 4.35, 4.36, 4.37, 4.40, 4.43, 4.60, 4.63, 4.67, 4.68, 4.74,</p>

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		encyclopedia, informational trade books, multimedia sources, Internet) <ul style="list-style-type: none"> • writing a paraphrase of information from a source • recording relevant information (e.g., notes, graphs, tables) taken from a research source • <i>organizing notes and integrating notes into a finished product</i> • <i>incorporating notes into a finished product</i> 	4.76, 4.79, 4.80, 4.81, 4.87, 4.109, 4.45, 4.55, 4.58, 4.85, 4.94, 4.103, 5.42, 5.53, 5.63, 5.78, 5.92, 5.106, 5.107, 5.37, 5.45, 5.51, 5.54, 5.62, 5.64, 5.69, 5.78, 5.94, 5.96, 5.109, 5.36, 5.37, 5.42, 5.66, 5.26, 5.40, 5.30, 5.21, 5.26, 5.28, 5.31, 5.40, 5.42, 5.43, 5.55, 5.86
	Intermediate 1. Collect information and organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers).	Standard 2: Writing: Essentials (Grades 4-5): W-E8 Progression to: PO 1. Implement a research strategy that includes <ul style="list-style-type: none"> • <i>selecting appropriate source for a specific research purpose</i> • <i>utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)</i> • <i>writing a paraphrase of information from a source</i> • <i>recording relevant information (e.g., notes, graphs, tables) taken from a research source</i> • <i>organizing notes and integrating notes into a finished product</i> • <i>incorporating notes into a finished product</i> 	SIE User's Guide/SIE Opening Doors: 4.18, 4.116, 4.31, 4.32, 4.36, 4.102, 4.103, 4.104, 4.22, 4.23, 4.27, 4.34, 4.35, 4.36, 4.37, 4.40, 4.43, 4.60, 4.63, 4.67, 4.68, 4.74, 4.76, 4.79, 4.80, 4.81, 4.87, 4.109, 4.45, 4.55, 4.58, 4.85, 4.94, 4.103, 5.42, 5.53, 5.63, 5.78, 5.92, 5.106, 5.107, 5.37, 5.45, 5.51, 5.54, 5.62, 5.64, 5.69, 5.78

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Early Advanced</p> <p>1. Select the best resource(s) for needed information or a specific purpose.</p>	<p>Strand 3: Reading Process (Grade 4 and 5), Concept 1: Print Concepts</p> <p>PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (<u>Connected to Research Strand in Writing</u>)</p>	<p>SIE User's Guide/SIE Opening Doors: 4.22, 4.27, 4.34-4.37, 4.40, 4.43, 4.60, 4.63, 4.67, 4.68, 4.74, 4.76, 4.79, 4.87, 4.109, 5.21, 5.26, 5.28, 5.31, 5.40, 5.42, 5.43, 5.55, 5.86</p>
	<p>2. Paraphrase information from a variety of sources using independent learning strategies (e.g., graphic organizers).</p>	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E8</p> <p><i>Progression to: PO 1. Implement a research strategy that includes (for both #1 and #2)</i></p> <ul style="list-style-type: none"> • <i>selecting appropriate source for a specific research purpose</i> • <i>utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)</i> • <i>writing a paraphrase of information from a source</i> • <i>recording relevant information (e.g., notes, graphs, tables) taken from a research source</i> • <i>organizing notes and integrating notes into a finished product</i> • <i>incorporating notes into a finished product</i> 	<p>SIE User's Guide/SIE Opening Doors: 4.45, 4.55, 4.58, 4.85, 4.94, 4.103, 4.31, 4.32, 4.36, 4.102, 4.103, 4.104, 4.118, 4.116, 5.26, 5.40, 5.30, 5.39, 5.40, 5.31, 5.36, 5.37, 5.42, 5.66, 5.21, 5.26, 5.28, 5.31, 5.40, 5.42, 5.43, 5.55, 5.86</p>

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Advanced</p> <p>1. Locate specific information by using various organizational and graphic features of text.</p>	<p>Strand 3: Reading Process (Grade 4 and 5), Concept 1: Print Concepts</p> <p>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 4.55, 4.57, 4.58, 4.45, 4.55, 4.58, 4.85, 4.94, 4.103, 5.21, 5.26, 5.28, 5.31, 5.40, 5.42, 5.43, 5.55, 5.86</p>
		<p>PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 4.22, 4.35, 4.43, 4.63, 4.74, 4.81, 4.109, 5.39, 5.40, 5.31</p>
	<p>2. Organize and integrate notes and distinguish between relevant/extraneous information, incorporating the information into a finished product that shows a point of view.</p>	<p>Standard 2: Writing: Essentials (Grades 4-5): W-E8</p> <p>PO 1. Implement a research strategy that includes</p> <ul style="list-style-type: none"> • selecting appropriate source for a specific research purpose • utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet) • writing a paraphrase of information from a source • recording relevant information (e.g., notes, graphs, tables) taken from a research source • organizing notes and integrating notes into a finished product • incorporating notes into a finished product 	<p>SIE User's Guide/SIE Opening Doors: 4.45, 4.55, 4.58, 4.85, 4.94, 4.103, 4.31, 4.32, 4.36, 4.102, 4.103, 4.104, 4.118, 4.116, 5.26, 5.40, 5.30, 5.39, 5.40, 5.31, 5.36, 5.37, 5.42, 5.66, 5.21, 5.26, 5.28, 5.31, 5.40, 5.42, 5.43, 5.55, 5.86</p>

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ELL IV

Performance Conditions: Students at this stage of proficiency can write narratives, expository essays, formal business letters, and creative passages that are up to 2 pages long. At this level, a focus is on expository writing. Students show good control of English *morphology* and the most frequently used grammatical structures. Students can express complex ideas and use a wide range of vocabulary, idioms, and a full range of verb tenses. Circumstances range from informal to more formal occasions.

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will express in writing his or her own thinking and ideas.</i></p>	<p>Beginning</p> <p>1. Use the writing process to create essays in various genres (expository, narrative, research) up to 2 paragraphs that are distinguished by:</p> <ul style="list-style-type: none"> • topics and ideas that are broad and simplistic; • marginally recognizable internal structures or organization; • a voice that produces little reaction in the reader and reads more like a report; • word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and, • little variation in sentence types and a significant number of awkward or rambling constructions. 	<p>Standard 2: Writing: Essentials (Grades 6-8): W-E1</p> <p><i>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.83, 6.92, 6.29, 6.42, 7.41, 7.95, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E2</p> <p><i>Progression to: PO 1. Write a personal experience narrative</i> <i>- develop a story line in a sequence that is clear</i> <i>- use figurative language or descriptive words and phrases</i></p> <p><i>Progression to: PO2. Write a story</i> <i>- develop a story line in a sequence that is clear</i> <i>- develop the characters</i> <i>- describe the setting</i> <i>- use dialog when appropriate</i> <i>- use simile, metaphor or descriptive words and phrases</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.30,6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89, 8.49, 8.51</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E3</p> <p><i>Progression to: PO 1. Use own words except for material quoted</i></p> <p><i>Progression to: PO 3. Contain main ideas of event/article/story plus the most significant details</i></p> <p><i>Progression to: PO 4. Present clearly written and organized information</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.28,6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 6.52, 7.30, 7.50, 7.66, 7.70, 7.80, 7.35, 8.22, 8.34, 8.49, 8.89, 8.66, 8.68, 8.71, 8.81, 8.97</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E4</p> <p><i>Progression to: PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement</i></p> <p><i>Progression to: PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts, examples or descriptions</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.52, 6.55, 6.56, 6.91, 6.109, 7.77, 8.28, 8.32, 8.39, 8.46, 8.47, 8.48, 8.54, 8.59, 8.63, 8.81, 8.95, 8.96, 8.99</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E5</p> <p><i>Progression to: PO 1. Write a report in own words (except for material quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.23, 6.25, 6.26, 6.29, 6.43, 6.46, 6.48, 7.25, 7.28, 7.60, 7.77, 7.111, 8.36</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p><i>adequately covered</i></p> <p>Progression to: PO 2. Organize a report with a clear beginning, middle and end including use of smooth transitions</p>	
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E6</p> <p>Progression to: PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</p> <p>Progression to: PO 2. Organize ideas in a meaningful sequence using smooth transitions</p> <p>Progression to: PO 3. Express ideas that are clear and directly related to the topic</p>	<p>SIE User's Guide/SIE Opening Doors: 6.52, 6.70, 6.96, 6.108, 6.120, 7.78, 7.91, 7.92, 7.114, 8.28, 8.32, 8.39, 8.84, 8.119</p>
	<p>Early Intermediate</p> <p>1. Use the writing process to create essays in various genres (expository, narrative, research) up to 4 or 5 paragraphs that are distinguished by:</p> <ul style="list-style-type: none"> • identifiable main ideas although not defined meaningfully; • recognizable introduction and conclusion although ideas not always sequenced meaningfully; • a voice that is independent rather mechanical; • word choices that are accurate yet lack variety; and, 	<p>Standard 2: Writing: Essentials (Grades 6-8): W-E1</p> <p>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</p>	<p>SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.64, 6.70, 6.83, 6.92, 6.29, 6.42, 7.41, 7.95, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E2</p> <p>Progression to: PO 1. Write a personal experience narrative</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - use figurative language or descriptive words and phrases 	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89, 8.49, 8.51</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> satisfactory control over simple sentence structures. 	<p><i>Progression to: PO2. Write a story</i></p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - develop the characters - describe the setting - use dialog when appropriate - use simile, metaphor or descriptive words and phrases 	
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E3</p> <p><i>Progression to: PO 1. Use own words except for material quoted</i></p> <p><i>Progression to: PO 3. Contain main ideas of event/article/story plus the most significant details</i></p> <p><i>Progression to: PO 4. Present clearly written and organized information.</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 6.52, 7.30, 7.50, 7.66, 7.70, 7.80, 7.35, 8.22, 8.34, 8.49, 8.89, 8.66, 8.68, 8.71, 8.81, 8.97</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E4</p> <p><i>Progression to: PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement</i></p> <p><i>Progression to: PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts,</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.52, 6.55, 6.56, 6.91, 6.109, 7.77, 8.28, 8.32, 8.39, 8.46, 8.47, 8.48, 8.54, 8.59, 8.63, 8.81, 8.95, 8.96, 8.99</p>

SIE Lesson Components (4-12)

- SIE User's Guide
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- SIE Speed Reads/Dialogues
- SIE Opening Doors
- SIE Journal Quick Writes

- SIE Homework Connection
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- Dictionaries
- Classroom Libraries
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. Spelling Cards

Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p><i>examples or descriptions</i></p> <p><i>Progression to: PO 3. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject</i></p>	
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E5</p> <p><i>Progression to: PO 1. Write a report in own words (except for material quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered</i></p> <p><i>Progression to: PO 2. Organize a report with a clear beginning, middle and end including use of smooth Transitions</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.23, 6.25, 6.26, 6.29, 6.43, 6.46, 6.48, 7.25, 7.28, 7.60, 7.77, 7.111, 8.36</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E6</p> <p><i>Progression to: PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</i></p> <p><i>Progression to: PO 2. Organize ideas in a meaningful sequence using smooth transitions</i></p> <p><i>Progression to: PO 3. Express ideas that are clear and directly related to the topic</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.52, 6.70, 6.96, 6.108, 6.120, 7.78, 7.91, 7.92, 7.114, 8.28, 8.32, 8.39, 8.84, 8.119</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Intermediate</p> <p>1. Use the writing process to create essays in various genres (expository, informational, narrative) up to 1 page that are distinguished by:</p> <ul style="list-style-type: none"> • identifiable main ideas that contain general supporting details; • simple organization with some relationship among ideas present and lapses in sequencing and use of transitions; • a voice that shows a developing awareness of audience (limited commitment to the topic) • ordinary, generic word choices (some misuse of word choice); and, • repetitive sentence patterns (occasional attempts at more complex structures). 	<p>Standard 2: Writing: Essentials (Grades 6-8): W-E1</p> <p><i>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</i></p> <p><i>Progression to: PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.81, 6.92, 6.29, 6.42, 7.41, 7.95, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E2</p> <p><i>Progression to: PO 1. Write a personal experience narrative</i> - develop a story line in a sequence that is clear - use figurative language or descriptive words and phrases</p> <p><i>Progression to: PO2. Write a story</i> - develop a story line in a sequence that is clear - develop the characters - describe the setting - use dialog when appropriate - use simile, metaphor or descriptive words and phrases</p>	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89, 8.49, 8.51</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E3</p> <p><i>Progression to: PO 1. Use own words except for material quoted</i></p> <p><i>Progression to: PO 2. Preserve the author's perspective and voice</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 6.52, 7.30, 7.50-, 7.66, 7.70, 7.80, 7.35, 8.22, 8.34, 8.49, 8.89, 8.66, 8.68, 8.71, 8.81, 8.97</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p><i>Progression to: PO 3. Contain main ideas of event/article/story plus the most significant details</i></p> <p><i>Progression to: PO 4. Present clearly written and organized information</i></p>	
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E4</p> <p><i>Progression to: PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement</i></p> <p><i>Progression to: PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts, examples or descriptions</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.52, 6.55, 6.56, 6.91, 6.109, 7.77, 8.28, 8.32, 8.39, 8.46, 8.47, 8.48, 8.54, 8.59, 8.63, 8.81, 8.95, 8.96, 8.99</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E5</p> <p><i>Progression to: PO 1. Write a report in own words (except for material quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered</i></p> <p><i>Progression to: PO 2. Organize a report with a clear beginning, middle and end including use of smooth transitions</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.23, 6.25, 6.26, 6.29, 6.43, 6.46, 6.48, 7.25, 7.28, 7.60, 7.77, 7.111, 8.36</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic, and from a variety of cited sources</i>	
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E6</p> <p><i>Progression to: PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</i></p> <p><i>Progression to: PO 2. Organize ideas in a meaningful sequence using smooth transitions</i></p> <p><i>Progression to: PO 3. Express ideas that are clear and directly related to the topic</i></p>	SIE User's Guide/SIE Opening Doors: 6.52, 6.70, 6.96, 6.108, 6.120, 7.78, 7.91, 7.92, 7.114
	<p>Early Advanced</p> <p>1. Use the writing process to create essays in various genres (expository, informational, narrative) up to 1 page that are distinguished by:</p> <ul style="list-style-type: none"> • clear main ideas that address a purpose and contain some supporting details; • an organization that moves the reader through sentences with little confusion; 	<p>Standard 2: Writing: Essentials (Grades 6-8): W-E1</p> <p><i>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</i></p> <p><i>Progression to: PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)</i></p>	SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.64, 6.70, 6.83, 6.92, 6.29, 6.42, 7.41, 7.95, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> • a voice that is sincere and aware of audience and purpose; • accurate word choices appropriate to topic and audience; and, • some variety in sentence length and structure (limited control of complex sentences). 	<p>Standard 2: Writing: Essentials (Grades 6-7): W-E2</p> <p>PO 1. Write a personal experience narrative</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - use figurative language or descriptive words and phrases <p>PO2. Write a story</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - develop the characters - describe the setting - use dialog when appropriate - use simile, metaphor or descriptive words and phrases 	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89, 8.49, 8.51</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E3</p> <p><i>Progression to: PO 1. Use own words except for material quoted</i></p> <p><i>Progression to: PO 2. Preserve the author's perspective and voice</i></p> <p><i>Progression to: PO 3. Contain main ideas of event/article/story plus the most significant details</i></p> <p><i>Progression to: PO 4. Present clearly written and organized information</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 6.52, 7.30, 7.50, 7.66, 7.70, 7.80, 7.35, 8.22, 8.34, 8.49, 8.89, 8.66, 8.68, 8.71, 8.81, 8.97</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Standard 2: Writing: Essentials (Grades 6-7): W-E4</p> <p>PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement</p> <p>PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts, examples or descriptions</p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.52, 6.55, 6.56, 6.91, 6.109, 7.77, 8.28, 8.32, 8.39, 8.46, 8.47, 8.48, 8.54, 8.59, 8.63, 8.81, 8.95, 8.96, 8.99</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E5</p> <p>PO 1. Write a report in own words (except for material quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered</p> <p><i>Progression to: PO 2. Organize a report with a clear beginning, middle and end including use of smooth transitions</i></p> <p><i>Progression to: PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic, and from a variety of cited sources</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.23, 6.25, 6.26, 6.29, 6.43, 6.46, 6.48, 7.25, 7.28, 7.60, 7.77, 7.111, 8.36</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Standard 2: Writing: Essentials (Grades 6-7): W-E6</p> <p>PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</p> <p>PO 2. Organize ideas in a meaningful sequence using smooth transitions</p> <p>PO 3. Express ideas that are clear and directly related to the topic</p>	<p>SIE User's Guide/SIE Opening Doors: 6.52, 6.70, 6.96, 6.108, 6.120, 7.78, 7.91, 7.92, 7.114, 8.28, 8.32, 8.39, 8.84, 8.119</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E7</p> <p><i>Progression to: PO 1. State clearly a position that is interpretive, analytic, evaluative or reflective</i></p> <p><i>Progression to: PO 2. Support inferences and conclusions with examples from the text, personal experience, references to other works or reference to non-print media</i></p> <p><i>Progression to: PO 4. Provide support adequate to the literary selection (e.g., short poem vs. novel)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.43, 6.50, 6.72, 7.24, 7.25, 7.35, 7.36, 8.74, 8.79, 8.83, 8.91, 8.92, 8.111</p>
	<p>Advanced</p> <p>1. Use the writing process to create essays in various genres (expository, informational, narrative) up to 2 pages that are distinguished by:</p>	<p>Standard 2: Writing: Essentials (Grades 6-8): W-E1</p> <p>PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</p>	<p>SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.83, 6.92, 6.29, 6.42, 7.41, 7.95, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> • clear and focused main ideas that include relevant supporting details; • an organization that enhances the central ideas with logical sequencing; • an individual and engaging voice appropriate to audience and purpose (commitment to the topic); • varied, descriptive word choices that adequately convey meaning; and, • variety in sentence length, structure, and complexity. 	<p>PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)</p> <p>Standard 2: Writing: Essentials (Grades 6-8): W-E2</p> <p>PO 1. Write a personal experience narrative</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - use figurative language or descriptive words and phrases <p>PO2. Write a story</p> <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - develop the characters - describe the setting - use dialog when appropriate - use simile, metaphor or descriptive words and phrases <p>Standard 2: Writing: Essentials (Grades 6-8): W-E3</p> <p>PO 1. Use own words except for material quoted</p> <p>PO 2. Preserve the author's perspective and voice</p> <p>PO 3. Contain main ideas of event/article/story plus the most significant details</p> <p>PO 4. Present clearly written and organized information</p>	<p>SIE User's Guide/SIE Opening Doors: 6.30, 6.65, 6.72, 6.118, 7.22, 7.23, 7.33, 7.69, 7.76, 7.88, 7.89, 8.49, 8.51</p> <p>SIE User's Guide/SIE Opening Doors: 6.28, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 6.52, 7.30, 7.50, 7.66, 7.70, 7.80, 7.35, 8.22, 8.34, 8.49, 8.89, 8.66, 8.68, 8.71, 8.81, 8.97</p>

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		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E4</p> <p>PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement</p> <p>PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts, examples or descriptions</p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.52, 6.55, 6.56, 6.91, 6.109, 7.77, 8.28, 8.32, 8.39, 8.46, 8.47, 8.48, 8.54, 8.59, 8.63, 8.81, 8.95, 8.96, 8.99</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E5</p> <p>PO 1. Write a report in own words (except for material quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered</p> <p>PO 2. Organize a report with a clear beginning, middle and end including use of smooth transitions</p> <p>PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic, and from a variety of cited sources</p>	<p>SIE User's Guide/SIE Opening Doors: 6.23, 6.25, 6.26, 6.29, 6.43, 6.46, 6.98, 7.25, 7.28, 7.60, 7.77, 7.111, 8.36</p>

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Writing Applications	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E6</p> <p>PO 1. Write a formal communication in an appropriate format for a specific audience and purpose</p> <p>PO 2. Organize ideas in a meaningful sequence using smooth transitions</p> <p>PO 3. Express ideas that are clear and directly related to the topic</p>	<p>SIE User's Guide/SIE Opening Doors: 6.52, 6.70, 6.96, 6.108, 6.120, 7.78, 7.91, 7.92, 7.114, 8.28, 8.32, 8.39, 8.84, 8.119</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E7</p> <p>PO 1. State clearly a position that is interpretive, analytic, evaluative or reflective</p> <p>PO 2. Support inferences and conclusions with examples from the text, personal experience, references to other works or reference to non-print media</p> <p>PO 3. Relate own ideas to supporting details in a clear and logical manner</p> <p>PO 4. Provide support adequate to the literary selection (e.g., short poem vs. novel)</p>	<p>SIE User's Guide/SIE Opening Doors: 6.43, 6.50, 6.72, 7.24, 7.25, 7.35, 7.36, 8.74, 8.79, 8.83, 8.91, 8.92, 8.111</p>

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <p>1. Produce independent writing that demonstrates satisfactory control over basic English conventions defined in ELL I-III.</p>	<p>Standard 2: Writing: Essentials (Grade 6-8): W-E1</p> <p><i>Progression to: PO 1. Spell correctly</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.21-6.120, 7.21-7.120, 8.21-8.120</p>
		<p><i>Progression to: PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.73, 7.60, 7.100, 8.21, 8.30, 8.36, 8.40, 8.58, 8.61, 8.67, 8.92</p>
		<p><i>Progression to: PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.27, 6.23, 6.40, 6.61, 6.77, 6.97, 6.114, 7.24, 7.30, 7.31, 7.32, 7.40, 8.24, 8.30, 8.76, 8.94, 8.93</p>
		<p><i>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.98, 7.41, 7.95, 8.21-8.120</p>
		<p><i>Progression to: PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.29, 6.42, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120</p>
	<p>Early Intermediate</p> <p>1. Produce independent writing that uses the English conventions</p>	<p>Standard 2: Writing: Essentials (Grade 6-8): W-E1</p> <p><i>Progression to: PO 1. Spell correctly</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.21-6.120 (6.60), 7.21-7.120, 8.21-8.120</p>

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	outlined in the Advanced Level (ELL I-III), with many errors that often impede communication	<i>Progression to: PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)</i>	SIE User's Guide/SIE Opening Doors: 6.73, 7.60, 7.100, 8.21, 8.30, 8.36, 8.40, 8.58, 8.61, 8.67, 8.92
		<i>Progression to: PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)</i>	SIE User's Guide/SIE Opening Doors: 6.27, 6.23, 6.40, 6.61, 6.77, 6.97, 6.114, 7.24, 7.30, 7.31, 7.32, 7.40, 8.24, 8.30, 8.76, 8.94, 8.93
		<i>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</i>	SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.98, 7.41, 7.95, 8.21-8.120
		<i>Progression to: PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)</i>	SIE User's Guide/SIE Opening Doors: 6.29, 6.42, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120
	<p>Intermediate</p> <p>1. Produce independent writing that uses the English conventions outlined in the Advanced Level (ELL I-III) with some errors that occasionally impede communication.</p>	<p>Standard 2: Writing: Essentials (Grade 6-8): W-E1</p> <p><i>Progression to: PO 1. Spell correctly</i></p>	SIE User's Guide/SIE Opening Doors: 6.21-6.120, 7.21-7.120, 8.21-8.120
		<i>Progression to: PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)</i>	SIE User's Guide/SIE Opening Doors: 6.73, 7.60, 7.100, 8.21, 8.30, 8.36, 8.40, 8.58, 8.61, 8.67, 8.92

SIE Lesson Components (4-12)

- SIE User's Guide
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- SIE Speed Reads/Dialogues
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- SIE Journal Quick Writes

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. Spelling Cards

Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<i>Progression to: PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)</i>	SIE User's Guide/SIE Opening Doors: 6.27, 6.23, 6.40, 6.61, 6.77, 6.97, 6.114, 7.24, 7.30, 7.31, 7.32, 7.40, 8.24, 8.30, 8.76, 8.94, 8.93
		<i>Progression to: PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</i>	SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.98, 8.21-8.120
		<i>Progression to: PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)</i>	SIE User's Guide/SIE Opening Doors: 6.29, 6.42, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120
	<p>Early Advanced</p> <p>1. Produce independent writing that uses the English conventions outlined in the Advanced level (ELL I-III) with occasional errors that rarely impede communication.</p>	<p>Standard 2: Writing: Essentials (Grade 6-7): W-E1</p> <p>PO 1. Spell correctly</p>	SIE User's Guide/SIE Opening Doors: 6.21-6.120 (6.60), 7.21-7.120, 8.21-8.120
		PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)	SIE User's Guide/SIE Opening Doors: 6.73, 7.60, 7.100, 8.21, 8.30, 8.36, 8.40, 8.58, 8.61, 8.67, 8.92
		PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)	SIE User's Guide/SIE Opening Doors: 6.27, 6.23, 6.40, 6.61, 6.77, 6.97, 6.114, 7.24, 7.30, 7.31, 7.32, 7.40, 8.24, 8.30, 8.76, 8.94, 8.93

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)	SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.98, 7.41, 7.95, 8.21-8.120
		PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)	SIE User's Guide/SIE Opening Doors: 6.29, 6.42, 7.32, 7.31, 7.43, 7.47, 7.99, 8.21-8.120
	<p>Advanced</p> <p>1. Produce independent writing that uses the following English conventions with only minor errors that do not impede readability:</p> <ul style="list-style-type: none"> • verb tenses (past perfect, future perfect, future perfect progressive, present unreal conditional, three part phrasal verbs); • punctuation (sentence endings, commas, quotation marks, colons, semi colons, apostrophes) ; • capitalization (sentence beginnings, titles, abbreviations, proper nouns, direct quotations) ; • standard grammar and usage (subject-verb agreement, simple, compound and complex sentences, plurals, prepositions); and, 	<p>Standard 2: Writing: Essentials (Grade 6-8): W-E1</p> <p>PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)</p>	SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.98, 7.41, 7.95, 8.21-8.120
		PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)	SIE User's Guide/SIE Opening Doors: 6.73, 7.60, 7.100, 8.21, 8.30, 8.36, 8.40, 8.58, 8.61, 8.67, 8.92
		PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)	SIE User's Guide/SIE Opening Doors: 6.27, 6.23, 6.40, 6.61, 6.77, 6.97, 6.114, 7.24, 7.30, 7.31, 7.32, 7.40, 8.24, 8.30, 8.76, 8.94, 8.93
		PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)	SIE User's Guide/SIE Opening Doors: 6.47, 6.53, 6.54, 6.64, 6.70, 6.98, 7.41, 7.95, 8.21-8.120

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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<ul style="list-style-type: none"> • correct spelling. 	PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)	
		PO 1. Spell correctly	SIE User's Guide/SIE Opening Doors: 6.21-6.120, 8.21-8.120, 7.21-7.120

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
<p><u>Standard:</u></p> <p><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>	<p>Beginning</p> <p>1. Locate information appropriate to a class assignment and take notes on information.</p>	<p>Strand 3: Comprehending Informational Text (Grade 6-8), Concept 1: Expository Text</p> <p><i>Progression to: PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.26, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 7.30, 7.50, 7.66, 7.70, 7.80, 8.22, 8.34, 8.49, 8.89</p>
		<p><i>Progression to: PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i></p>	<p>SIE User's Guide/SIE Opening Doors: 6.106, 6.103, 6.101, 6.62, 7.91, 7.97, 7.113, 8.82, 8.84</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E8</p> <p><i>Progression to: PO 1. Implement a research strategy that includes</i></p> <ul style="list-style-type: none"> - selecting best source for specific research purpose - taking notes that summarize and paraphrase information relevant to the topic - incorporating notes into a finished product 	<p>SIE User's Guide/SIE Opening Doors: 6.85, 7.21-7.120, 8.21-8.120</p>

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
	<p>Early Intermediate</p> <p>1. Use basic reference materials such as dictionaries, encyclopedias, and thesauri to complete a variety of research and writing tasks.</p>	<p>Strand 3: Comprehending Informational Text (Grade 6), Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.26, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 7.30, 7.50, 7.66, 7.70, 7.80, 8.22, 8.34, 8.49, 8.89</p>
		<p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.106, 6.103, 6.101, 6.62, 7.91, 7.97, 7.113, 8.82, 8.84</p>
	<p>Intermediate</p> <p>1. Research information on academic topics using a broader range of reference materials (e.g., informational trade books, multimedia sources) and record relevant information from multiple sources in own words, using independent learning strategies (e.g., graphic organizers).</p>	<p>Strand 3: Comprehending Informational Text (Grade 7), Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.26, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 7.30, 7.50, 7.66, 7.70, 7.80, 8.22, 8.34, 8.49, 8.89</p>
		<p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.106, 6.103, 6.101, 6.62, 7.91, 7.97, 7.113, 8.82, 8.84</p>

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Research	ELL Proficiency Standard	Arizona Academic Standard	SIE Lesson Correlation Notations Referenced in SIE Grade Level User's Guide and Opening Doors (First Digit Represents Grade Level)
		<p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.106, 6.103, 7.91, 7.97, 7.113, 8.82, 8.84</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E8</p> <p><i>Progression to: PO 1. Implement a research strategy that includes</i></p> <ul style="list-style-type: none"> - selecting best source for specific research purpose - taking notes that summarize and paraphrase information relevant to the topic - incorporating notes into a finished product 	<p>SIE User's Guide/SIE Opening Doors: 6.85, 7.21-7.120, 8.21-8.120</p>
	<p>Early Advanced</p> <p>1. Skim and scan several resources when researching a topic and summarize the main points provided in source material in own words, using independent learning strategies (e.g., graphic organizers) to organize the information.</p>	<p>Strand 3: Comprehending Informational Text (Grade 6-8), Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.26, 6.30, 6.44, 6.55, 6.57, 6.62, 6.114, 7.30, 7.50, 7.66, 7.70, 7.80, 8.22, 8.34, 8.49, 8.89</p>
		<p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.106, 6.103, 6.101, 6.62, 7.91, 7.97, 7.113, 8.82, 8.84</p>

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		<p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.106, 6.103, 6.101, 6.62, 7.91, 7.97, 7.113, 8.82, 8.84</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E8</p> <p><i>Progression to: PO 1. Implement a research strategy that includes</i></p> <ul style="list-style-type: none"> - selecting best source for specific research purpose - taking notes that summarize and paraphrase information relevant to the topic - incorporating notes into a finished product 	<p>SIE User's Guide/SIE Opening Doors: 6.85, 7.21-7.120, 8.21-8.120</p>
	<p>Advanced</p> <p>1. Locate specific information by using various organizational and graphic features of text (e.g., table of contents, headings, captions, italics, glossaries, indices, key/guide words, topic sentences and notes, footnotes, bibliographic references, maps, diagrams, tables).</p>	<p>Strand 3: Comprehending Informational Text (Grade 6-8), Concept 1: Expository Text</p> <p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.26, 6.30, 6.44, 6.55, 6.57, 6.62, 6.14, 7.30, 7.50, 7.66, 7.70, 7.80, 8.22, 8.34, 8.49, 8.89</p>
		<p>PO 7. Differentiate between primary and secondary source material. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.106, 6.103, 7.91, 7.97, 7.113, 8.82, 8.84</p>
		<p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>SIE User's Guide/SIE Opening Doors: 6.106, 6.103, 7.91, 7.97, 7.113, 8.82, 8.84</p>

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	<p>2. Select best primary or secondary sources to meet a specific research purpose; take notes that summarize and paraphrase information relevant to the topic, using own words and independent learning strategies (e.g., graphic organizers); incorporate the notes into a finished product.</p>	<p>Standard 2: Writing: Essentials (Grades 6-8): W-E5</p> <p>PO 1. Write a report in own words (except for material quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered.</p> <p>PO 2. Organize a report with a clear beginning, middle and end including use of smooth transitions.</p> <p>PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic, and from a variety of cited sources.</p> <p>PO 4. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject.</p>	<p>SIE User's Guide/SIE Opening Doors: 6.28, 6.52, 6.55, 6.56, 6.91, 6.109, 7.77, 8.28, 8.32, 8.39, 8.46, 8.47, 8.48, 8.54, 8.59, 8.63, 8.81, 8.95, 8.96, 8.99</p>
		<p>Standard 2: Writing: Essentials (Grades 6-8): W-E8</p> <p>PO 1. Implement a research strategy that includes</p> <ul style="list-style-type: none"> - selecting best source for specific research purpose - taking notes that summarize and paraphrase information relevant to the topic - incorporating notes into a finished product 	<p>SIE User's Guide/SIE Opening Doors: 6.85, 7.21-7.120, 8.21-8.120</p>

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