

*Missouri English Language
Proficiency Standards
and Grade Level Expectations*

Grades K-12

Revised 2007

Preface

To be useful as guides to learning, these *Revised Missouri English Language Proficiency Standards and Grade Level Expectations* must be approached with a full understanding of what they are and what they are not. Within these pages are English Language Proficiency Grade Level Expectations (GLEs). Everything here depends on the knowledge, skills, and experiences of the teachers and administrators who use them to formulate meaningful learning experiences modified to meet student needs, provide rigorous evaluations of those experiences, and design the continuous improvement plans which should be a part of all successful school programs. Notably, the English Language Proficiency Standards and Grade Level Expectations

- do not constitute a curriculum to be followed;
- are not an exhaustive list of activities which will lead to language competency;
- do not provide accurate grade level placement guidelines; and
- do not provide all the skills or competencies which are required for success in core academic subjects;

Rather, the Missouri English Language Proficiency Standards and Grade Level Expectations serve two basic functions: first, they give the practitioner progress indicators with which district, school, and classroom curriculum and instruction can be integrated; second, they align ESL classroom activities with the Missouri “Show Me Standards”. The English Language Proficiency GLEs have been isolated for language instruction attention while the Performance Indicators themselves have been written in the form of assessable or measurable content-based tasks, rather than theoretical “learning levels,” so that teachers could see a practical sequencing of language instruction unfold.

Generally, the English Language Proficiency Standards are designed for thoughtful educators to read and understand the design and science that they represent—a design which provides foundations and progressions of English language learning levels. Specifically, Missouri educators must

- understand that all classrooms are multi-leveled, and the grade designations used within this document are merely there to show a logical progression for a student who progresses smoothly through all phases of the ESL curriculum at the appropriate age;
- consider carefully how to sequence activities for students who have had no previous schooling, interrupted schooling, or ineffective formal instruction;
- supplement the activities within this document to intensify and to solidify academic English language growth;
- consider and evaluate learning on an individual basis, given a student’ language, cultural and educational background.

The English Language Proficiency Standards document is not unique to Missouri. It is both the product of national TESOL Standards and Missouri ESL teachers. The English Language Proficiency GLEs, progress indicators and activities are derived from the experiences of the state’s fine ESL teachers.

Thoughtful implementation is our challenge and our expectation.

Missouri K-12 English Language Proficiency (ELP) *Standards*

Standard 1: English language learners **communicate** for **social, intercultural,** and **instructional** purposes within the school setting.

Standard 2: English language learners **communicate** for information, ideas, and concepts necessary for academic success in the area of **communication arts.**

Standard 3: English language learners **communicate** for information, ideas, and concepts necessary for academic success in the area of **mathematics.**

Standard 4: English language learners **communicate** for information, ideas, and concepts necessary for academic success in the area of **science.**

Standard 5: English language learners **communicate** for information, ideas, and concepts necessary for academic success in the area of **social studies.**

English Language Proficiency Standards' Introduction

The *Revised Missouri English Language Proficiency Standards and Grade Level Expectations* document is a work-in-progress. It is the intent that educators who use the document suggest additions as well as changes and substitutions for the progress indicators, activities, and linguistic elements.

Structure:

The national TESOL PreK-12 English Language Proficiency Standards serve as our ELP Standards. The document focuses on the Missouri Grade Level Expectations (GLEs) which are the content-area benchmarks to which we teach and measure student achievement in this state. Each GLE has been broken down to each bullet within the GLE. For each bullet, there is a progress indicator and a suggested assessable activity. These are written for five language proficiency levels. In addition, many ELP GLEs have a linguistic component and/or academic language to be taught. Because this is a working document, teachers' suggested additions to this piece will be greatly appreciated.

Educators will benefit from knowing the following when using the Missouri ELP Standards:

Background Information:

- ELLs start their learning at their proficiency level as indicated by the results of the last English language proficiency test.
- The GLEs do not have to be taught or met sequentially. However, since they are progressive and developmental in nature, teachers need to begin the ELL's instruction at his/her *English language proficiency level* rather than his/her grade level, *which may mean addressing GLEs from previous grade levels first*, once the students's needs are identified.
- Activities for each Progress Indicator are not prescriptive, merely examples; there are as many variations on these activities as the teacher can imagine. However, any activity designed must address the Progress Indicator and the GLE.
- The Progress Indicator is a way to assess ELL's performance to meet the GLE at the student's *language proficiency level*.

An Example the ELP Standards and GLEs:

- Below the Knowledge Standard from the *Show-Me Standards* is highlighted in red. The Grade Level Expectation (GLE) is highlighted in bright green. The Language Proficiency Level is highlighted in yellow.
- Each activity and progress indicator have the following components: a language function, a topic of or context of interaction, language complexity and support. (Note: The language complexity is embedded in each proficiency level.).

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C					
Grade 7					
Text Elements	Use details from text to <ul style="list-style-type: none"> identify plot and sub-plot, theme and various types of conflict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the plot of a modified text read by the teacher with visual and peer support.	Describe and label the plot of the modified text using phrases with peer and teacher support.	Illustrate sub-plot, theme, and conflict from a modified short story with peer and teacher support.	Differentiate components of the main plot and sub-plots, conflicts and theme of a modified text with peer support.	Discuss components of the main plot and sub-plots, conflicts and of a modified text with peer support.
	Activity: Complete a storyboard with a partner after teacher modeling.	Activity: Plot outline of story using sentence strips in sequential order with a partner after teacher modeling.	Activity: Plot outline on a graphic organizer. Use story events and time lines with a group after teacher modeling.	Activity: Plot outline of a short story with a partner; include main and subplots, conflict(s) and theme.	Activity: Find examples from text that illustrate major and minor conflicts between and among characters with a partner.
	Vocabulary: plot characters, problems, solutions, where, Stem: "First...." "Second...etc"	Vocabulary: conflict, change, setting, future, past, present	Vocabulary: main character, sub-plot, theme, main idea, resolution, turning point. Stems: "The main plot is ____." "The theme is ____." "The sub-plot is ____."	Vocabulary: climax, resolution Stems: "The climax occurred (or happened) when ____." "The resolution occurs when ____."	Vocabulary: conflict Stem: "The main conflict of the story is <i>man against</i> ____."
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

Note: ST refers to the *Show-Me Standards* document; FR refers to the Missouri Curricular Frameworks document.

General Information about English Language Learners:

- ELLs begin at a specific proficiency level as indicated on an English Language Proficiency screening test.
- Provide a picture dictionary, an ESL dictionary an ESL thesaurus and native language dictionary (if possible) and when appropriate at each level.
- The following are some skills, grammar and usage that might be very difficult for ELLs because these are so different or do not exist in their language(s):
 - Directionality of print (reading from right to left, back to front, and bottom to top)
 - Yes/no question format
 - Punctuation and capitalization rules
 - Sounds and blends
 - Word order
 - Plurals
 - Pronoun agreement
 - Spelling rules

Cultural differences can impact ELLs' understanding of U.S. schools, their learning and their academic performance. The following are some areas where cultures behave differently:

- Eye contact with authority figure
- Proximity
- Age and gender groupings
- Copying work from classmates
- Inflection and pacing of speaking
- Gestures

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	<p>Activity: Complete a storyboard with a partner after teacher modeling.</p> <p>Vocabulary: plot characters, problems, solutions, where,</p> <p>Stem: "First...." "Second...etc"</p>	<p>Activity: Plot outline of story using sentence strips in sequential order with a partner after teacher modeling.</p> <p>Vocabulary: conflict, change, setting, future, past, present</p>	<p>Activity: Plot outline on a graphic organizer. Use story events and time lines with a group after teacher modeling.</p> <p>Vocabulary: main character, sub-plot, theme, main idea, resolution, turning point.</p> <p>Stems: "The main plot is ____." "The theme is ____." "The sub-plot is ____."</p>	<p>Activity: Plot outline of a short story with a partner; include main and subplots, conflict(s) and theme.</p> <p>Vocabulary: climax, resolution</p> <p>Stems: "The climax occurred (or happened) when ____." "The resolution occurs when ____."</p>	<p>Activity: Find examples from text that illustrate major and minor conflicts between and among characters with a partner.</p> <p>Vocabulary: conflict</p> <p>Stem: "The main conflict of the story is <i>man against</i> ____."</p>
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Reading

1 Develop and apply skills and strategies to the reading process					
A	Grade K				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate handling a book properly. Activity: Open book right side up; opening cover; turning pages with visual and oral teacher cues. (Cultural Note: Some cultures start from back to front, right to left, and bottom to top.)	Demonstrate handling a book properly. Activity: Open book with right side up; opening cover; turning pages with only oral teacher cues.	Demonstrate handling a book properly. Activity: Open book with right side up; opening cover; turning pages working with a partner.	Demonstrate appropriate directionality. Activity: Open book with right side up; opening cover; turning pages without teacher cues.	Demonstrate appropriate directionality. Activity: Open book with right side up; opening cover; turning pages without teacher cues.
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade K				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> print tells story 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify names in print. Activity: Identify student's own name and their classmates' names in print with teacher modeling.	Connect print with objects in classroom. Activity: Use flashcards (picture and word) to recognize that objects and ideas can be represented in print with teacher support.	Use leveled text to connect print to story. Activity: Use a picture dictionary to recognize that objects and ideas can be represented in print with teacher support in small group.	Use leveled text to connect print to story. Activity: Use a leveled book to tell how objects and ideas can be represented in print with teacher support in small group or with a partner.	Use text to connect print to story with minimal assistance. Activity: Use a grade level book to explain that objects and ideas can be represented in print with assistance as needed.
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

A **Grade K**

Demonstrate basic **concepts of print**

- word by word matching

Print Concepts	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Visually track words in a text. Activity: Observe teacher reading from a big book and pointing to each word.	Track words in a text. Activity: Follow along pointing to each word in student book while teacher reads and points out words from big book.	Track words in a text. Activity: Point to and repeat each word in student book as the teacher reads aloud from the big book.	Match known words in student book. Activity: Match known words in student book with words on flashcards with a partner.	Match known words in student book. Activity: Match known words in student book with words on flashcards, asking for teacher or peer support if needed.

ST CA2, 3 1.5, 1.6

FR I 1a, K-4

1 Develop and apply skills and strategies to the reading process					
B	Grade K				
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> produce rhyming words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Recite pronunciation of words with the same initial sound.</p> <p>Activity: Repeat teacher-modeling pronunciation of words with the same initial sound. When possible, connect all words with the same initial sounds using visuals or real object.</p>	<p>Recite pronunciation of words with the same initial or ending sounds and rhyming words.</p> <p>Activity: Repeat teacher modeling pronunciation of words with the same initial or ending sounds and rhyming words.</p> <p>Vocabulary: first, last, sound, word</p>	<p>Identify known rhyming words.</p> <p>Activity: Respond yes/no when asked by teacher if two words rhyme.</p>	<p>Match a rhyming word to a given word.</p> <p>Activity: Match a rhyming word to a word given by teacher in class discussion of one phoneme group (i.e. work only with one group at a time, all –at or all –it, etc.)</p>	<p>Compose word families given prompt words from known vocabulary with minimal support.</p> <p>Activity: Separate and gather picture-word cards of previously introduced vocabulary containing a specific word family with a partner or in a small group. (i.e. pull out all the picture-word cards from the “at” family; cat, hat, bat, etc.)</p>	
ST	CA2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade K				
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> isolate consonant sounds 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Recite the initial phoneme of a given word.</p> <p>Activity: Recite the initial phoneme of a given word modeled by the teacher. Connect all words with a visual or real object.</p>	<p>Identify beginning consonant sound of a word.</p> <p>Activity: Identify beginning consonant sound of a teacher-generated word with assistance (emphasizing individual sounds). Connect all words with a visual or real object</p>	<p>Produce in isolation the beginning consonant sound of a given word.</p> <p>Activity: Produce in isolation the beginning consonant sound of a given word without teacher support. Connect all words with a visual or real object</p>	<p>Produce ending consonant sound of a given word.</p> <p>Activity: Produce ending consonant sound of a given word with teacher support (emphasizing individual sounds).</p>	<p>Produce in isolation beginning and ending consonant sound of a given word with minimal support.</p> <p>Activity: Produce in isolation beginning and ending consonant sound of a given word.</p>	
ST	CA2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process

B Grade K

Develop ability to hear and say separate sounds (**phonemes**) in words (**phonemic awareness**)

- blend onset and rime

Phonemic awareness	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite onset and rime.</p> <p>Activity: Recite onset and rime during class discussions with teacher modeling. When possible, connect all words with a visual or real object.</p> <p>(i.e. rime =c-a-t=cat)</p>	<p>Recite onset, rime and blended word.</p> <p>Activity: Repeat onset, rime and blended word during class discussions.</p>	<p>Blend onset and rime from a familiar word family.</p> <p>Activity: Blend onset and rime from a familiar word family (short vowels) during class discussions with a partner.</p>	<p>Blend onset and rime from a given word family.</p> <p>Activity: Blend onset and rime from a given word family (short vowels) with a partner.</p>	<p>Blend onset and rime with minimal assistance.</p> <p>Activity: Blend onset and rime with minimal assistance.</p>

ST CA2, 3 1.5, 1.6

FR I 1b, K-4

1 Develop and apply skills and strategies to the reading process					
B	Grade K				
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> blend spoken phonemes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Recite blended phonemes in two and three letter words.</p> <p>Activity: Repeat blended phonemes in two and three letter words (example: go, cat) from teacher modeling.</p> <p>Vocabulary: first, last, middle, sound, word, blend</p>	<p>Say blended two and three letter words.</p> <p>Activity: During vocabulary practice, say blended two and three letter words in class discussions.</p> <p>Vocabulary: first, last, middle, sound, word, blend</p>	<p>Construct words of blended phonemes during class discussion.</p> <p>Activity: Construct words of blended phonemes during class discussion with assistance.</p>	<p>Create with partner words of blended phonemes.</p> <p>Activity: Create with partner words of blended phonemes with teacher modeling.</p>	<p>Invent words of blended phonemes with minimal assistance.</p> <p>Activity: Invent words of blended phonemes with minimal assistance.</p>	
ST	CA2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
C	Grade K				
Phonics	Develop alphabet and phonics awareness <ul style="list-style-type: none"> by demonstrating an awareness that letters represent sounds (phonics) and a string of letters represent words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe how speech can be recorded or written.</p> <p>Activity: Repeat words from a list after teacher.</p>	<p>Say words (ideas) for group-produced story.</p> <p>Activity: Contribute words (ideas) for group-produced story transcribed on board by teacher.</p>	<p>Say words to describe a picture or tell a story.</p> <p>Activity: Recite a story as teacher transcribes it on student paper.</p>	<p>Identify a letter that represents the sound produced.</p> <p>Activity: Identify a letter that represents the sound produced by a teacher or peer.</p>	<p>Identify a word from a written list by recognizing the letter that represents the initial sound.</p> <p>Activity: Given the words cat, dog and hat, pick out dog based on the fact that the letter “d” represents the /d/ phoneme.</p>
ST	CA2, 3 1.5, 1.6				
FR	I 1a &e, II 2h, K-4				

1 Develop and apply skills and strategies to the reading process

C Grade K

Develop alphabet and phonics awareness

- name most letters

Phonics	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Repeat alphabet in order. Activity: Repeat alphabet in order after teacher or a native English-speaking peer with visual support. Provide opportunities for extended practice.	Say alphabet in order. Activity: Recite and/or sing the alphabet in order with teacher and with visual support. Provide opportunities for extended practice.	Recognize most letters of the alphabet when presented in alphabetical order. Activity: Name most letters of the alphabet using flashcards in alphabetical order. Provide opportunities for extended practice.	Recognize most letters of the alphabet when presented in random order. Activity: Name most letters of the alphabet using flashcards in random order with peer assistance. Provide opportunities for extended practice.	Name most letters of the alphabet. Activity: Name most letters of the alphabet using flashcards in random order or in print with minimal assistance.

ST CA2, 3 1.5, 1.6

FR I 1a &e, II 2h, K-4

1 Develop and apply skills and strategies to the reading process					
C	Grade K				
Phonics	Develop alphabet and phonics awareness <ul style="list-style-type: none"> say sounds associated with most letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite letter sounds produced by teacher.</p> <p>Activity: Repeat letter name and letter sound presented in flashcards as teacher models.</p> <p>Cultural Note: All language students do not have the same phonemes.</p>	<p>Produce sounds associated with high-frequency letters.</p> <p>Activity: Produce letter sounds when shown a flashcard of a letter with teacher support. Provide opportunities for extended practice.</p>	<p>Produce the phonemes associated with most letter sounds.</p> <p>Activity: Produce letter v sounds when shown letters on flashcards with teacher prompting.</p> <p>Provide opportunities for extended practice.</p>	<p>Produce most letter sounds when shown letters.</p> <p>Activity: Produce letter sounds when shown letters on flashcards with teacher prompting.</p> <p>Provide opportunities for extended practice.</p>	<p>Produce the phonemes associated with most letter sounds when reading two and three letter words.</p> <p>Activity: Sound out simple two and three letter words in reading. Note: Only phonemes that student might struggle with should be language specific.</p>
ST	CA2, 3 1.5, 1.6				
FR	I 1a &e, II 2h, K-4				

1 Develop and apply skills and strategies to the reading process					
C	Grade K				
Phonics	Develop alphabet and phonics awareness <ul style="list-style-type: none"> • write letter that goes with spoken sound 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recite letters sounds to the appropriate letters with teacher modeling. Activity: Point to a letter and repeat the sound associated with the letter as students are writing the letter.	Identify letter that correspond to spoken sound. Activity: Point to and then copy the letter that corresponds to a letter sound provided by teacher modeling with a partner.	Identify and write letter that correspond to spoken sound. Activity: Write the letter that corresponds to a letter sound provided by the teacher with a partner or small group.	Identify and write letter that corresponds to initial sound of a familiar word. Activity: Write the letter that corresponds to the initial sound of a familiar word with a partner or small group.	Identify and write letter that corresponds to initial sound of a word. Activity: Write the letter that corresponds to the initial sounds of a word.
ST	CA2, 3 1.5, 1.6				
FR	I 1a &e, II 2h, K-4				

1 Develop and apply skills and strategies to the reading process					
D	Grade K				
Fluency	Read simple text <ul style="list-style-type: none"> containing a small bank of high-frequency words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate high frequency words in simple text.</p> <p>Activity: Point to pretaught high frequency words in simple text in response to teacher modeling.</p>	<p>Identify appropriate high frequency words from limited choices.</p> <p>Activity: Say high frequency words when shown flashcards by a teacher or peer.</p>	<p>State high-frequency words in a leveled text with teacher assistance.</p> <p>Activity: Read high-frequency words and words in a leveled text with visuals and with teacher assistance..</p>	<p>State high-frequency words in a leveled text.</p> <p>Activity: Read a leveled text containing high-frequency words with peer assistance.</p>	<p>State high-frequency words in a grade level text.</p> <p>Activity: Read a grade-level text containing high-frequency words with limited assistance.</p>
ST	CA2, 3 1.5				
FR	I 1c, & e, 6, II, K-4				

1 Develop and apply skills and strategies to the reading process					
D	Grade K				
Fluency	Read simple text <ul style="list-style-type: none"> consisting of environmental print 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Say familiar words from environmental print.</p> <p>Activity: Repeat familiar, environmental print found in realia or pictures after the teacher. Use realia to support vocabulary development.</p>	<p>Read familiar, limited environmental print found in realia or pictures.</p> <p>Activity: Take a classroom walk stopping a reading familiar signs along the way. Use realia to support vocabulary development.</p>	<p>Read familiar, environmental print found in realia or pictures with minimal assistance.</p> <p>Activity: Take a building walk stopping a reading familiar signs along the way. Use realia to support vocabulary development.</p>	<p>Read environmental print found in pictures with minimal assistance.</p> <p>Activity: Cut familiar environmental print out of magazines, make a collage, and share with class by reading the print.</p>	<p>Read environmental print found in found in a variety of sources with minimal assistance.</p> <p>Activity: Cut familiar environmental print out of magazines to create a picture dictionary.</p>
ST	CA2, 3 1.5,				
FR	I 1c, & e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
E	Grade K				
Vocabulary	Develop vocabulary by listening to and discussing unknown words in stories				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Develop vocabulary by listening to previously discussed text. Activity: Listen to a story, containing selected vocabulary words introduced orally by the teacher and demonstrate understanding through total physical response with modeling.	Develop vocabulary by listening to familiar text. Activity: Listen to a story and indicate by raised hand any unfamiliar words for definition by teacher or peers.	Develop vocabulary by listening to visually supported leveled text. Activity: Listen to a story and ask for assistance with unknown vocabulary words.	Develop vocabulary by listening to leveled text. Activity: Listen to a story and predict meaning of unfamiliar vocabulary based on context clues and visual support with teacher prompting.	Develop vocabulary by listening to grade level text. Activity: Listen to an unfamiliar story and predict meaning of unfamiliar vocabulary words with assistance.
ST	CA2, 3 1.5, 1.6				
FR	I 6d, 1e, K-4				

1 Develop and apply skills and strategies to the reading process					
F Grade K					
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a picture reflecting knowledge of teacher-generated topic.</p> <p>Activity: Draw a picture showing what you could do to or with an object that has been shown. Ex: Teacher shows a picture of a ball, student draws a picture of ball being thrown.</p>	<p>Create and label a picture reflecting knowledge of topic.</p> <p>Activity: Draw and label a picture reflecting knowledge of topic with peer support.</p>	<p>Create a graphic organizer based on a teacher-generated topic.</p> <p>Activity: Finish a graphic organizer based on a teacher-generated topic or after previewing a leveled text as a class activity or with a peer.</p>	<p>Create a graphic organizer based on a teacher-generated topic.</p> <p>Activity: Create a graphic organizer based on a teacher-generated topic or after previewing a leveled text with a partner.</p>	<p>Describe a previous experience on a teacher-generated topic.</p> <p>Activity: Relate a previous experience to a teacher-generated topic with the class.</p>
ST	CA2, 3 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
F	Grade K				
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • preview text and picture(s) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Employ pre-reading strategies through the use of pictures with teacher modeling.</p> <p>Activity: Respond by pointing or physical action to teacher generated questions based on pictures or other text features observed in a picture walk with teacher assistance.</p>	<p>Provide one word responses to class discussion of pictures or other text features observed in a picture walk.</p> <p>Activity: Name pictures during a class picture walk of a text with teacher assistance in explicit vocabulary instruction.</p>	<p>Use pictures and text features as the basis for short statements about the text.</p> <p>Activity: Provide short phrases or sentences in small group discussion of pictures and other text features observed in a picture walk with teacher prompting</p>	<p>Discuss pictures and other text features associated with a leveled text with vocabulary assistance.</p> <p>Activity: Discuss a possible storyline after looking at a picture or other text features associated with a grade level text with teacher prompting.</p>	<p>Discuss pictures and other text features associated with a grade level text with teacher prompting.</p> <p>Activity: Explain a possible storyline after looking at a picture or other text features associated with a grade level text with minimal teacher prompting.</p>
ST	CA2, 3 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
F	Grade K				
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • make general predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a picture predicting the outcome of a story.</p> <p>Activity: Predict by drawing a picture of what will happen next based on previous pictures from a text with teacher modeling.</p>	<p>State a prediction in class using pictures that relate to a text with a partner.</p> <p>Activity: Predict by choosing a picture what will happen next based on previous pictures from a text with teacher modeling appropriate sentence structure.</p>	<p>State a prediction and use picture to support prediction.</p> <p>Activity: Make a prediction and use pictures to support the choice made in a small group.</p>	<p>Make a prediction in a small group discussion of pictures that relate to a text.</p> <p>Activity: Debate predictions and use pictures to support the choice made in a group discussion of pictures that relate to a text with teacher assistance.</p>	<p>Make a prediction in a small group discussion of pictures or title that relate to a text.</p> <p>Activity: State a prediction in a small group a discussion after reading title of story and taking a picture walk of text.</p>
ST	CA2, 3 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G	Grade K				
During Reading	During reading or read-alouds develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate listening skills to a “think aloud” discussion from the instructor in a simple leveled text. Activity: Listen and participate in a teacher “think aloud” discussion with a simple leveled text with instructor assistance. Vocabulary: Listen	State a question about a simple leveled text. Activity: Formulate a question during a “think aloud” discussion in a small group.	Formulate reading comprehension questions during a think aloud discussion. Activity: Produce wh-questions in a small group using a model with teacher assistance.	Formulate reading comprehension questions and answers during a think aloud discussion. Activity: Generate reading comprehension questions during a think aloud discussion with teacher assistance in a small group with minimal teacher prompting	Formulate reading comprehension questions and answers during a think aloud discussion. Activity: Respond to and create a wh-question during a visually supported story read aloud by the teacher
ST	CA2, 3 1.5 & 1.6				
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G	Grade K				
	During reading or read-alouds develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> infer 				
During Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Infer the mood of a character in a leveled story.</p> <p>Activity: Specify by picking the mood of a character in a leveled story (☺ ☹ ☺) with teacher assistance in a small group.</p>	<p>Describe the mood of the main characters in a leveled story.</p> <p>Activity: Using single words or phrases and working in a small group, describe the mood of the main characters in a leveled story.</p>	<p>Infer character reasoning of a visually supported leveled text.</p> <p>Activity: Given a choice between two reasons, infer the reason a character in a leveled story acted the way they did with minimal teacher support</p>	<p>Infer character motivation in a leveled text.</p> <p>Activity: Make an inference based on three facts found in a short selection from a leveled text with a partner.</p>	<p>Infer character motivation in a grade level text.</p> <p>Activity: Highlight statements and use them to make an inference in a short selection from a grade level text.</p>
ST	CA2, 3 1.5 & 1.6				
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process

G Grade K

During reading or **read-alouds** develop and utilize, with assistance, strategies to

- **predict** and check using **cueing systems**
 - meaning
 - structure
 - visual

During Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe teacher modeling thinking aloud strategies to make prediction by using cueing systems during teacher read aloud selections</p> <p>Activity: Locate the missing word or picture in a cloze activity in a group.</p>	<p>Observe teacher modeling thinking aloud strategies to predicting by using cueing system during teacher read aloud selections</p> <p>Activity: Say the missing word or picture in a cloze activity in a group.</p>	<p>Observe teacher modeling thinking aloud strategies to predicting by using cueing system during teacher read aloud selections</p> <p>Activity: Say the missing word or picture in a cloze activity in a group.</p>	<p>Discuss with teacher assistance a prediction and check prediction in text.</p> <p>Activity: Participates in think aloud discussion with teacher assistance by making a prediction by checking cueing system.</p>	<p>Employ prediction strategies and check predictions.</p> <p>Activity: Participates in think aloud discussion with minimal teacher assistance by making a prediction by checking cueing system</p>

ST CA2, 3 1.5 & 1.6

FR I 1e, 6b & f, II 1i, 2d, K-4

1 Develop and apply skills and strategies to the reading process					
H	Grade K				
Post-Reading	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text				
	<ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Recall basic details from familiar text.	Tell in own words answers to simple questions about a familiar text.	Restate simple questions about a familiar text.	Create a simple question about a familiar text to clarify meaning.	Create questions about an unfamiliar text to clarify meaning.	
Activity: Answer yes/no questions to clarify visually supported, leveled text.	Activity: Respond to clarifying questions with single words or short phrases generated by the class about the text working in a small group.	Activity: Ask yes/no clarifying questions about the text in a small group	Activity: Dictate questions about vocabulary or text information to teacher who will record information on a class reading log	Activity: Ask clarifying questions to teacher or peers and discuss possible answers.	
ST	CA2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade K				
Post-Reading	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text				
	<ul style="list-style-type: none"> • retell 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Order visually represented events from a familiar text.	Recall key events from a familiar story in words or phrases.	Paraphrase a familiar story in simple sentences.	Tell in own words details from a familiar story.	Tell in own words details from an unfamiliar story:
	<p>Activity: Order pictures depicting a teacher read-aloud story and follow teacher modeling to develop vocabulary through the text of the story. Identify vocabulary from text with teacher modeling.</p>	<p>Activity: Retell a section of a familiar story using single words or phrases and pictures for support with teacher assistance.</p>	<p>Activity: Paraphrase a section of a familiar story using complete sentences and pictures for support with teacher assistance.</p>	<p>Activity: Retell story with verbal prompting from the teacher and visual cues.</p>	<p>Activity: Retell main ideas after class reading with teacher prompting Role-play a character's role after teacher read aloud story.</p>
ST	CA2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade K				
Post-Reading	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text				
	<ul style="list-style-type: none"> illustrate 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Identify a picture that illustrates part of the story. Activity: Students select from a choice of two or three pictures that illustrates part of the story.	Illustrate a part of a familiar story. Activity: Draw a picture of part of a story with a partner and share with the partner.	Illustrate main points of a familiar story. Activity: Draw a picture or pictures illustrating the main point(s) of a teacher read-aloud story then share with a partner or small group.	Create pictures showing main events in a story. Activity: Draw a picture or pictures illustrating the main point(s) or main event(s) of a teacher read-aloud story then share with a partner or a small group	Design a series of visual representations of key points in a story. Activity: Create a storyboard or “comic strip” illustrating the main points of teacher read-aloud story and share with a partner or a small group.	
ST	CA2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade K				
Post-Reading	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text				
	<ul style="list-style-type: none"> re-enact stories 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Show a character's actions in a familiar story.</p> <p>Activity: Pantomime a role after class read-aloud with teacher assistance.</p> <p>Vocabulary: First, then, finally, character.</p>	<p>Recall words and phrases from a character in a story during a re-enactment.</p> <p>Activity: Play a role in a reenactment of a class read-aloud story and discussion using short phrases from the story dialogue.</p>	<p>Create a re-enactment of a familiar story with minimal dialogue.</p> <p>Activity: Reenact a section of a leveled story with a small group.</p>	<p>Create a re-enactment of a familiar story with some dialogue.</p> <p>Activity: Reenact the main points of leveled text with verbal prompting with peer support.</p>	<p>Create a re-enactment of a story with strong dialogue.</p> <p>Activity: Reenact the main points and significant details of a grade level text with teacher prompting</p>	
ST	CA2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
I	Grade K				
Making Connections	Identify connections, with assistance, between <ul style="list-style-type: none"> text ideas—similarities and differences in various real and make-believe works (fiction and non-fiction) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify real and make believe characters.	Categorize real and make believe characters and situations.	Categorize real and make believe works.	Differentiate between real and make believe works.	Justify real and make believe classifications.
	Activity: Sort pictures of real and make believe characters or situations that connect to below grade level text.	Activity: Connect pictures of real and make believe characters and situations to a fiction or non-fiction text.	Activity: Sort previously discussed texts into two categories: real and make-believe as a class activity with teacher prompting.	Activity: Sort previously discussed texts into two categories: real and make-believe with a partner.	Activity: Determine whether a grade level text is real or make-believe and explain why they made the choice with teacher prompting.
	Vocabulary: Real, make-believe, not real, pretend, fiction, non-fiction.				
ST	CA2, 3, 7 1.5 & 1.6				
FR	I1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4				

1 Develop and apply skills and strategies to the reading process

I Grade K

Identify connections, with assistance, between

- text ideas and own experiences

Making Connections	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify similarities and differences between self and text.</p> <p>Activity: Respond to questions about text with yes/no answers, following teacher modeling.</p> <p>Example: Sally has a dog. Do you have a dog?</p>	<p>Tell in your own words similarities between text and self.</p> <p>Activity: Identify by simple phrase or actions similarities between personal experience and character experience in leveled text as a class activity.</p>	<p>Specify how own experiences are similar to text.</p> <p>Activity: Choose a character from a leveled text and explain in simple sentences how that character is similar to him/her with assistance and specific vocabulary development by the teacher.</p>	<p>Compare and contrast similarities and differences between text and self.</p> <p>Activity: Compare and contrast pictures from leveled text to student-generated pictures or photographs of their experience.</p>	<p>Evaluate similarities and differences between self and text.</p> <p>Activity: Pick a character or topic from a leveled text and explain how that character is similar to him/her or describe their experiences with that topic to peers with teacher prompting.</p>

ST CA2, 3, 7 1.5 & 1.6

FR I1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A	Grade K				
Text Features	Locate and apply information in title, pictures and names of author and illustrator, with assistance				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate the title, pictures, and names of author and illustrator.</p> <p>Activity: Indicate by pointing to the title, author, illustrator and pictures in a previously discussed text with peer or teacher assistance.</p>	<p>Identify the title, pictures, and names of author and illustrator.</p> <p>Activity: Indicate by pointing to and repeating the vocabulary for the title, author, illustrator and pictures in an unfamiliar text with peer assistance.</p>	<p>Explain the purpose of the title, picture, author, and illustrator.</p> <p>Activity: Review a familiar text and explain information obtained from the title, pictures, and names of author and illustrator.</p>	<p>Construct book that includes title, pictures, and name(s) of author and illustrator.</p> <p>Activity: Create a mock book including title, author, illustrator, and pictures as a group project with vocabulary support.</p>	<p>Create a book and assess information provided by the title, pictures, and names of author and illustrator.</p> <p>Activity: Create an individual mock book including title, author, illustrator, and pictures and explain what each of those things represent as a group project.</p>
ST	CA2, 3, 1.5 & 1.6				
FR	I 1b, g, 2g, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade K				
Literary Devices	Use details from text to identify story elements (main characters and problem)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify visual representations of the main characters and problem in a simple text with support.</p> <p>Activity: Draw a picture of the main character and/or problem in the text or point to the picture that illustrates the problem or the main character.</p>	<p>State the main character and problem from leveled text in words or phrases with support.</p> <p>Activity: Draw a picture of the main character and/or problem in the text or point to the picture that illustrates the problem or the main character with teacher assistance label pictures with simple words or phrases.</p>	<p>Tell in own words the main characters and problem with support.</p> <p>Activity: State the main characteristics and problem with teacher and peer support as teacher writes on the board.</p>	<p>Describe the main characters and problem and solution in simple sentences.</p> <p>Activity: Demonstrate by acting out the role of the main character and their problem from teacher read story with cooperative group.</p>	<p>Describe the main characters and problem in complete sentences.</p> <p>Activity: In a small group discussion, describe the main characters and problem in complete sentences.</p>
ST	CA2, 1.5, 1.6, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1a,c & I, 2a-f, IV 1f-h, 2b-c, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

A Grade K

Develop an awareness that text and pictures provide information

Text Features	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate source of information in a text.</p> <p>Activity: Take a picture walk through an unfamiliar text with the teacher to obtain information.</p>	<p>State the source of information in a text.</p> <p>Activity: Take a picture walk through an unfamiliar text and discuss with a partner or the teacher the information provided.</p>	<p>State information provided by text and pictures.</p> <p>Activity: Find information in a text that relates to a visual in the text with teacher assistance.</p>	<p>Describe information provided by text and pictures.</p> <p>Activity: Find information in a text that relates to a visual in the text with a peer.</p>	<p>Discuss information provided by text and pictures.</p> <p>Activity: Find information in a text that relates to a visual in the text with minimal assistance.</p>

ST CA 3 1.6

FR I 2g, II 2f, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade K

Text Elements	In response to text <ul style="list-style-type: none"> develop questions to clarify meaning 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recall simple details from the text to answer questions in a yes/no format. Activity: Respond to yes/no questions following teacher prompting.	Tell details from the text in response to simple questions. Activity: Answer a simple question from text with a single word or phrase following appropriate vocabulary development. Vocabulary: (Who, What When Where, Why, How)	Repeat simple questions. Activity: Ask “yes-no” questions to clarify meaning in non-fiction texts with teacher assistance. Grammar: Question word order: Is and Does Vocabulary: (Who, What When Where, Why, How)	Construct simple questions to clarify meaning. Activity: Ask “wh” questions to clarify meaning about nonfiction texts with teacher assistance.	Create own questions to clarify meaning. Activity: Ask “wh” questions about nonfiction texts to clarify meaning with minimal teacher assistance. Construct graphic organizer in-group with teacher assistance using “wh” question.

ST CA 3 1.6, 2.4, 3.5

FR I 3c, II 1f, III 2e-f, 3a, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade K				
Text Elements	In response to text <ul style="list-style-type: none"> answer questions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recall information with picture support from nonfiction text to respond to yes/no questions Activity: Use pictures from familiar nonfiction texts to respond to teacher-generated yes/no questions and to develop vocabulary.	Recall information from nonfiction texts to respond to yes/no questions. Activity: Answer “yes-no” questions about previously discussed nonfiction texts with teacher assistance	Recall information from nonfiction texts to answer questions in words and phrases Activity: Answer simple “wh” questions using short phrases about previously discussed non-fiction texts with teacher assistance Vocabulary: (Who, What When Where, Why, How)	Recall information from nonfiction texts to answer questions in complete sentences. Activity: Answer simple “wh” questions about nonfiction texts with teacher assistance and vocabulary support	Apply information from nonfiction texts to answer “wh” questions in complete sentences. Activity: Answer “wh” questions about nonfiction texts with minimal teacher assistance
ST	CA 3 1.6, 2.4, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade K

Text Elements	In response to text • and discuss text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Draw pictures to illustrate a process described in text.</p> <p>Activity: Draw pictures of how a seed becomes a plant as teacher reads and shows illustrations to class.</p>	<p>Draw pictures to illustrate a process described in text interpret drawings to class using single words or phrases.</p> <p>Activity: Interpret drawings to class using simple words or phrases.</p>	<p>Create a class book on “how to”.</p> <p>Activity: Illustrate a page for a book that class will create about a “how to” process. Book will be laminated with binding for class library.</p>	<p>Create a pictorial autobiography with teacher assistance.</p> <p>Activity: Draw pictures to illustrate cloze sentences about self i.e. There are _____ people in my family.</p>	<p>Create and label a pictorial biography with teacher assistance</p> <p>Activity: Label with single words. Share with class.</p>

ST CA 3 1.6, 2.4, 3.5

FR I 3c, II 1f, III 2e-f, 3a, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade K

Text Elements	In response to text <ul style="list-style-type: none"> recognize important information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate an important point in a text with teacher modeling and appropriate vocabulary development. Activity: Draw a picture of an object that the teacher has read a description of.	Select the picture that best represents important information of a teacher read, visually supported text. Activity: Select from a group of 3 and color a picture that illustrates a short story read to the class.	Interpret pictures using key vocabulary of a teacher read, visually supported text with teacher assistance. Activity: Describe picture to class using simple words and phrases.	Draw story events. Activity: Draw 3 things that happened in a story. Read to the class.	Draw and label story events. Activity: Draw and label with single words three things that happened in a story. Read to class.

ST CA 3 1.6, 2.4, 3.5

FR I 3c, II 1f, III 2e-f, 3a, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade K

Text Elements	In response to text <ul style="list-style-type: none"> identify supporting details 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use picture to support text details. Activity: Locate and point to picture details that support teacher read text.	Use picture to support text details. Activity: Locate and point to picture details that support teacher read text. Describe details with simple word or phrase.	Create graphic organizer to illustrate details. Activity: Create pictorial organizer that illustrates details from familiar non-fiction text in a group with teacher assistance. i.e. Sharks-what we learned (or know)	Create and label graphic organizer to illustrate details. Activity: Create and label pictorial graphic organizer that illustrates details from familiar non-fiction text in a group with teacher assistance.	Create and label graphic organizer to illustrate details. Activity: Select supporting details for the main idea of a familiar nonfiction text.

ST CA 3 1.6, 2.4, 3.5

FR I 3c, II 1f, III 2e-f, 3a, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D	Grade K				
Understanding Directions	Follow a simple pictorial/written direction, with assistance				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Follow a one-word text direction with visual support. (Example: The word “cut” with a picture of a pair of scissors)</p> <p>Activity: Demonstrate by acting out the word written and illustrated on a card student draws from a pile. Class tries to guess the word.</p>	<p>Follow a one-word text direction with limited visual support. (Example: Use a stop sign to “freeze” students)</p> <p>Activity: Play a game with class. Teacher shows signs and students follow directions. (Stop, go, stand up, etc.)</p>	<p>Carry out a simple activity seen in a picture or text as a class activity with teacher assistance. (Example: Turn off the light, Open the door)</p> <p>Activity: Play a game activity by following pictorial or written directions on pantomime cards with teacher assistance.</p>	<p>Carry out a simple activity seen in a picture or text with peer modeling.</p> <p>Activity: Play a game activity by following pictorial or written directions on pantomime cards with peer modeling.</p>	<p>Carry out a simple activity seen in a text as a class activity.</p> <p>Activity: Play a game activity by following pictorial or written directions on pantomime cards.</p>
ST	CA3 1.5, 1.6				
FR	I 3e, K-4				

Writing

1 Apply a writing process in composing text					
A Grade K					
Writing Process	Follow a writing process to <ul style="list-style-type: none"> • Generate a draft through pictures and words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Draw pictures to describe a process. Activity: Draw pictures to describe a process given by a teacher. I.e. washing your hands.	Draw three pictures that tell a story as a class activity. Activity: Draw three pictures that retell a story read to the class by the teacher.	Describe three pictures that tell a story. Activity: Draw three picture that retell a story read to the class by the teacher. Describe pictures with simple words or phrases working in cooperative groups with teacher assistance.	Draw three to five pictures that tell a story using dialogue bubbles. Activity: Create a cartoon strip of a story using three to five pictures and dialog bubbles working in cooperative groups with teacher assistance.	Draw three to five pictures that tell a story with dialogue bubbles. Activity: Create a cartoon strip of a story using three to five pictures and dialog bubbles with a partner and teacher assistance.
ST	CA 1,4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

1 Apply a writing process in composing text					
A	Grade K				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> Revise text, with assistance, to make oral idea match written text and edit by crossing out letters or words and making substitutions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Differentiate between letter sounds i.e. (b) (d) in writing.	Select the correct letter to initial letter of object.	Identify the correct initial consonant on a captioned picture.	Use the correct final consonant on a captioned picture.	Use the correct consonant when given a captioned picture with an incorrect spelling.
	Activity: Choose between letter sounds i.e. (b), (d) in writing through auditory clueing by teacher	Activity: Student selects the correct letter when given two letter choices as to what letter the object in the picture begins with. (i.e. “b” for cat or “c” for cat). In a small group and teacher assistance.	Activity: Use the correct consonant when given a captioned picture with an incorrect initial consonant (Ex: Picture of cat spelled “bat”) as a teacher-directed activity	Activity: Use the correct consonant when given a captioned picture with an incorrect final consonant (Ex: Picture of cat spelled “cab”) as a teacher-directed activity	Activity: Use the correct consonant when given a captioned picture with an incorrect beginning or final consonant (Ex: Picture of cat spelled “cab”) as a teacher-directed activity
	ST	CA 1,4 1.8, 2.1, 2.2			
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

1 Apply a writing process in composing text

A **Grade K**

Follow a writing process to

- Publish or share stories with assistance

Writing Process	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a pictorial journal entry.</p> <p>Activity: Construct and display a pictorial journal on classroom wall with teacher modeling and assistance.</p>	<p>Tell in own words part of a group story scribed by teacher.</p> <p>Activity: Illustrate Language Experience story that has been dictated by class and scribed by the teacher.</p>	<p>Share story or journal entry with the class</p> <p>Activity: Dictate a story/journal to a scribe with vocabulary assistance. Share with class.</p>	<p>Share selections with teacher and/or classmates</p> <p>Activity: Compose journal entries using pictures, sight words and scribe assistance</p>	<p>Share selections with teacher and/or classmates.</p> <p>Activity: Compose journal entries using pictures, sight words and spelling assistance</p>

ST CA 1,4 1.8, 2.1, 2.2

FR II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4

2 Compose well-developed text using standard English conventions

A Grade K

Form letters correctly using left-to-right **directionality**

Handwriting	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Trace letters through guided writing practices.</p> <p>Activity: Use multiple modalities for writing (ie: tactile with clay, sand, yarn, etc) with teacher/peer modeling to form and trace letters using left to right directionality.</p>	<p>Copy letters onto student’s own worksheet.</p> <p>Activity: Create guided handwriting book, copy letters for left-to-right directionality with teacher prompting.</p>	<p>Write letters starting left to right and top to bottom.</p> <p>Activity: Copy in writing the letters of the alphabet (capital and lower case) using left to right and top to bottom strokes adding a new letter each day with teacher direction and modeling.</p>	<p>Write letters from memory.</p> <p>Activity: Make letters dictated by the teacher in the air, on white boards, or using unlined paper.</p>	<p>Writing letters from memory.</p> <p>Activity: Make letters dictated by the teacher using primary lined paper.</p>

ST CA 1 1.6, 2.2

FR I 1a, II 6b, IV 3b, K-4

2 Compose well-developed text using standard English conventions

B **Grade K**

Capitalize first letters of own first and last names

Capitalization	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Trace name. Activity: Trace name using large unlined paper and with teacher assistance to form capital letters at beginning of first and last name.	Copy first and last name with capital letters. Activity: Copy name using large unlined paper and with teacher assistance to form capital letters at beginning of first and last name.	Write first and last name with capital letters. Activity: Write name using primary lined paper and with teacher assistance.	Write first and last name with capital letters. Activity: Write name using large unlined paper and with teacher assistance.	Write first and last name with capital letters on a regular basis. Activity: Write name using large unlined paper and with no assistance.

ST CA 1 1.6, 2.2

FR I 1a, 6a, II 6d, g, K-4

2 Compose well-developed text using standard English conventions

C Grade K

In composing text, use period at end of sentence, with assistance

Punctuation	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify periods at the end of sentence Activity: Circle the period at the end of sentences in text with a partner. Vocabulary: Period	Use period at end of sentence Activity: Copy simple sentence from board and include the period at the end with teacher assistance.	Use period at the end of a sentence. Activity: Identify when a period is missing from teacher-generated samples as a class activity.	Use period at the end of a sentence. Activity: Identify when a period is missing from teacher-generated samples with teacher assistance.	Use a period at the end of a sentence on a regular basis.

ST CA 1 1.6, 2.2

FR 1 6a, II 2i, 4b, 6c-d & g, K-4

2 Compose well-developed text using standard English conventions

D Grade K

Parts of Speech	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Deliberately Blank (No GLE)				

ST CA 1 1.6, 2.2

FR II 4b, 6c & f-g, K-4

2 Compose well-developed text using standard English conventions

E	Grade K				
Spelling	In writing, use <ul style="list-style-type: none"> • correct spelling of own first and last names 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify own name in alphabetic script from a list of words. Activity: Locate desk with students name on it.	Trace name with alphabetic script with teacher assistance. Activity: Trace name with glue and let it dry. Use it as example to trace name, saying name as it is traced.	Arrange letter cubes or cards to create first and last name, then copy letters onto paper. Activity: Create name with letter cards. Trace letter cards that form name, followed by copying name on paper.	Write with accurate spelling both first and last names and capitalization with teacher prompting. Activity: Write first and last name on papers for class work before turning them in with teacher prompt.	Write with accurate spelling and capitalization of both first and last names. Activity: Write first and last name on papers for class work before turning them in.
ST	CA 1 1.6, 2.1, 2.2				
FR	II 3a, 6e, II 2h, K-4				

2 Compose well-developed text using standard English conventions

E	Grade K				
Spelling	In writing, use <ul style="list-style-type: none"> • semi-phonetic spelling 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Say letter name and sound when shown flashcards. Activity: Say letters and sounds accompanied by picture with native speaking partner or audio sound support.	Recall and write letter coordinating with spoken letter name or sound. Activity: Use white board to write letter coordinating with spoken coordinating with spoken letter name or sound individually or in a small group.	Repeat and write paper names of letters that make initial and final sounds pronounced by teacher. Activity: Use white board to write initial and/or final consonant letter coordinating with word spoken by teacher individually or in a small group.	Write simple words using word family charts i.e. bat, cat, fat, sat, discriminating between medial short vowel sounds. Activity: Create and read word family flashcards.	Create daily journal. Activity: Apply letter and sound knowledge to word writing in daily journal entries, story writing, and letter writing using classroom word wall or provided word bank.
ST	CA 1 1.6, 2.1, 2.2				
FR	II 3a, 6e, II 2h, K-4				

2 Compose well-developed text using standard English conventions

F	Grade K				
Sentence Construction	In composing text, <ul style="list-style-type: none"> • write sentences with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Repeat a sentence with teacher support. Activity: Repeat a sentence with previously taught vocabulary with teacher support through arm diagramming or multiple modalities to learn parts of a sentence (ie: Arm dictation This is a cat....Subject is above the elbow (This),verb is elbow joint (is), and predicate (a cat) is below elbow	Assemble parts of a sentence. Activity: Assemble parts of a sentence on a sentence strip to make a complete thought as a cooperative group (The cat=one strip, is =one strip, big=one strip, each child looks for their partner to jigsaw the sentence puzzle in order)	Order word cards to form a sentence. Activity: Put words on index cards in order to form a sentence and copy sentence on to paper with as a class activity.	Complete a cloze sentence. Activity: Complete a cloze sentence using appropriate high frequency words provided in a word box with a partner.	Write a simple sentence in two parts. Activity: Write a simple sentence in two parts (subject/predicate) recognizing singular and plural with teacher assistance (The cat is yellow. The cats are yellow. This is a cat. These are cats.)
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4b, K-4				

3 Write effectively in various forms and types of writing					
A	Grade K				
<ul style="list-style-type: none"> Plan and tell stories (through pictures and words) about familiar experiences and events, with teacher assistance 					
Narrative and Descriptive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate daily routines and reassemble routine in order.</p> <p>Activity: Illustrate daily routines through pictures in provided boxes, and with a partner cut apart and reassemble routine using single word utterances to indicate correctness of order (i.e. yes, no bad, etc.).</p>	<p>Illustrate and verbalize daily routine.</p> <p>Activity: Illustrate and verbalize daily routine and provide one-word utterances or short phrases to re-tell story to teacher focusing on verbs (i.e. cook, clean, bath, etc.)</p>	<p>Illustrate daily routine and re-tell story in phrases and short sentences.</p> <p>Activity: Illustrate daily routine and re-tell story in phrases and short sentences to partner combining nouns and verbs (i.e. My mama, brother plays, etc.)</p>	<p>Illustrate daily routine and re-tell story by writing words elicited.</p> <p>Activity: Illustrate daily routine and re-tell story by writing words elicited by the teacher's questions (i.e. Who is this? What is she doing? Student writes mom or work.)</p>	<p>Illustrate daily routine and re-tell story by writing words and phrases with invented spelling and guided editing.</p> <p>Activity: Illustrate a process (i.e. brushing teeth, getting ready for bed, playing with a friend). Write words and phrases to describe using invented spelling and guided editing.</p>
ST	CA 4 1.8, 2.1				
FR	II 1c, 2b-c, 3a & d, 4a, c, & f, III 4d, K-4				

3 Write effectively in various forms and types of writing

B Grade K

Note-Taking	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Deliberately Blank (No GLE)				

ST

FR

3 Write effectively in various forms and types of writing					
C Grade K					
<ul style="list-style-type: none"> Plan and tell an idea through pictures and words using factual information, with teacher assistance 					
Expository and Persuasive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate and orally identify parts of an object.</p> <p>Activity: Illustrate and orally identify and the familiar parts of plant found in the classroom after oral review with teacher assistance.</p> <p>Vocabulary: seeds, root, stem, leaf, flower, etc.</p>	<p>Label a picture and describe using one-word utterances and short phrases.</p> <p>Activity: Label a picture of the familiar parts of a plant and describe the plant using one-word utterances and short phrases after classroom after oral review with teacher assistance.</p> <p>Vocabulary: seeds, root, stem, leaf, flower, etc.</p>	<p>Illustrate an object from provided examples and copy descriptive words from a word bank.</p> <p>Activity: Illustrate a favorite type of plant from provided examples and then copy descriptive words to go with the illustration from a word bank with teacher assistance.</p> <p>Vocabulary: bush, tree, flower, vine, grass, etc.</p>	<p>Write about an object using cloze method.</p> <p>Activity: Write 'why' a plant is their favorite with a sentence starter provided by teacher ie; The _____ is my favorite plant because _____, using words from word wall and teacher assistance.</p>	<p>Write a sentence about an object using invented spelling and transitional words.</p> <p>Activity: Write a sentence about a favorite plant using invented spelling and transitional words with teacher assistance.</p>
ST	CA 4 1.8, 2.1				
FR	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4				

3 Write effectively in various forms and types of writing

D Grade K

Summary Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Deliberately Blank (No GLE)				

ST

FR

3 Write effectively in various forms and types of writing

E	Grade K				
Audience and Purpose	Develop an awareness of audience and purpose in composing text, with teacher assistance				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Specify picture of audience for a given dialog.</p> <p>Activity: Match pictures of individuals with familiar, orally presented sentences for that audience. I want a new toy—picture of mother Let’s play baseball—picture of friend I want a hamburger—picture of cafeteria worker</p>	<p>Create dialogue designed for a specific audience.</p> <p>Activity: Orally create dialogue designed for a specific audience when given a picture of individuals in that audience. I want a new toy—picture of mother Let’s play baseball—picture of friend I want a hamburger—picture of cafeteria worker</p>	<p>Use visual representation to differentiate two distinct audiences and needs.</p> <p>Activity: Give two descriptions of an activity for different audiences (Ex: one for a parent and one for a friend) using a T chart to highlight differences as a class activity.</p>	<p>Write letters to different audiences.</p> <p>Activity: Write letters to different audiences (Ex: the president and to a peer) then talk about differences as a class activity.</p>	<p>Specify intended audience.</p> <p>Activity: Read teacher generated sentences and brainstorm about intended audiences as a cooperative group with teacher assistance.</p>
ST	CA 4 1.8, 2.1				
FR	I 6e & I, II 3d, K-4				

Listening and Speaking

1 Develop and apply effective listening skills and strategies					
A	Grade K				
Purpose for listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Choose a familiar book for the teacher to read. Activity: Choose a familiar book for the teacher to read book based on personal interest and act out a role as the book is read.	Choose a book for the teacher to read based on personal interest and enjoyment. Activity: Choose a book for the teacher to read based on personal interest and enjoyment and demonstrate appropriate listening behaviors during the reading	Use audio taped book as model while reading the book. Activity: Choose a book with audio based on personal interest and enjoyment and follow along with the book during the reading.	Use audio taped book as model while reading the book a loud. Activity: Choose a book with audio based on personal interest and enjoyment and follow along with the book reading orally along with recording.	Choose and listen to audio taped books for pleasure. Activity: Choose a book with audio based on personal interest and enjoyment.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A	Grade K				
Purpose for listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Apply good listening skills: set quietly, hands still, eyed on the teacher.</p> <p>Activity: Participate by focusing on leader during instructional time with visual and physical cues. (Note: Student should be placed near the instructor. and verbal feedback should not be expected from student.)</p>	<p>Use good listening and answer yes/no questions.</p> <p>Activity: Exhibit listening by yes/no feedback and nonverbal cues with teacher modeling appropriate cues and illustrating new vocabulary.</p>	<p>Employ listening by responding to simple questions.</p> <p>Activity: Demonstrate comprehension of text read orally by teacher by responding to simple questions and illustrating new vocabulary.</p>	<p>Apply good listening habits and show comprehension by answering “wh” questions.</p> <p>Activity: Using a graphic organizer, answer “wh” questions relating to teacher read text with the class.</p>	<p>Demonstrate effective listening by participating in class discussion of topic with vocabulary support.</p> <p>Activity: Create a pictorial graphic organizer that summarizes story details with a partner.</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies

A	Grade K				
Purpose for listening	Listen <ul style="list-style-type: none"> for simple directions, with teacher assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Interpret simple teacher directions given orally to group. Activity: Participate in “Simon Says” activity with leader providing visual support and using familiar body vocabulary	Respond to single-step directions. Activity: Demonstrate comprehension of teacher-generated directions by carrying out suggested action. (Ex: Close your book, Line up by the door, etc.)	Respond individually to two to three-step directions. Activity: Respond individually to two to three-step directions given by the teacher using classroom vocabulary with teacher assistance. (Ex: Miguel, Get out paper and pencil, write your name at the top of the paper and draw a picture of yourself.)	Respond individually to multi-step directions. Activity: Plan and carry out multi-step directions in game setting where teams challenge one another. Teacher generated multi-step directions can be drawn from pile and read by opposing team or teacher.	Respond individually to multi-step directions. Activity: Plan and carry out multi-step directions in game setting where teams challenge one another. Student generated multi-step directions can be drawn from pile and read by opposing team.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1	Develop and apply effective listening skills and strategies				
B	Grade K				
Listening Behavior	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions), with teacher assistance				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Apply good listening skills; sit quietly, hands still, eyes on teacher, raises hand to participate.</p> <p>Activity: Demonstrate in-group circle or class instructional time by modeling or copying from peers. (Note: Beginners often exhibit distractibility or show inattentiveness due to complete lack of understanding.)</p>	<p>Apply good listening skills; sit quietly, hands still, eyes on teacher, raises hand to participate.</p> <p>Activity: Demonstrate in-group circle or class instructional time by modeling or copying from peers.</p>	<p>Apply good listening skills; sit quietly, hands still, eyes on teacher, raises hand to participate.</p> <p>Activity: Demonstrate listening skills expected for class activities when asked. (Ex: respond to teacher question “How do we act during story time?”)</p>	<p>Apply good listening skills; sit quietly, hands still, eyes on teacher, raises hand to participate.</p> <p>Activity: Demonstrate listening skills during class activities with teacher assistance.</p>	<p>Apply good listening skills; sit quietly, hands still, eyes on teacher, raises hand to participate.</p> <p>Activity: Demonstrate listening skills during class activities with teacher prompting when behavior is not appropriate.</p>
ST	CA 5, 6 1.5				
FR	I 2h, IV 1d, K-4				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade K				
Discussion and Presentation	When sharing ideas or experiences <ul style="list-style-type: none"> • speak audibly 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Speak audibly in native language.</p> <p>Activity: Say ideas in audible verbal exchange in first language without teacher correction.</p> <p>(Note: Basic Beginners may not produce any English utterances.)</p>	<p>Speak in audible phrases by mimicking.</p> <p>Activity: Recall and say student or teacher phrasing audibly with comprehensible pronunciation and stress.</p>	<p>Speak in audible phrases in own words.</p> <p>Activity: Tell in own words appropriate verbal responses (phrases or short sentences) that are audible and comprehensible.</p>	<p>Describe a visual prompt audibly.</p> <p>Activity: Draw a picture and orally share the information with classmates audibly and compressibly with teacher assistance.</p>	<p>Speak in audible sentences to convey meaning.</p> <p>Activity: Produce complete sentences that are audible and comprehensible to convey meaning with minimal teacher correction in response to a teacher prompt.</p> <p>(Ex: Tell me about your home country.)</p>
ST	CA 1,6 2.1, 2.3				
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4				

2 Develop and apply effective listening skills and strategies					
A	Grade K				
Discussion and Presentation	When sharing ideas or experiences <ul style="list-style-type: none"> use age-appropriate vocabulary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use gestures to respond. Activity: Respond to questions through pantomime or hand signals. (Note: Basic Beginners may not produce any English utterances.)	Speak in phrases by mimicking. Activity: Mimic student or teacher phrasing with comprehensible pronunciation and stress using age-appropriate vocabulary.	Construct endings to teacher generated sentence openers. Activity: Complete sentences using pre-taught vocabulary when given teacher generated sentence starters.	Describe a visual prompt orally. Activity: Draw a picture and orally share the information with classmates using appropriate vocabulary after review with teacher.	Say complete sentences. Activity: Produce complete sentences that are audible and comprehensible to convey meaning with teacher vocabulary assistance in response to a teacher prompt. (Ex: Tell me about your home country.)
ST	CA 1,6 2.1, 2.3				
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4				

2 Develop and apply effective listening skills and strategies

B Grade K

Give simple oral directions with teacher assistance

	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Giving Directions	<p>Say one-word commands.</p> <p>Activity: Say one-word commands using pre-taught verbs with teacher assistance (Ex: Sit)</p> <p>Vocabulary: Go, Stop, Sit, Stand, Jump, Walk, Run, Open, Close etc. (Note: Basic Beginners may not produce any English utterances.)</p>	<p>Say two- or three-word commands.</p> <p>Activity: Say two- or three-word commands using pre-taught directional vocabulary with teacher assistance (Ex: Sit down)</p> <p>Vocabulary: Here, There, Up, Down, Left, Right, On, Off, etc.</p>	<p>Say simple commands to lead an activity.</p> <p>Activity: Say simple sentence commands with teacher assistance to lead a “Simon Says” activity. (Ex: Sit in your chair.)</p>	<p>Say multi-step directions.</p> <p>Activity: Say multi-step directions for a simple task with teacher assistance (Ex: Explain how to get from the classroom to the cafeteria.)</p>	<p>Use verbal directions to direct completion of another’s work.</p> <p>Activity: Draw a picture, then give other students directions to recreate the picture without seeing it with teacher assistance</p>

ST CA 1,6 2.1, 2.3

FR I 6e, K-4

Reading

1 Develop and apply skills and strategies to the reading process					
Grade 1					
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate ability to handle a book properly. Activity: Handle text properly (right side up; opening cover; turning pages) with visual and oral teacher support. Vocabulary: Title, Page, cover, front, back top, bottom, left, right, beginning, middle, end Cultural Note: Some cultures organize from back to front, right to left, and bottom to top.	Employ ability to handle a book properly. Activity: Hold text properly (right side up; opening cover; turning pages) with only oral teacher support. Vocabulary: All previous vocabulary and table of contents, index, glossary, page numbers, ordinal numbers.	Show the ability to handle a book properly. Activity: Handle text properly (Right side up; opening cover; turning pages) with minimal teacher support. Vocabulary: All previous vocabulary and more number practice.		
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
A	Grade 1				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> print tells story 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify names in print. Activity: Recognize students own name and their classmates' names in written print with teacher modeling and assistance. Vocabulary: Name, print, story, classmates, book	Label and match objects with words. Activity: Connect print with objects in classroom in a small group with teacher assistance.	Demonstrate basic concepts that print tells a story. Activity: Use leveled text to connect print to story with a partner and teacher guidance.	Apply basic concepts of print that print tells a story. Activity: Use a leveled text to connect print to story in a small group or with a partner.	Employ basic concepts of print that print tells a story. Activity: Use grade-level text to connect print to story in small group with minimal teacher assistance.
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade K				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> word by word matching 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate words in a simple leveled text. Activity: Observe teacher reading from a big book while pointing to each word with teacher modeling and assistance. Vocabulary: Word, match, point	Identify words in a simple leveled text. Activity: Follow along pointing to each word in student book while teacher reads, then points out words from big book as a whole group.	Locate words in a leveled text. Activity: Point to and repeat each word in student book as the teacher reads aloud from the big book in a small group.	Identify known words in leveled text. Activity: Recognize and point to known words in a student book with a partner.	Show recognition of words in a grade-level text. Activity: Identify known words in student book, asking for teacher or peer support if needed.
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A		Grade 1			
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • upper- and lower- case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Match pairs of lower-case and upper-case letters. Activity: Observe teacher pairing of lower-case and upper-case letters during teacher modeling. (“This is an “R” and this is an “r”). Locate and sort upper-case and lower-case letters with teacher assistance. Vocabulary: Big (capital), small, letter. Use only those letters to which this applies. Using the other letters, introduce upper and lower case.	Classify pairs of lower-case and upper-case letters. Activity: Recognize visually and sort upper-case and lower-case letters using letter tiles. (Each letter has a small and a large symbol to represent it) during class practice with a partner. Vocabulary: Continue vocabulary development, add above, below, line, match	Demonstrate basic concepts of print matching lower-case and upper-case letters in print. Activity: Complete an alphabet graphic organizer by printing and matching upper-case and lower-case letter in appropriate areas in a small group. Vocabulary: Match, pair, put together, same letter	Apply basic concepts of print by matching lower-case and upper-case letters to picture prompts. Activity: Using illustrations, place the appropriate initial lower-case and upper-case letters by each picture in a small group.	Employ basic concepts of print by matching lower-case and upper-case letters to Illustrations. Activity: Draw simple pictures and place the appropriate initial lower-case and upper-case letters by each illustration with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
A	Grade 1				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> first and last letters in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify first and last letter position.</p> <p>Activity: Follow teacher model of pointing to the first and last letter in a word while repeating the key vocabulary.</p> <p>Vocabulary: Point to the first and last letter in a word, first, last, letter, word, find</p>	<p>Locate first and last letter position in a text.</p> <p>Activity: Select words from a worksheet, board or list to locate the first and last letters with a partner.</p> <p>Sentence structure: ("The first letter is and "The last letter is....")</p>	<p>Identify first and last letter position in a text.</p> <p>Activity: Recognize words from a teacher provided list that share the same first and/or last letter in a small group.</p> <p>Stem: This word begins/ends with the letter...These words are the same/different because...</p>	<p>Demonstrate concepts of print locating and recognizing the first and last letters.</p> <p>Activity: Make simple three letter words using letter titles. Locate and recognize the first and last letter in each word with a partner.</p>	<p>Apply concepts of print locating and recognizing the first and last letters in a grade-level text.</p> <p>Activity: Using a grade-level text, students recognize and state the first and last letters in an isolated word as a whole group activity with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
A	Grade 1				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify spaces between words in an enlarged text.	Identify spaces between words in an enlarged text independently.	Create a very simple short story using correct spacing between words.	Construct a short story using correct spacing between words.	Illustrate and construct a short story using correct spacing between words.
	<p>Activity: Follow a teacher model in identifying words in context and the spaces that occur between the words in a big book.</p> <p>Vocabulary: Word, space, point, between</p>	<p>Activity: Locate words and spaces between the words. Copy words using appropriate spacing between each word with a partner.</p> <p>Vocabulary: All previous and before, after.</p>	<p>Activity: Write a very simple short story with a picture prompt using correct spacing between words in a small group.</p>	<p>Activity: Write a simple short story, to match picture prompt, using text with correct spacing between words with a partner.</p>	<p>Activity: Draw a picture and write a simple story using text with correct spacing between words with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
A					
Grade 1					
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify letters and word order in a simple leveled text. Activity: Match letters on cards to simple three letter words written on the board with teacher modeling and assistance. Vocabulary: Letter, word, order (Note: Students may come from other literacy backgrounds which do not read left to right.)	Demonstrate comprehension of left to right tracking letter to word order. Activity: Point to words in a simple leveled student text as the teacher reads from a corresponding big book with a partner. Vocabulary: first, last, middle, word, start, end	Show comprehension of letter order to make words. Activity: Sort scrambled three letter words into the appropriate order creating a word to match known vocabulary words in with a partner. (Example; t-c-a → c-a-t) Use letter tiles to arrange 3-5 letter words of previously taught vocabulary, trade tiles with a partner and arrange tiles to produce words.	Sort scrambled three letter words into appropriate order. Activity: Arrange scrambled three letter words into the appropriate order to create a word to match a known vocabulary word in a small group. (Example: g, d, o → d-o-g)	Apply letter tiles to create 3-5 letter words of previously taught vocabulary. Activity: Use letter tiles to create 3-5 letter words of previously taught vocabulary, trade tiles with a partner and arrange tiles to produce words in correct order with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
A	Grade 1				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> punctuation has meaning 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify common ending punctuation marks (period and question mark).	Locate common ending punctuations in a leveled text.	Use proper ending punctuation in simple sentences.	State the proper ending punctuation using simple sentences.	Compose simple sentences in proper word order to parallel ending punctuation.
	<p>Activity: Point to teacher modeled sentences with proper question/statement punctuation with teacher assistance.</p> <p>Vocabulary: period, question mark, punctuation, sentence, end, question, telling sentence</p>	<p>Activity: Circle appropriate ending punctuations in a simple leveled text as directed by the teacher with a partner.</p> <p>Vocabulary: period, question mark, exclamation mark, punctuation, sentence, question, telling sentence, end</p>	<p>Activity: Sort sentence strips into two categories; declarative (statement) and interrogative (question) in a small group.</p> <p>Grammatical concept: end punctuation is the marker of a complete thought</p>	<p>Activity: Tell whether a sentence should end in a period, question mark, or exclamation mark with in a small group with minimal teacher support.</p>	<p>Activity: Order word cards to make a sentence and/or question, I.e: This is a dog – Is this a dog? With minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
B		Grade K			
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> produce rhyming words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	State rhyming words given by the teacher.	Identify rhyming words to match a word given by the teacher.	Locate word families with a given prompt of known vocabulary words.	Illustrate and label with two or three various word families.	Compose a poem using appropriate rhyming words.
	<p>Activity: Repeat teacher modeling pronunciation of words with the same initial sound. When possible, connect all words with a visual or real object with teacher assistance.</p> <p>Vocabulary: Rhyming words, sound, first, last</p>	<p>Activity: Recognize a rhyming word to match a word given by teacher in class discussion one phoneme group (i.e. work only with one pattern group at a time, for example: “at” or “ill”, etc. with a partner.</p>	<p>Activity: Separate and gather picture word cards of previously introduced vocabulary containing a specific word family (i.e. pull out all the picture/word cards from the “at” family; cat, hat, bat etc) in a small group.</p> <p>Vocabulary: first, last, middle, sound, word, blend</p>	<p>Activity: Draw a picture and label illustrations with correct rhyming word families with a partner.</p>	<p>Activity: Write a simple poem with a picture prompt using appropriate rhyming words with minimal teacher guidance.</p>
ST	CA2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B Grade 1					
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> separate and say sounds in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the beginning and ending sounds in words. Activity: Given colored cards to represent beginning and ending placement of the target phoneme, students raise cards to indicate placement of the sound in the spoken word with teacher modeling and assistance. Vocabulary: Beginning, ending, words	Demonstrate comprehension of the beginning, middle, and ending sounds in a word. Activity: Given colored cards to represent beginning, middle, and ending placement of the target phoneme, students raise cards to indicate placement of the sound in the spoken word with a partner. Vocabulary: Middle	Identify separate sounds in a word from a list of short and long vowel words. Activity: Produce the individual sounds in a word from a list of previously introduced sight words with short and long vowels during a class activity.	Apply ability to hear and say phonemes to decode words in a leveled text. Activity: Generate the individual sounds in a word from a list of sight words and/or orally presented familiar words with a partner.	Apply ability to hear and say phonemes to decode words in a grade-level text. Activity: State the phonemes to decode words in a grade-level text in a small group with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
B Grade 1					
Phonemic awareness	Demonstrate ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	State phonemes to blend sounds to from words. Activity: Recite along with the teacher and class the correct phoneme when shown a letter with teacher modeling and assistance. Vocabulary: Say, phonemes, sounds, words	Name correct phoneme when shown a letter. Activity: Pronounce within a small group setting each separate phoneme in a two- or three- phoneme word and then blend them together to pronounce a word.	Apply blends found in familiar words in leveled text. Activity: Pronounce each separate phoneme in a two-or three- phoneme word. Blend them together to pronounce a word in a small group.	Apply blends found in unfamiliar words in a leveled text. Activity: Pronounce unfamiliar one syllable words in a leveled text with more than three phonemes in a small group.	Analyze blends found in unfamiliar words in a grade-level text. Activity: Blend phonemes to decode an unfamiliar word in a grade-level text with limited teacher support.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
B Grade 1					
Phonemic awareness	Demonstrate ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	State and repeat new words from a word family with different initial phonemes. Activity: Repeat word as teacher replaces beginning and ending sounds to form new words in a group with teacher modeling. Vocabulary: word family, beginning, ending, sound replace, repeat	Recite new words from a word family with different initial phonemes and ending phonemes. Activity: Repeat word as teacher or peer replaces beginning or ending sounds to form new words in a small group.	Construct new words by replacing initial phonemes with words from one-syllable word families. Activity: Collect several objects with the same ending but different beginning phonemes (cat, rat, bat, and mat). Teacher will write the ending of the words on the board. Students write the initial phoneme. Reverse process for final phoneme.	Invent new words (including nonsense words) by replacing beginning and ending sounds of a given word. Activity: Create a new word given a word family by substituting a series of consonants as the initial or ending letter in a teacher led small group. (Words created should have meaning for the students.)	Construct new words (including nonsense words) given a word family by replacing a series of consonants as the initial/ending letter. Activity: Create a new, meaningful word given a word family by substituting a series of consonants as the initial/ending letter in teacher led group with minimal instructor guidance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
C					
Grade 1					
<ul style="list-style-type: none"> Develop and apply decoding strategies to “problem-solve” regularly spelled one- or two-syllable words when reading 					
Phonics	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate a word from a written list by recognizing the letter that represents the initial sound.</p> <p>Activity: Given the words cat, dog and hat, point to or gesture to the word “dog” based on the fact that the letter “d” represents the /d/ phoneme with picture support and teacher modeling.</p> <p>Vocabulary: dependent upon strategy to be taught.</p>	<p>Identify a letter that goes with a spoken sound.</p> <p>Activity: Write a letter that goes with an instructor’s spoken sound with a partner.</p> <p>Vocabulary: word families, beginning sounds</p>	<p>State and use sound symbol associations to create new words.</p> <p>Activity: Construct new words by applying decoding strategies to familiar one-or-two syllable words. Apply the same strategy to a new word found in isolation in a small group.</p>	<p>Demonstrate the use of word families to problem solve unknown words.</p> <p>Activity: Make new words (using word tiles or alphabet bean bags) applying decoding strategies to familiar and unfamiliar one-or-two syllable words to demonstrate comprehension with a partner.</p>	<p>Apply decoding skills to read a grade-level text.</p> <p>Activity: Use decoding skills to read a grade-level text and derive sufficient meaning of story to answer questions orally with minimal teacher guidance.</p>
	TESOL Stds.				
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
D	Grade 1				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> by developing automaticity of an increasing core of high-frequency words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State sight words as a whole class while words are identified by pointing them.</p> <p>Activity: Say sight words as a cooperative group activity as they are pointed to by the teacher with instructors modeling and assistance.</p> <p>Vocabulary: Say, high-frequency words</p>	<p>Locate and state high-frequency words.</p> <p>Activity: Read high-frequency words from a word wall with a partner and teacher assistance.</p>	<p>Recite high-frequency words in a leveled text.</p> <p>Activity: Read a high-frequency worded leveled text in a small group.</p>	<p>Demonstrate automaticity in a leveled text with many high frequency words.</p> <p>Activity: Memorize a leveled text composed of high-frequency words to increase reading speed with a partner.</p>	<p>Apply automaticity in a grade-level text containing many high frequency words.</p> <p>Activity: Read with automaticity a grade-level text containing many high-frequency words, independently and/or with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
D	Grade 1				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> with appropriate phrasing and expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Restate a simple leveled text. Activity: Repeat the refrain or response to a simple predictable leveled text using appropriate phrasing while reading as a whole class with teacher modeling and assistance. Vocabulary: Repeat, say, read	Say and read short phrases or sentences in a simple leveled text. Activity: Repeat after the teacher short phrases or sentences from a patterned leveled text with picture support that define vocabulary in a small group.	Recite a familiar simple leveled text using appropriate phrasing and some expression. Activity: Read aloud sections of a familiar, leveled text with appropriate phrasing and some expression with a partner and teacher guidance.	Demonstrate appropriate phrasing and expression while reading a leveled text. Activity: Read with some emotion a practiced, dramatic dialogue from a simple play in a small group.	Apply appropriate phrasing and expression reading a grade-level text. Activity: Read aloud a familiar, grade-level story using appropriate phrasing and expression with minimal teacher assistance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
E	Grade 1				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • base words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate base words in a simple leveled text.</p> <p>Activity: Highlight the base word from a short list of words in a simple leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Highlight, base words</p>	<p>Identify familiar base words in a teacher-generated text.</p> <p>Activity: Students complete a worksheet with base words and affixes with corresponding pictures with a partner and teacher guidance.</p> <p>Vocabulary: Affixes, picture</p>	<p>Construct antonyms by adding prefixes and suffixes to leveled text.</p> <p>Activity: Students complete various worksheets to include various base words with prefixes and suffixes with fewer pictures for support in a small group.</p> <p>Examples: Slower, slowest tie, untie, retie.</p>	<p>Create new words from a list of familiar base words using affixes from leveled text.</p> <p>Activity: Make simple new words from a list of known base words and affixes with a partner.</p> <p>Examples: Slower, slowest high, higher, highest.</p>	<p>Analyze meaning of unfamiliar words in a grade-level text, using prior knowledge of base and affix words.</p> <p>Activity: Arrange base word flash cards combining new words using prefixes and suffixes checking their word for meaning in a dictionary with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
E Grade 1					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • classroom resources 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify classroom resources to develop new vocabulary.</p> <p>Activity: Locate classroom resources when teacher or classmates name them with teacher modeling and assistance.</p> <p>Vocabulary: Classroom resources</p>	<p>Label classroom resources (word wall, dictionaries, thesaurus, etc).</p> <p>Activity: Arrange a teacher-generated scavenger hunt for students recognize and locate appropriate classroom resources with a partner.</p>	<p>List new vocabulary using a picture dictionary.</p> <p>Activity: Provide a picture dictionary to locate new vocabulary. Say the word aloud and copy the word onto paper in a small group.</p>	<p>Select appropriate classroom resources to find the meaning of unknown vocabulary.</p> <p>Activity: Locate the names of unfamiliar objects using classroom resources with a partner.</p> <p>Example: Use a map to find a certain continent.</p>	<p>Demonstrate the use of classroom resources to gather information.</p> <p>Activity: Locate the names of objects in a picture dictionary with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
F Grade 1					
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a picture reflecting knowledge of the topic.</p> <p>Activity: Draw a picture using prior knowledge with teacher modeling and assistance.</p> <p>Vocabulary: already, know, picture, draw</p>	<p>Compare/contrast related visuals to prior knowledge.</p> <p>Activity: Find pictures that are related to a topic and share why they are related with a partner.</p> <p>Vocabulary: Find, share, tell, compare/contrast</p>	<p>Apply previous experiences or familiar information to a leveled text.</p> <p>Activity: Complete a K/W/L chart with words and picture support as a whole class with teacher guidance.</p> <p>Vocabulary: chart, would like to know (compare simple requests/polite requests)</p>	<p>Apply previous experiences or Unfamiliar information to a leveled text.</p> <p>Activity: Complete a K/W/L chart using simple words with a partner and teacher support.</p>	<p>Apply previous experiences or information to grade-level text.</p> <p>Activity: Share previous experiences related to a grade-level text in a small group with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
F Grade 1					
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify pictures, graphs, maps or charts before listening to a simple leveled text.</p> <p>Activity: Locate by pointing or gesturing previewed materials (pictures, graphs, maps or charts) before instructor reads a simple leveled text with teacher modeling and assistance.</p> <p>Vocabulary: picture, graph, chart, picture walk, preview</p>	<p>Restate vocabulary during teacher directed picture walk in a simple leveled text.</p> <p>Activity: Listen to comments during a picture walk and repeat key vocabulary with teacher modeling in a small group.</p> <p>Vocabulary: Listen, repeat, say</p>	<p>Describe activities of the illustrations prior to reading a simple leveled text.</p> <p>Activity: Contribute comments about illustrations in a simple leveled text during a picture walk in a small group</p> <p>Vocabulary: Illustrations, describe</p>	<p>Review the pictures and skim the headings in a leveled text.</p> <p>Activity: Make oral predictions using illustrations and headings from a leveled text with a partner.</p> <p>Vocabulary: Headings</p>	<p>Create a simple graphic organizer using words and pictures in a grade-level text.</p> <p>Activity: Preview the pictures, title and headings in a grade-level text and share a possible story line. Discuss what vocabulary will be used to construct a graphic organizer in a small group and/or partner with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
F Grade 1					
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> predict with evidence 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify predictions of a simple leveled text.	Illustrate predictions about a simple leveled text.	State a prediction of a topic from a simple leveled text.	Debate predictions using pictures, titles and headings to support the choice in a leveled text.	Select a prediction in an unfamiliar grade-level text.
	Activity: Match appropriate picture cards with two or three predictions in a simple leveled text with teacher modeling and assistance.	Activity: Draw pictures of possible predictions in a simple leveled text and share with a partner,	Activity: Ask and respond to <i>wh</i> -questions in simple sentences generated from pictures, questions, previous experiences, charts, or headings in a small group.	Activity: Voice predictions of a leveled text using picture support with a partner.	Activity: Make a prediction using an unfamiliar grade-level text with pictures, titles, headings and other text feature support with minimal teacher guidance.
	Vocabulary: predict, who, what, when , where, why, guess, next, after that	Vocabulary: Draw, pictures, tell			
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
F	Grade 1				
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • set a purpose for reading, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sort text by observing teacher categorizing simple leveled text.	Categorize leveled books into fiction/nonfiction collections.	Create a graphic organizer to determine a purpose for reading with a leveled text.	Construct a graphic organizer to set a purpose for reading with an unfamiliar leveled text.	Categorize grade-level text according to their purpose for reading
	Activity: Classify books according to their purpose for reading listening to teacher explanation of choices with instructor modeling.	Activity: Analyze and sort simple leveled text into fiction/nonfiction stacks with a partner.	Activity: Complete a KWL chart with a focus on what students want to know from a leveled text in a small group.	Activity: Complete a KWL chart with a focus on what students want to know from an unfamiliar leveled text with a partner.	Activity: Sort and explain categories of grade-level text to a small group with minimal teacher guidance.
	Teacher Models Irregular Verbs: “I choose...”, “I chose...”; “I make...”, I made...”, I do..., I did...”				Grammar: Cause and effect (I made this pile because) (I did it this way because)
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
G Grade 1					
During Reading	During reading, develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate listening skills to a “think aloud” discussion from the instructor in a simple leveled text.</p> <p>Activity: Listen and participate in a teacher “think aloud” discussion with a simple leveled text with instructor assistance.</p> <p>Vocabulary: Listen</p>	<p>State a question about a simple leveled text.</p> <p>Activity: Formulate a question during a “think aloud” discussion in a small group.</p>	<p>Create and state questions and answers about a simplified leveled text.</p> <p>Activity: Teacher records and posts student questions and answers. As students read and gain information, they correct their answers as needed in a small group.</p>	<p>Construct a role-play “think aloud” to include self-questioning during reading a leveled text.</p> <p>Activity: Role-play a “think aloud” that includes self-questioning during reading a leveled text in a small group.</p>	<p>Compose and compare self-questions about a grade-level text.</p> <p>Activity: Record questions (using sticky notes or a highlighter) to monitor comprehension while reading a grade-level text with a partner and minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
G Grade 1					
During Reading	During reading, develop and utilize, with assistance, strategies to				
	<ul style="list-style-type: none"> infer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Infer the feelings of a character in a simplified leveled text.	State and infer the feelings of a character in a simple leveled text.	Select the inference of the reason for a character's feelings in a leveled text.	Infer character motivation in a leveled text.	Infer the motivation of a character in a grade-level text.
	<p>Activity: Select the mood of a character in a familiar leveled story with pictorial support by choosing a certain illustrated face (☺☹☺) with teacher modeling and assistance.</p> <p>Vocabulary: Happy, angry, fearful, infer, select, choose</p>	<p>Activity: Conduct a "think aloud" discussion sharing possible inferences of character feelings in a small group using previously-learned vocabulary.</p>	<p>Activity: Choose an appropriate response from a short list of reasons for the character's feelings with a partner.</p>	<p>Activity: With a partner, read a short selection from a leveled text and determine what motivation for the character's behavior.</p>	<p>Activity: Read a short selection from a grade-level text and state the motivation for the character's behavior with a partner with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
G		Grade 1			
During Reading	During reading, develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> • predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select word cards to match appropriate pictures in a simple leveled text. Activity: Match word cards with appropriate pictures in a simple leveled text with teacher modeling and assistance. Vocabulary: Predict, meaning, match, picture, choose	Locate visual clues in a picture-rich leveled text to predict an unknown. Activity: Use a pictorial leveled text to locate visual clues to predict an unknown with a partner.	Illustrate and write the meaning clues in a leveled text to predict unknown words. Activity: Draw and write simple sentences to form a prediction based on the meaning, structure and visual clues of a familiar leveled text in a small group.	Interpret visual, meaning, and structural clues in a leveled text to predict and check unknown words. Activity: Complete a “cloze” activity about an unfamiliar predictable leveled text with a partner.	Apply visual, meaning and structural clues in a grade-level text to predict and check unknown words. Activity: Complete a “cloze” activity about an unfamiliar predictable leveled text independently and/or with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 1				
Post-Reading	Develop and apply post-reading skills to respond to text <ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate listening skills while teacher asks clarifying questions about a simple leveled text. Activity: Listen to other students or teacher asking clarifying questions about a visually supported, leveled text with teacher assistance. Structure: Yes/No Questions	State and answer yes/no questions based on a simple leveled text. Activity: Students ask and answer simple yes/no questions based on a visually supported leveled text in a small group with teacher guidance.	Recall details from a leveled text. Activity: Respond to clarifying questions with single words and/or short phrases generated by the class about a leveled text with a partner.	Recite clarifying questions of a leveled text. Activity: Ask simple yes/no clarifying questions about a leveled text with a partner or in a small group.	State “WH” questions to clarify main idea and details of a grade-level text. Activity: Ask and respond to “WH” questions to clarify main idea and details of a story to share in a small group with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 1				
Post-Reading	Develop and apply post-reading skills to respond to text <ul style="list-style-type: none"> retell 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate to picture to retell a story from a simple leveled text. Activity: Observe and listen to the teacher retelling a simple familiar leveled text. Draw a picture that retells the story with teacher modeling and assistance. Vocabulary: Draw, retell, listen	Demonstrate knowledge of story sequence in a leveled text. Activity: Remove one drawing from a pictorial story and have student draw the missing event with a partner.	State knowledge of a story from a leveled text. Activity: Share knowledge of a story using simple sentences and pictures in a small group.	Restate text using complete sentences from a leveled text. Activity: Tell knowledge of a story using simple complete sentences and picture support with a partner.	Recall a story in a grade-level text using complete sentences. Activity: Share information in a story from a grade-level text using complete sentences with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H		Grade 1			
Post-Reading	Develop and apply post-reading skills to respond to text				
	<ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Evaluate a story by choosing (☺☹☹) in a simple leveled text.	State what you liked or did not like about a story in a leveled text.	List three reasons why you liked or disliked a story in a leveled text.	Compose reflective questions from a leveled text and interview classmates for responses.	Compose reflective questions from a grade-level text and interview classmates for their responses.
	<p>Activity: Draw a picture of his/her favorite part of story in a simple leveled text with teacher modeling and assistance.</p> <p>Vocabulary: favorite, I like/liked, draw</p>	<p>Activity: Respond in simple words and phrases to teacher's questions that require reflection about a leveled text with a partner.</p> <p>Sentence stems: (Do you think ...?/I think...) (Did you like...?/I liked...) (Would you have ...?/I would have...)</p>	<p>Activity: Complete teacher-made conversation matrix with three reflective questions requiring the answers of two classmates. Generate a chart of class response with a partner and teacher guidance.</p>	<p>Activity: In a small group, evaluate and tabulate responses to generate a class matrix.</p>	<p>Activity: Evaluate and tabulate responses to generate a class matrix with minimal teacher assistance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 1				
Post-Reading	Develop and apply post-reading skills to respond to text				
	<ul style="list-style-type: none"> analyze 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify an appropriate sequence from simplified leveled text read by teacher.</p> <p>Activity: Choose from a group of pictures the “one” illustration that does not belong with the text after listening to a visually supported, leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Analyze, picture, choose, listen</p>	<p>Sort pictures that relate to a simplified leveled text read by teacher.</p> <p>Activity: Choose from a group of pictures those that could have been chosen to illustrate the story with a partner.</p>	<p>Compare and contrast two main characters by using a graphic organizer from a leveled text.</p> <p>Activity: Complete a Venn diagram as a whole group when provided with strips of character traits (adjectives) related to the characters as a whole class activity.</p> <p>Vocabulary: Compare, contrast, descriptive words, text vocabulary</p>	<p>Compare and contrast two main characters on a graphic organizer from a unfamiliar leveled text.</p> <p>Activity: Complete a Venn diagram when provided with strips of character traits (adjectives) related to the characters in an unfamiliar leveled text in a small group.</p> <p>Vocabulary: Compare, contrast, descriptive words, text vocabulary</p>	<p>Illustrate and write simple sentences to indicate the main idea of a story with supporting details in a grade level text.</p> <p>Activity: Draw a picture with simple sentences to identify supporting details that aid the main idea of a grade-level text with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 1				
Post-Reading	Develop and apply post-reading skills to respond to text				
	<ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select appropriate picture ending to a story of a simple leveled text.	Locate appropriate picture ending to a story of a leveled text.	Illustrate and describe the ending of an open-ended leveled text.	State a simple conclusion of a leveled text.	Compose an appropriate grade-level story ending.
	<p>Activity: Complete an open-ended, picture story by choosing the more appropriate of two suggested picture endings as part of a whole class activity with teacher modeling and assistance.</p> <p>Vocabulary: Draw conclusions, picture</p>	<p>Activity: Complete open-ended stories by choosing the more appropriate of two suggested picture endings as part of a small group.</p>	<p>Activity: Draw and describe the ending of a leveled open-ended story with a partner.</p>	<p>Activity: Share a simple conclusion based on teacher-given related statements of a leveled text in a small group.</p>	<p>Activity: Complete an open ended story by creating an appropriate ending then share the story with the class with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
I Grade 1					
Making Connections	Identify connections between <ul style="list-style-type: none"> text ideas—similarities and differences in various fiction and non-fiction works 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Categorize real and fantastical objects from a simple leveled text. Activity: Sort pictures of real and fantastical objects into fiction and non-fiction categories with teacher modeling and assistance. Vocabulary: Similarities, differences, fiction, non-fiction, sort, picture	Sort real and fantastical objects from a leveled text. Activity: Classify previously experienced texts into fiction and non-fiction categories as a whole group.	Categorize and evaluate fiction and non-fiction from a leveled text. Activity: Order previously experienced texts into fiction and non-fiction categories. Explain choices in a small group.	Categorize and evaluate fiction and non-fiction from a leveled text. Activity: Sort previously-read texts into fiction and non-fiction categories in a small group. Record characteristic on a Venn diagram.	Categorize and evaluate fiction and non-fiction works in a grade-level text. Activity: Determine whether a grade-level text is fiction or nonfiction and explain “why” to the whole group with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
I	Grade 1				
Making Connections	Identify connections between <ul style="list-style-type: none"> text ideas and own experiences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use a simple familiar leveled text to relate to personal experiences.</p> <p>Activity: Read a visually supported, leveled text about a personal, universal experience and draw a picture about how the text is related to student's life with teacher modeling and assistance.</p> <p>Vocabulary: Text ideas, own experiences, picture, draw</p>	<p>Illustrate personal experiences after reading a simple familiar leveled text</p> <p>Activity: Create a picture showing how the text is related to his/her life and label the picture after having listened to a visually-supported level text with a partner.</p>	<p>Design a picture to make connections between leveled text ideas and self, and then discuss.</p> <p>Activity: Sketch a picture relating text-to-self connections and describing it using short phrases with a partner.</p>	<p>Create a Venn diagram to describe text-to-self connections using simple sentences with a leveled text.</p> <p>Activity: Complete a Venn diagram comparing personal experiences and a story character in a leveled text in a small group.</p>	<p>Describe text-to-self connections and analyze similarities and differences in a grade-level text.</p> <p>Activity: Choose a character from a leveled text and explain the similarities and differences of the character to him/her self with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A					
Grade 1					
Locate and apply information in title, pictures and names of author and illustrator					
Text Features	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate by pointing to the title, author, illustrator and pictures in a simple familiar leveled text.</p> <p>Activity: Show the title, author, illustrator and illustrations in a familiar leveled text by pointing with teacher modeling and assistance.</p> <p>Vocabulary: Point to, show, title, pictures, author, illustrator</p>	<p>Label title, author, illustrator and pictures of a familiar leveled text.</p> <p>Activity: Place labels in appropriate areas to identify the title, author, illustrator and pictures in a familiar leveled text with a partner.</p>	<p>State the title, author, illustrator and illustrations in an unfamiliar leveled text.</p> <p>Activity: Name the title, author, illustrator and illustrations from an unfamiliar text in a small group.</p>	<p>Construct a self-made book cover to include a title, author, illustrator, pictures.</p> <p>Activity: Create a book cover with a title, author, illustrator, illustrations, front and back cover with a partner using a previously-read, leveled text.</p>	<p>Design and publish a self-make book to include a title, author, illustrator, and pictures.</p> <p>Activity: Develop and publish a book with a title, author, illustrator, pictures, front and back cover and publish text for the class to view with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
B	Grade 1				
	Respond to rhythm, rhyme and alliteration in poetry and prose				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Literary Devices	<p>Demonstrate listening skill to identify a rhythm in a song or poem.</p> <p>Activity: Recognize the rhythm of a Jazz Chant, song or poem by clapping to the rhythm with support of whole class.</p> <p>Vocabulary: Rhythm, clap, song, poem</p>	<p>Identify rhyming words and alliteration in a familiar song, poem or chant with support.</p> <p>Activity: Participate in a Jazz Chant containing alliteration with the whole class. Teacher models rhythm by marking it on the text of the chant as students clap it. Together, they identify rhyming words and alliteration.</p> <p>Vocabulary: rhyme and alliteration.</p>	<p>Illustrate and write a simple poem or song using rhythm, rhyme and alliteration.</p> <p>Activity: Draw a picture using simple rhyming words and alliterations with a partner.</p>	<p>Compose a class poem, song or chant, using rhythm, rhyme, and alliteration.</p> <p>Activity: Develop a class poem, song or chant, using rhythm, rhyme, and alliteration as teacher lead whole class activity.</p>	<p>Construct a grade-level poem using rhythm, rhyme and alliteration.</p> <p>Activity: Write a poem using rhythm, rhyme, and alliteration within a small group with minimal teacher guidance.</p>
	TESOL Stds.				
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 1					
Literary Devices	Use details from text to identify <ul style="list-style-type: none"> characters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Create a picture of a character from a familiar level text.	Label characteristics of a character from a familiar leveled text.	Label characteristics of a character from an unfamiliar leveled text.	Illustrate and describe a character from an unfamiliar leveled text.	Illustrate and describe a character in writing from a grade-level text.
	Activity: Using a familiar, picture supported, leveled text; each student draws a picture of a character. Teacher models grouping different pictures of the same character together based on visual characteristics of the character.	Activity: Using their drawing of the character, students work in pairs to label the character's characteristics using word bank. (Example, a long nose.) with a partner.	Activity: Using their drawings of the character, students work in pairs to label the character's characteristics. (For example, a long nose.) Students refine their drawings with information from unfamiliar leveled text by making the character angry, and so forth, according to the text.	Activity: In pairs, students write a short description of their drawings using the characteristics that they have labeled in previous drawings. They highlight details from the text that contributed to their descriptions. They share their descriptions with the class without naming the character. The class guesses who the character is from the description.	Activity: Using a grade-level text, students make a word bank for describing a character based on details from the story. Each student passes the bank to a classmate who uses the words to describe the character. Descriptions are posted for students to read with minimal teacher assistance.
	Vocabulary: Characters				
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 1					
Literary Devices	Use details from text to identify <ul style="list-style-type: none"> • problem 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply Observation and listening skills as teacher identifies a problem in a read-aloud leveled text.	Select picture of a problem in a familiar leveled text.	Locate problems in several familiar leveled texts.	Illustrate and write in a simple sentence the problem in a leveled text.	Identify the problem in a grade-level text.
	Activity: Using a picture supported, leveled text listen and observe as the whole group selects an illustration to represent the problem.	Activity: Using several familiar pictures supported leveled texts; select a picture from each to represent the problem of the text with a partner.	Activity: Using several familiar, picture supported leveled texts; select a picture from each to represent the problem of the text. Highlight details from the text that help to define the problem in a small group.	Activity: Draw a picture to include a simple written sentence to state the problem of a leveled text with a partner.	Activity: Recognize the problem in a grade-level text specifying three or more supporting details from text to describe the problem with minimal teacher guidance.
	Vocabulary: Problem, picture				
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C		Grade 1			
Literary Devices	Use details from text to identify <ul style="list-style-type: none"> • solutions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate a picture of a solution in a simple familiar leveled text.</p> <p>Activity: Point to or gesture to an illustration that poses a solution in a familiar leveled text. Observe and listen as teacher identifies a solution in a read-aloud text with teacher assistance.</p> <p>Vocabulary: Locate, solution, picture</p>	<p>Select a picture to show a solution in a familiar leveled text.</p> <p>Activity: Choose from several pictures the solution from a familiar leveled text with a partner.</p>	<p>Create picture of a solution in an unfamiliar leveled text.</p> <p>Activity: Draw a picture of a solution from an unfamiliar leveled text in a small group.</p>	<p>Compose a solution from a previously illustrated familiar leveled text.</p> <p>Activity: Develop a written solution from a familiar leveled text with a partner.</p>	<p>Identify the solution in a grade-level text.</p> <p>Activity: Share the solution in a grade-level text with three or more supporting details from the story with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 1					
Literary Devices	Use details from text to identify <ul style="list-style-type: none"> events in logical sequence 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate and Sequence 3-5 pictures of events from a familiar leveled text.</p> <p>Activity: Arrange a set of picture cards in logical sequential order from a familiar leveled text with teacher modeling and assistance.</p> <p>Vocabulary: before, after, then, next, after that (and so forth according to the text)</p>	<p>Identify the sequence of events in a familiar leveled text.</p> <p>Activity: Draw or use a graphic organizer indicating the (beginning, middle and end) to sequence events in a familiar leveled text with a partner.</p>	<p>Construct graphic organizer to order events in logical sequence from a leveled text.</p> <p>Activity: Use a sequential graphic organizer to illustrate events in a leveled text in a small group.</p>	<p>Describe 3-5 events from a leveled text, using sequencing words and phrases.</p> <p>Activity: Share 3-5 events in sequential order using sequencing words and phrases in a small group.</p> <p>Vocabulary: First, second, third, etc.</p>	<p>Describe and sequence the main events from a grade-level text.</p> <p>Activity: Share the main events in sequential order the from a grade-level text in a small group or with a partner with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
A	Grade 1				
Text Features	Identify and explain information in text, pictures, title and charts				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify picture, title, charts in a simple familiar leveled text.</p> <p>Activity: Student identifies pictures, title, and chart by listening and pointing to items with teacher modeling and assistance.</p> <p>Vocabulary: Pictures, text, chart, point</p>	<p>Create a picture summarizing a teacher-read, non-fiction leveled text.</p> <p>Activity: Listen to a nonfiction text then draw a picture of the text topic. Create a class chart based on the topic for the text in a small group.</p>	<p>Identify the topic of a leveled text from the title, pictures, and charts.</p> <p>Activity: Listen to a nonfiction text. Propose a three or more word title for the text. Draw a picture illustrating details of the text, gather information, and create a chart based on the topic of the text to support the information with a partner.</p>	<p>Analyze title, pictures and chart to determine the topic of a leveled.</p> <p>Activity: Complete a simple graphic organizer to identify information in a non-fiction leveled text with a partner.</p>	<p>Analyze and evaluate text, pictures, titles and charts from grade-level text.</p> <p>Activity: Complete a graphic organizer to identify information to determine the type of non-fiction genre they represent with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
B	Grade 1				
Literary Devices	Respond to rhythm, rhyme and alliteration in nonfiction text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	NO ELL GLE	NO ELL GLE	NO ELL GLE	NO ELL GLE	NO ELL GLE
TESOL Stds.					
Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 1				
Text Elements	Use details from text to <ul style="list-style-type: none"> ask questions to clarify understanding 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate illustrated questions to clarify understanding of a simple non-fiction leveled text. Activity: Point to pictures labeled with simple questions to clarify understanding of a simple non-fiction leveled text with teacher modeling and assistance. Vocabulary: Questions, point, picture	State yes/no to simple clarifying questions from a simple non-fiction leveled text. Activity: Respond to yes/no clarifying questions from a simple visually supported non-fiction leveled text in a small group.	Tell yes/no clarifying questions about a familiar, non-fiction leveled text. Activity: Ask simple yes/no clarifying questions from a simple familiar visually supported non-fiction leveled text with a partner.	Construct questions about a non-fiction leveled text. Activity: Develop clarifying questions by stating questions about a non-fiction leveled text in a small group.	Construct clarifying questions about grade-leveled text. Activity: Develop clarifying questions by stating questions about a non-fiction grade-level text with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 1				
Text Elements	Use details from text to <ul style="list-style-type: none"> recognize important information in text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select important information from a picture prompt in a simple leveled text. Activity: Choose a picture that represents important information of a simple leveled text read by the teacher with instructor modeling and assistance. Vocabulary: Identify, important information	Illustrate important information from a leveled text. Activity: Draw a picture that shows important information from a leveled text with a partner.	Construct a simple graphic organizer to include important information from a leveled text. Activity: Complete a simple graphic organizer using pictures and short phrases of important information from a leveled text with a partner.	State important information in simple sentences from a leveled text. Activity: Share in simple phrases important information from a leveled text in a small group.	Tell important information with supporting details from a grade-level text. Activity: Share important information with supporting details using complete sentences from a grade-level text in a small group with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 1				
Text Elements	Use details from text to <ul style="list-style-type: none"> identify main ideas 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select pictures of main idea in a familiar, illustrated non-fiction leveled text. Activity: Choose a picture that represents the main idea of a non-fiction leveled text read by the teacher with instructor modeling and assistance. Vocabulary: Identify, locate, look, main idea	Illustrate the main idea of a non-fiction leveled text. Activity: Draw a picture that shows the main idea from a non-fiction leveled text with a partner.	State main ideas using simple sentences of a non-fiction leveled text. Activity: Discuss the main idea of a non-fiction leveled text using simple sentences in a small group.	State main ideas with supporting details using simple sentences from a non-fiction leveled text. Activity: Share the main idea of a non-fiction leveled text giving two supporting details in a small group.	Identify the main idea and supporting details from a non-fiction grade-level text. Activity: Explain the main idea with supporting details from a non-fiction grade-level text in a small group with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 1				
Text Elements	Use details from text to <ul style="list-style-type: none"> identify supporting details 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select pictures to represent supporting details from a simple non-fiction leveled text. Activity: Point or gesture to pictures representing supporting details of a simple leveled text with teacher modeling and assistance. Vocabulary: Supporting details, point to, picture	Illustrate the supporting details of a non-fiction leveled text. Activity: Draw a picture that shows the supporting details of a story in a non-fiction leveled text with a partner.	Construct a graphic organizer to show supporting details of a leveled text. Activity: Complete a graphic organizer with a partner. Use pictures and simple phrases to represent supporting details of a leveled text in a small group.	State supporting details from visually supported leveled text using simple sentences. Activity: Discuss supporting details from a visually supported leveled text using simple sentences in a small group.	Identify supporting details from a grade-level text using complete sentences. Activity: Share supporting details from a grade-level text using complete sentences in a small group with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

3	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
D	Grade 1				
Understanding Directions	Read and follow a simple direction to perform a task				
	<p style="text-align: center;">Basic Beginner</p> <p>Demonstrate a simple task following pictorial directions.</p> <p>Activity: Follow pictorial directions to perform a task with teacher modeling and assistance.</p> <p>Vocabulary: Directions, steps</p>	<p style="text-align: center;">High Beginner</p> <p>Employ a task following simple written directions.</p> <p>Activity: Follow simple directions given in words and phrases with pictorial support with a partner.</p>	<p style="text-align: center;">Low Intermediate</p> <p>Interpret simple directions to demonstrate a task.</p> <p>Activity: Read a leveled text that includes directions for performing a simple task in a small group.</p>	<p style="text-align: center;">High Intermediate</p> <p>Demonstrate a task reading simple directions.</p> <p>Activity: Recite directions for performing a task, then trade with a partner and perform the task. Evaluate the outcome of the results.</p>	<p style="text-align: center;">Advanced/Proficient</p> <p>Use multi-step directions appropriate to the grade level.</p> <p>Activity: Read and follow multi-step directions to perform in the classroom independently and/or with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

Writing

1	Apply a writing process in composing text				
A	Grade 1				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> • brainstorm and record ideas in written form 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Show pictures to brainstorm making a plan for writing. Activity: Place 2-3 illustrations in sequential order for student to view. Teacher writes very simple phrase describing each picture. Student copies phrases in writing with teacher modeling and assistance. Vocabulary: Brainstorm, ideas, write, pictures	Illustrate and write simple phrases describing the picture. Activity: Draw a picture and write corresponding simple phrases describing the events with a partner.	Make a graphic organizer using words and pictures. Activity: Complete a graphic organizer using pictures and words to use as a plan for writing in a small group.	Construct a graphic organizer using words and phrases. Activity: Use a graphic organizer using pictures and simple sentences as a plan for writing in a small group.	Select and complete a graphic organizer using words or phrases as a plan for writing. Activity: Use a graphic organizer using pictures and simple sentences as a plan for writing with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

1 Apply a writing process in composing text					
A	Grade 1				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> generate a draft in written form 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Make a draft using pictures to tell a story. Activity: Generate a draft through pictures with teacher modeling and assistance. Vocabulary: Draft, pictures, write	Construct a draft using pictures and simple words. Activity: Draw pictures with simple words to form a draft to tell a story with a partner.	Illustrate a draft with pictures using words and short phrases. Activity: Sketch a picture using words and short phrases to describe illustration to generate a draft in a small group.	Construct a draft using short sentences. Activity: Write a draft with a teacher-generated picture prompt writing short sentences to describe illustration with a partner.	Construct a draft using complete sentences. Activity: Write a grade-level draft using complete sentences.
TESOL Stds.					
Content ELP Stds.					

1 Apply a writing process in composing text					
A		Grade 1			
Writing Process	Follow a writing process to				
	<ul style="list-style-type: none"> revise by adding detail and deleting unnecessary information, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Revise a draft to add or delete unnecessary pictures.</p> <p>Activity: Choose appropriate illustrations by adding or deleting details with teacher modeling and assistance.</p> <p>Vocabulary: Revise, add, delete, picture</p>	<p>Create simple sentences, adding adjectives or deleting repetitive or extraneous words.</p> <p>Activity: Use teacher-generated sentence strips to construct a simple story by adding or deleting unnecessary information with a partner and teacher guidance.</p>	<p>Compose sentences by adding adjectives or deleting repetitive or extraneous words.</p> <p>Activity: Generate a writing sample with three to four sentence descriptions containing adjectives and a prepositional phrase, with assistance from partner and text for spelling. i.e. The big fat boy is in the tall tree. Teacher helps delete extraneous information and repetitive words i.e. And the boy ran. And the cat. And the girl ran.</p>	<p>Revise by adding details deleting extraneous information and repetitive words.</p> <p>Activity: Create a draft using simple complete sentences, copying words from text when needed for spelling ie. Help! Can I play with you? Teacher assists in student noticing of errors. Partner helps delete extraneous information and repetitive words i.e. Then the boy ran. Then the cat. Then the girl ran.</p>	<p>Revise a draft by adding adjectives, deleting repetitive words or extraneous information.</p> <p>Activity: Produce a draft of student's own words with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Apply a writing process in composing text					
A	Grade 1				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> edit and proofread for capitalization and punctuation in sentences, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify a capital letter and ending punctuation in a sentence.</p> <p>Activity: Student circles or highlights capital letters and ending punctuation in a sentence with teacher modeling and assistance.</p> <p>Vocabulary: Sentence, capitalization, punctuation, period, exclamation mark, question mark, etc.</p>	<p>Apply a period or capital letter to teacher generated sentences.</p> <p>Activity: Use teacher-generated sentence strips for student to proofread to apply correct capitalization, punctuation within the sentences with a partner.</p>	<p>Construct, edit and proofread a incorrectly written sentence using correct capitalization and ending punctuation.</p> <p>Activity: Student uses teacher-generated scrambled sentences to develop a simple complete sentence in a small group.</p>	<p>Employ peer editing by identifying and correcting mistakes when using capital letters and punctuation.</p> <p>Activity: Revise 3 sentences with a partner by editing for the following: *capital letter at the beginning of a sentence and in proper nouns and *periods at the ends of sentences and question marks at the end of “wh” questions.</p>	<p>Peer edit with by identifying and correcting mistakes when using capital letters and punctuation.</p> <p>Activity: Revise 3 sentences with a partner by editing for the following: *capital letter at the beginning of a sentence and in proper nouns and *periods at the ends of sentences and question marks at the end of “wh” questions. and *commas in a series</p>
TESOL Stds.					
Content ELP Stds.					

1 Apply a writing process in composing text					
A	Grade 1				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> publish writing, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a pictorial document for publication.</p> <p>Activity: Student illustrates and develops a simple labeled pictorial book to publish for the class with teacher modeling and assistance.</p> <p>Vocabulary: Publish, picture, labels, book</p>	<p>Compose a pictorial document with words and short phrases to be published.</p> <p>Activity: Student illustrates using words and short phrases to complete a simple short story for publication with a partner.</p>	<p>Create and publish a document with illustrations and phrases and sentences.</p> <p>Activity: Student develops a short story with simple phrases using a picture prompt in a small group.</p>	<p>Construct and publish a document with illustrations and complete sentences.</p> <p>Activity: Student uses background knowledge to write a short story to share in a small group and to publish.</p>	<p>Compose and publish a document with illustrations and complete grade-level sentences to publish.</p> <p>Activity: Student uses background knowledge to write a story to share with the class and publish with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
A	Grade 1				
Handwriting	Print upper- and lower-case letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate and trace or copy upper and lower case letters.</p> <p>Activity: Student traces lower-case and upper-case letters from a teacher-generated alphabet form with teacher modeling and assistance.</p> <p>Vocabulary: Upper-case, lower-case, letters, print, write, trace</p>	<p>Use classroom resources to copy upper or lower case letters.</p> <p>Activity: Students use a word wall, picture dictionary or other classroom resources to copy upper and lower case letters with a partner.</p>	<p>Compose letters and words starting from left to right, top to bottom and correct spacing when writing.</p> <p>Activity: Write letters and words from board to paper starting left to right, top-to-bottom and with correct spacing between letters and words with a partner.</p>	<p>Create letter and words using appropriate directionality skills.</p> <p>Activity: Write letters and words using primary, ruled writing paper using correct directionality and spacing in a small group.</p>	<p>Design letters and words using appropriate grade-level directionality skills.</p> <p>Activity: Write letters and words using correct directionality and spacing with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
B	Grade 1				
Capitalization	Capitalize names of people and beginning words of sentences				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify upper case letters in print.</p> <p>Activity: Circle or highlight appropriate upper case letters in print with teacher modeling and assistance.</p> <p>Vocabulary: Capitalize, people, beginning words of sentences</p>	<p>Locate and capitalize class-mates names in a list.</p> <p>Activity: Students write capital letters from a list of classmates names with a partner.</p>	<p>Use a capital letter at the beginning of a sentence and in proper names.</p> <p>Activity: In a journal entry, use capital letters at the beginning of sentences and for proper names with a partner.</p>	<p>Demonstrate correct writing skills when using capital letters at the beginning of sentences and in proper names.</p> <p>Activity: In letters, stories, and expository writing use capital letters at the beginning of sentences and proper names in a small group.</p>	<p>Use a capital letter consistently at the beginning of a sentence and in proper names.</p> <p>Activity: In letters, stories, and expository writing use capital letters at the beginning of sentences and proper names with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
C Grade 1					
In composing text, use period at end of sentence					
Punctuation	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify period in written text at end of sentence.</p> <p>Activity: Circle or highlight a period at the end of a sentence with teacher modeling and assistance.</p> <p>Vocabulary: Period, sentence, circle, highlight</p>	<p>Construct simple sentences using proper placement of periods.</p> <p>Activity: Copy simple sentences from board to include the proper placement of periods with a partner.</p>	<p>Identify where a period is missing from teacher generated samples.</p> <p>Activity: Recognize where periods are missing from teacher-generated sentences. Student completes the sentences with periods in appropriate areas in a small group.</p>	<p>Compose 3 – 4 simple sentences using proper placement of periods.</p> <p>Activity: Using a student journal, students write 3 – 4 simple sentences from a picture prompt using proper placement of periods with a partner.</p>	<p>Design a short story using complete grade-level sentence structure with proper placement of periods.</p> <p>Activity: Student writes a short story using complete grade-level sentence structure with proper placement of periods with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
D	Grade 1				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> naming words (nouns) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Copy names of labeled classroom objects on to paper. Activity: Circle familiar pictorial nouns from a list of site words with teacher modeling and assistance. Vocabulary: Naming words (nouns), circle	Identify familiar nouns in a written text. Activity: Complete a “cloze” activity using appropriate nouns from a word bank with a partner.	Compose text writing nouns correctly. Activity: Write a simple short story or informational text that uses nouns correctly with a small group.	Construct a text using nouns correctly. Activity: Write a simple story or informational text that uses nouns correctly with a partner.	Design a document or story using nouns appropriately. Activity: Write a story or informational text that uses nouns correctly with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
D Grade 1					
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> • action words (verbs) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify verbs from labeled actions or pictures.	Identify familiar verbs in a leveled text.	Use action verbs in leveled text.	Compose a dialogue using verbs appropriately.	Construct sentences using verbs correctly.
	Activity: Label actions in the classroom. The student copies words onto paper from teacher/peer examples with instructor modeling and assistance.	Activity: Circle action verbs with members of the group from a teacher-generated or familiar text with a partner.	Activity: Complete a “cloze” activity using verbs from a word bank in a small group.	Activity: Write a dialogue with a partner using action verbs, linking verbs and simple progressive tense verbs correctly with a partner.	Activity: Write a story using action verbs, linking verbs and simple progressive tense verbs correctly with minimal teacher guidance.
	Grammar: simple present tense action verbs	Grammar: simple present tense action verbs, linking verbs	Grammar: simple progressive tense (“-ing”) action verbs	Grammar: simple contracted verb forms (don’t, can’t, isn’t, wasn’t)	
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
E Grade 1					
Spelling	In writing, use <ul style="list-style-type: none"> correct spelling of CVC words and high-frequency words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and construct simple CVC high-frequency words. Activity: Arrange picture/letter word cards in an appropriate CVC pattern with teacher modeling and assistance. Vocabulary: Consonant-vowel-consonant	Change and correct a simple misspelled CVC word. Activity: Correct a misspelled word with a word chosen from a word bank with a partner.	Use and write short vowel CVC word families. Activity: Students write sentences with familiar CVC words during teacher dictation in a small group.	Demonstrate correct spelling of high-frequency and CVC words. Activity: Correctly spell high frequency and CVC words with letter tiles in writing with a partner.	Apply correct spelling of grade-level high-frequency and CVC words. Activity: Spell high frequency and CVC words correctly using classroom resources with minimal support.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
E Grade 1					
Spelling	In writing, use				
	<ul style="list-style-type: none"> • phonetic spelling 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use phonetic spelling in simple site words.	Use phonetic spelling in simple site words.	Use phonetic spelling in words.	Use phonetic spelling in writing.	Use phonetic spelling consistently in writing.
	<p>Activity: Write the initial sound in a word when given visual with auditory cues from text with teacher modeling and assistance.</p> <p>Vocabulary: Phonetic spelling, sound, picture</p>	<p>Activity: Write the initial and ending sounds in a word when given visual and auditory cues with a partner.</p>	<p>Activity: Hear and apply phonetic spelling to words in short vowel word families and in response to auditory prompts in a small group.</p>	<p>Activity: Correct misspelled words in response to auditory prompts from instructor in a small group.</p>	<p>Activity: Write a short story using phonetic spelling skills with minimal support.</p>
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
E Grade 1					
Spelling	In writing, use <ul style="list-style-type: none"> classroom resources to verify correct spelling 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Revise correct word spelling using a specific classroom resource. Activity: Student matches basic words with pictures using items in the classroom with teacher modeling and assistance. Vocabulary: Classroom resources, spelling, words, correct, writing	Identify correct word spelling. Activity: Write the correct spelling of a word to match illustrations with a partner.	Create and verify correct spelling in simple sentences. Activity: Write simple sentences using classroom resources to verify correct spelling with a partner.	Construct a simple short story and verify correct spelling. Activity: Write a short simple story with picture prompt using classroom resources to verify correct spelling in a small group. :	Use available classroom resources consistently to verify spelling. Activity: Write a simple story in student's journal using classroom resources to verify spelling with minimal support.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
F	Grade 1				
Sentence Construction	In composing text, <ul style="list-style-type: none"> • write simple sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Compose text by copying simple sentences.</p> <p>Activity: Copy teacher written sentences then have a peer edit the writing with teacher assistance.</p> <p>Vocabulary: Write, sentences</p>	<p>Compose text and apply knowledge of sentence patterns by creating a simple sentence.</p> <p>Activity: Assemble a complete sentence when given the sentence parts on index cards or sentence strips with a partner.</p>	<p>Compose text and apply knowledge of sentence patterns by creating a simple sentence.</p> <p>Activity: Arrange complete sentences when given the scrambled sentence parts in a small group.</p>	<p>Compose text to write a simple sentences in a short story.</p> <p>Activity: Write simple sentences to construct a short story with a picture prompt in a small group.</p>	<p>Compose text while using simple sentences in a simple story.</p> <p>Activity: Write a short story using simple sentences with minimal assistance.</p>
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
A	Grade 1				
Narrative and Descriptive Writing	<ul style="list-style-type: none"> Write narrative text that includes related sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Compose a narrative text by copying sentences.</p> <p>Activity: Write teacher-generated narrative sentences to reflect a picture prompt with teacher modeling and assistance.</p> <p>Vocabulary: Narrative, write, copy, picture</p>	<p>Compose a narrative text in writing words and phrases.</p> <p>Activity: Write words, phrases in response to a picture or story with a partner.</p>	<p>Compose a narrative text to write simple sentences.</p> <p>Activity: Compose three sentences to describe an illustrated story or picture with a partner.</p>	<p>Compose a narrative text to include a main idea with supporting details.</p> <p>Activity: Write a narrative that includes a main idea and supporting details with a small group of peers.</p>	<p>Compose a narrative text with a main idea and supporting details.</p> <p>Activity: Construct a narrative text which includes a main idea, support details, and without irrelevant sentences with minimal support.</p>
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
B	Grade 1				
Note-Taking	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Deliberately Blank (No GLE)				
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
C	Grade 1				
Expository and Persuasive Writing	<ul style="list-style-type: none"> Write expository text with related sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Write an expository text by arranging pictures/word sentences.</p> <p>Activity: Arrange expository picture/word cards to construct simple sentences with support.</p> <p>Vocabulary: Expository text, sentences, picture, arrange</p>	<p>Write an expository text by arranging sentence strips to compose a story.</p> <p>Activity: Arrange teacher-generated sentence strips with picture support to compose a short expository text with support.</p>	<p>Write an expository text with related sentences by matching picture with labels.</p> <p>Activity: Student matches picture to expository labels (with written short phrases) with support.</p>	<p>Write an expository text with related sentences by writing a short simple report.</p> <p>Activity: Create a report on a topic, supported experientially or through pictures. Student will use sentences in writing with support.</p>	<p>Write an expository text with related sentences in a short story.</p> <p>Activity: Compose a short story using related complete sentences to share in a small group with minimal support.</p>
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
D	Grade 1				
Summary Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Deliberately Blank (No GLE)				
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
E Grade 1					
Audience and Purpose	Identify <ul style="list-style-type: none"> different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify different forms of written communication when writing words to complete letter, notes or directions.</p> <p>Activity: Write appropriate words from a word bank in a simple “cloze” activity that follows a teacher model of a letter, note or directions with support.</p> <p>Vocabulary: thank-you notes, friendly letters, lists, poems, invitations</p>	<p>Locate different forms of written communication by naming each form.</p> <p>Activity: Using familiar texts and working with a partner sort and name each writing form using a word bank containing the following categories: thank-you notes, friendly letters, lists, poems, invitations.</p> <p>Vocabulary: thank-you notes, friendly letters, lists, poems, invitations</p>	<p>Demonstrate knowledge of different forms of writing by matching labels to written forms.</p> <p>Activity: Match the type of writing (e.g., thank-you notes, friendly letters, lists, poems, invitations) with a given task from a provided list with support.</p>	<p>Construct a simple written letter, message or directions for a given audience.</p> <p>Activity: Write a letter, message, or directions following a teacher model when given specific vocabulary with support.</p>	<p>Compose a letter, message or directions for a given audience.</p> <p>Activity: Write a letter, message or directions to share with a small group with minimal support.</p>
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
E	Grade 1				
Audience and Purpose	Identify <ul style="list-style-type: none"> audience and compose text, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify an audience for an Illustrated/written form of communication. Activity: Draw a picture to express thoughts to communicate to a certain audience with support. Vocabulary: audience, communication, writing	Demonstrate in writing a simple text for a particular audience. Activity: Write a simple text with a picture prompt for a particular audience with support. Sentence Stem: “The audience would be”	Construct a simple text for a given audience. Activity: Given a scenario, compose a text with picture support for a specific audience with assistance.	Compose a text based on a specific scenario for different audiences Activity: Design a simple text for specific scenario given by the teacher for different audiences with support.	Create a text based on a specific scenario for specific audiences. Activity: Write a text given a specific scenario for a particular audience with minimal support.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply effective listening skills and strategies					
A	Grade 1				
Purpose for listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select and listen to a favorite familiar text. Activity: Demonstrate listening skills by focusing on speaker with visual and physical cues with support. Vocabulary: Listen, watch, select, book	Demonstrate active listening behavior in group settings. Activity: Indicate a favorite book and demonstrate appropriate listening behaviors (attentiveness) during the reading a story.	Discover a book with an audio, based on personal interest. Activity: Choose a book with an audio, based on personal interest. Follow along with print while listening to the tape.	Select a book with audio, based on personal interest. Activity: Locate a book with an audio, based on personal interest. Follow along with print while listening to the tape.	Identify and choose a book with audio, based on personal interest and listening enjoyment. Activity: Student decides on a book with an audio, based on personal interest. Follow along with print while listening to the tape.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply effective listening skills and strategies					
A Grade 1					
Purpose for listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate appropriate listening behavior during instructional time. Activity: Teacher and students role-play “listening vs. non-listening” behaviors with visual clues from teacher with support.	Apply appropriate listening behavior during instructional time. Activity: Provide yes/no feedback and nonverbal cues when prompted with support.	Employ appropriate listening behavior during instructional time. Activity: Provide yes/no feedback and nonverbal cues when prompted. Student verbal feedback is in short phrases (i.e. me know, me do, etc)with support.	Show appropriate listening behavior during instructional time Activity: Student responses are relevant to the topic with vocabulary support.	Demonstrate effective listening skills to gain information. Activity: Participate in class discussion of topic with vocabulary support.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply effective listening skills and strategies					
A	Grade 1				
Purpose for listening	Listen <ul style="list-style-type: none"> • for simple directions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen for simple directions. Activity: Watch and anticipate in listening games where commands are given with support. Vocabulary: Listen, directions, commands, watch	Show correct responds to simple directions. Activity: Demonstrate correct single step directions when modeled with support.	Respond appropriately to 2-3 simple step directions. Activity: Show appropriate 2-3 simple step directions when given one step at a time with support.	Demonstrate appropriately to multi-step simple directions. Activity: Participate appropriately to simple multi-step directions given one at a time with support.	Listen and respond to multi-step directions. Activity: Participate appropriately to simple multi-step directions given one at a time with minimal support.
TESOL Stds.					
Content ELP Stds.					

1	Develop and apply effective listening skills and strategies				
B	Grade 1				
Listening Behavior	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact), with teacher assistance				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrates listening behaviors.</p> <p>Activity: Observe other students and mimic their behavior with support.</p> <p>Cultural Notes: Exhibits distractibility during 'silent period.' Or shows inattentiveness because of 'linguistic overload. Student is limited to short periods of concentration without being able to maintain eye contact. Cultural background needs to be considered in this issue.</p>	<p>Apply listening behaviors to participate in class activity.</p> <p>Activity: Student participates in group circle or class instruction time with some redirection and support.</p> <p>Cultural Note: Listening behavior may vary from culture to culture.</p>	<p>Show listening behaviors to participate in simple class activities.</p> <p>Activity: Demonstrate listening skills expected for a simple class activity with little re-direction and support.</p>	<p>Demonstrates listening behaviors to participate in group activity.</p> <p>Activity: Student shows appropriate Listening skills during class activities with assistance.</p>	<p>Employ listening behaviors to join in a class activity.</p> <p>Activity: Show listening skills to successfully participate in a class activity with minimal assistance.</p>
TESOL Stds.					
Content ELP Stds.					

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 1				
Discussion and Presentation	<ul style="list-style-type: none"> • Speak clearly when sharing ideas and asking questions in small and large groups 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Apply gestures, facial expressions, and non-verbal communication.</p> <p>Activity: Participates in charades during which student learns to interpret gestures, facial expressions, and non-verbal communication with teacher support.</p> <p>Questions for survival ie: bathroom, drink etc., can be elicited from a picture of the targeted need, ie: students points to picture of toilet</p>	<p>State familiar vocabulary when sharing ideas and asking questions.</p> <p>Activity: Use one-two words and/or short phrases to share ideas in small group with support.</p>	<p>Say vocabulary relevant to the topic.</p> <p>Activity: Student produces short phrases, responds to yes/no questions using simple sentences that are clear and comprehensible in a small group with support.</p>	<p>Make statements and ask simple questions.</p> <p>Activity: Share ideas in group work and during whole-class discussion with support.</p>	<p>State clearly when sharing ideas and asking questions.</p> <p>Activity: Make statements and ask questions related to classroom activities and topics with minimal support.</p>
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply effective speaking skills and strategies for various audiences and purposes					
B	Grade 1				
Giving Directions	Give simple oral directions				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a pictorial representation of a given task to convey simple oral directions.</p> <p>Activity: Draw a picture to convey simple directions with support.</p> <p>Use pre-taught verbs with teacher and peer support by playing and directing “Simon Says.</p>	<p>Employ 2-3 word commands to give simple oral directions.</p> <p>Activity: Use pre-taught directional vocabulary with support by giving directions to perform a simple task.</p>	<p>State simple oral directions.</p> <p>Activity: Supply simple oral directions with teacher support during a class activity.</p>	<p>Tell multi-step simple oral directions.</p> <p>Activity: Tell classmates how to line up with minimal teacher support.</p>	<p>State multi-step simple oral directions.</p> <p>Activity: Give multi-step simple directions for a simple task with minimal support (Ex: Explain how to get from the classroom to the cafeteria).</p>
TESOL Stds.					
Content ELP Stds.					

Reading

1 Develop and apply skills and strategies to the reading process					
A	Grade 2				
	Demonstrate basic concepts of print				
Print Concepts	<ul style="list-style-type: none"> Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Employ appropriate directionality skills using a text. Activity: Handle a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues. Cultural Note: Some cultures start from back to front, right to left, and bottom to top.	Employ appropriate directionality skills using a text. Activity: Handle a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues.	Employ appropriate directionality skills using a text. Activity: Handle a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues.	Employ appropriate directionality skills using a text. Activity: Handle a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues.	Demonstrate appropriate directionality skills using a text. Activity: Demonstrate appropriate directionality (right side up; opening cover; turning pages) with minimal teacher cues.
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A Grade 2					
Print Concepts	Demonstrate basic concepts of print * print tells story				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate basic concepts of print. Print tells a story by identifying names in print.</p> <p>Activity: Recognize student's own name and their classmates' names in written print with teacher modeling and guidance.</p> <p>Vocabulary: Name, print, story, classmates, look</p>	<p>Demonstrate basic concepts of print. Print tells a story by labeling and matching objects with words.</p> <p>Activity: Connect print with objects in classroom in a small group with teacher assistance.</p>	<p>Demonstrate basic concept that print tells a story.</p> <p>Activity: Use leveled text to connect print to story in small group with teacher modeling and assistance.</p>	<p>Demonstrate basic concepts of print. Print tells a story</p> <p>Activity: Use leveled text to connect print to story in a small group or with a partner.</p>	<p>Demonstrate basic concepts of print. Print tells a story with support.</p> <p>Activity: Use grade level text to connect print to story in small group or with a partner.</p>

1 Develop and apply skills and strategies to the reading process					
A Grade 2					
Print Concepts	Demonstrate basic concepts of print * word by word matching				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate basic concepts of print, word by word matching by tracking words in a text.</p> <p>Activity: Observe teacher reading from a big book while pointing to each word.</p> <p>Vocabulary: Word, match, point</p>	<p>Demonstrate basic concepts of print, word by word matching by identifying words in a text.</p> <p>Activity: Follow along pointing to each word in a visually supported, leveled text while teacher reads, then points out word in a big book as part of a whole group.</p>	<p>Demonstrate basic concepts of print, word by word matching by locating words in a text.</p> <p>Activity: Point to and repeat each word in a visually supported, leveled text as the teacher reads aloud in a small group.</p>	<p>Demonstrate basic concepts of print, word by word matching by identifying known words in a text.</p> <p>Activity: Recognize and point to known words in a visually supported, leveled text with a partner.</p>	<p>Demonstrate basic concepts of print, word by word matching, with support.</p> <p>Activity: Identify known words in a grade level text, asking for teacher or peer support if needed.</p>

1 Develop and apply skills and strategies to the reading process					
A Grade 2					
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> • upper- and lower- case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sort pairs of lower-case and upper-case letters.	Sort upper-case from lower-case letters.	Demonstrate basic concepts of print using upper and lower-case letters in a small group.	Apply basic concepts of print using upper and lower-case letters with a partner.	Demonstrate basic concepts of print using upper and lower-case letters with support.
	<p>Activity: Use letter tiles to separate upper and lower case letters with a small group.</p> <p>Vocabulary: big, small, upper, lower, capital, letters etc</p> <p>Stem: “Which one is . . .?” “This one is . . .”.</p>	<p>Activity: Divide upper-case and lower-case letters with a partner.</p>	<p>Activity: Pair upper-case with lower-case letters using letter tiles in a small group.</p> <p>Vocabulary: Match, pair, put together, same letter</p>	<p>Activity: Pair upper-case with lower-case letters using letter tiles with a partner.</p>	<p>Activity: Pair upper-case with lower-case letters using letter tiles with minimal teacher guidance or independently.</p>
CA	2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 2				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • first and last letters in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify first and last letter in response to a demonstration. Activity: Follow teacher model by pointing to first and last letter in a word while repeating the key vocabulary. Vocabulary: first, last, letter, word, find	Locate first and last letter position in a word in a small group. Activity: Select words (worksheet, board, list) that start with the same letter during small group work with teacher support Stem: “The first/last/beginning/ending letter is”	Identify first and last letter position in a word with a partner. Activity: Identify words from teacher provided list that share the same first and/or last letter with a partner. Stem: This word begins/ends with the letter... These words are the same/different because...	Demonstrate basic concepts of print using first and last letters in a word with a partner. Activity: Identify words from teacher provided list that share the same first and/or last letter with a partner.	Demonstrate basic concepts of print using first and last letters in a word. Activity: Put words from a teacher provided list that share the same first and/or last letter with limited support.
CA	2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 2				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify spaces between words in a text with modeling.	Locate spaces between words in a text with class support.	Construct a simple, short sentences using correct spacing between words with a partner.	Create a simple, short paragraph using correct spacing between words.	Create a paragraph using correct spacing between words.
	<p>Activity: Follow teacher modeling in a big book to isolate words in context and locate the spaces that occur between the words.</p> <p>Vocabulary: word, space, point, between</p>	<p>Activity: Locate words and spaces between the words. Copy words using appropriate spacing between as part of a whole class.</p> <p>Vocabulary: word, space, point, between</p>	<p>Activity: Write a simple, short sentences from a picture prompt using correct spacing between words with a partner.</p>	<p>Activity: Draw a picture and write a simple paragraph using correct spacing between words in a small group.</p>	<p>Activity: Draw a picture and write a paragraph with correct spacing between words with minimal teacher guidance.</p>
CA	2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 2				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify left to right letter and word order with teacher modeling. Activity: Point to words in student text as the teacher reads from a corresponding big book. Vocabulary: First, last, middle, word, start, end Note: Students may come from other literacy backgrounds which do not read left to right.	Demonstrate comprehension of letter order to make words with a partner. Activity: Sort scrambled three letter words into the appropriate order to create a word to match a known vocabulary word with a partner. (Example; t-c-a → c-a-t).	Create simple sentences with appropriate letter and word with peer support. Activity: Unscramble words on cards to create a simple sentence to match a visual prompt with a partner.	Use known vocabulary to produce new sentences in a small group. Activity: Given a group of words differentiate between fragments and complete sentences with a partner.	Use correct letter and word order in own writing with support. Activity: Underline with different colors the subject and verb in a selected text as modeled by the teacher. Vocabulary: Action word, person, place and thing Note: Students may come from other language backgrounds that do not follow a subject-verb-object order
CA	2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

A Grade 2

Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> punctuation has meaning 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Identify common end punctuation (period and question mark) with teacher modeling.</p> <p>Activity: Point to question or statement punctuation in a small group</p> <p>Vocabulary: period, question mark, sentence, end, question, statement Note: Intonation for questioning may vary with different cultures and languages</p>	<p>Label ending punctuation to match sentence and quotation marks to identify a dialogue with a partner.</p> <p>Activity: Circle common ending punctuations with a partner in a leveled text.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, quotation marks sentence, end</p>	<p>Use proper end punctuation in simple sentences with a small group.</p> <p>Activity: Sort sentence strips into two categories; declarative (statement) and interrogative (question) with a partner.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, sentence, end</p>	<p>Compose sentences in response to supplied ending punctuation.</p> <p>Activity: Order word cards to make a sentence and or question Ie: This is a dog. Is this a dog? In a small group.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, sentence, end</p>	<p>Recommend changes in punctuation to convey meaning.</p> <p>Activity: Be able to explain why a given sentence should end in a period or question mark and functions of commas with teacher guidance.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, sentence, end</p>	

1 Develop and apply skills and strategies to the reading process					
B	Grade 2				
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> produce rhyming words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Produce rhyming words to match a word given by the teacher in a whole group. Activity: Produce a rhyming word to match a word given by teacher in a class discussion of one phoneme group. (Work only with one pattern group at a time, for example – at or ill, etc.) Vocabulary: First, rhyming words	Locate word families from a prompt in known vocabulary words. Activity: Separate and gather picture word cards of previously introduced vocabulary containing a specific word family with a partner. Pull out all the picture/word cards from the “at” family; cat, hat, bat, etc. Vocabulary: first, last, sound, word	Sort and label word from two or three different word families. Activity: Label pictures with identifying words from known word families in a small group. Sort into rhyming groups.	Use rhyming words to make a poem with a partner. Activity: Write a simple poem with a partner from a picture prompt using appropriate rhyming words.	Compose a poem using rhyming words with support. Activity: Write a simple poem to share with the whole class using appropriate rhyming words with minimal teacher assistance.	
ST	CA2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Demonstrate and apply skills and strategies to the reading process					
B Grade 2					
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness) * separate and say sounds in words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify separate sounds in short words.</p> <p>Activity: Listen and repeat after other students, breaking words into individual phonemes, during class activity.</p> <p>Vocabulary: First, last, middle, sound, word Note: Not all languages recognize or develop phonemic systems for reading Ie: Japanese never will hear an “l” and will produce an “r” as substitute. Labial pronunciations are culturally embarrassing and offensive for Japanese.</p>	<p>Repeat words that are pronounced by the teacher.</p> <p>Activity: Produce the individual sounds in a word from a list of previously introduced sight words during classroom activity</p>	<p>Analyze sound location in a word pronounced by the teacher.</p> <p>Activity: Produce the individual sounds with a partner in a word from a list of sight words or spoken, familiar words .</p>	<p>Create a spoken word from a phonologically separated word in speaking or writing.</p> <p>Activity: Produce the individual sounds in a familiar word in speaking or writing with a partner</p>	<p>Analyze and separate sounds to decode an unknown word found in text.</p> <p>Activity: Produce the individual sounds in an unfamiliar word found in a text with minimal assistance</p>
TESOL Stds.					

1 Develop and apply skills and strategies to the reading process					
B		Grade 2			
Phonemic awareness	Demonstrate ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Name the separated sounds in a 2 or 3 phoneme words (ex: go, cat). Activity: Use letter tiles to combine 2-3 phonemes to make words with teacher modeling and assistance. Vocabulary: first, last, middle, sound, word, blend, together When possible, connect the word to visuals in order to develop vocabulary. Note: Students' native language may not include the same phonemes as English	Produce individual phonemes in 2 or 3 phoneme words. Activity: Listen and repeat individual phonemes in four and five phoneme words with a partner beginning to incorporate consonant blends. Vocabulary: first, last, middle, sound, word, blend, silent letters, consonant	Construct new words using various phonemes with support. Activity: Connect consonant blends, diphthongs, and individual phones to create words (including nonsense words) with teacher assistance. Vocabulary: real, not real, pretend, made up, vowel, consonant	Select individual phonemes to construct new words with a partner. Activity: Connect consonant blends, diphthongs, and individual phones to create words (including nonsense words) with peer assistance	Deconstruct words to individual phonemes to read new words. Activity: Connect consonant blends, diphthongs, and individual phonemes to read words with limited assistance
	ST	CA 2,3 1.5, 1.6			
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 2				
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Substitute beginning sounds to form new words with teacher modeling.	Construct and restate words supported with pictures replacing beginning and ending sounds to form new words.	Create new word by substituting initial and final letters with a partner.	Invent new words (including nonsense words) by replacing beginning and ending sounds in a given word.	Create new words (including nonsense words) given a word family by substituting different consonants as the initial/ending letter.
	<p>Activity: Follow teacher model to repeat words, replacing beginning sounds to form new words supported by pictures.</p> <p>Vocabulary: word family, beginning, ending, sound replace, repeat</p>	<p>Activity: Follow teacher to repeat words, replacing beginning and ending sounds to form new words supported by pictures.</p>	<p>Activity: Construct new words using letter tiles, flip cards or letter dice in a teacher-led, small group.</p>	<p>Activity: Use letter tiles to play scrabble or flip cards to create new words with a partner.</p>	<p>Activity: Construct new words using letter tiles, flip cards or letter dice with minimal support.</p>
ST	CA 2,3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
C	Grade 2				
Phonics	Develop and apply decoding strategies to “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify a letter that goes with a spoken sound.</p> <p>Activity: Write a letter that goes with a spoken sound with teacher modeling.</p> <p>Vocabulary: Decoding, problem-solve</p>	<p>Use sound symbol associations including blends with support.</p> <p>Activity: Apply a decoding strategy to familiar, one- or two-syllable word. Then apply the same strategy to a new word with teacher assistance.</p>	<p>Apply word families to problem solve unknown words.</p> <p>Activity: Apply previously taught decoding strategies to familiar and unknown one- or two-syllable words found in visually supported, leveled text with peer assistance.</p>	<p>Apply knowledge of sound symbol association and word families to problem solve unknown words in visually supported, leveled text.</p> <p>Activity: Apply previously taught decoding strategies to words to read a visually supported, leveled text with minimal assistance.</p>	<p>Use sound symbol correlation and/or word families to problem solve unknown words with support.</p> <p>Activity: Apply previously taught decoding strategies to words found in a grade level text with minimal assistance.</p>
ST	CA 2, 3 1.6				
FR	I 1a & e, II 2,h, K-4				

1 Develop and apply skills and strategies to the reading process					
D Grade 2					
Fluency	Read grade-level instructional text * by developing automaticity of an increasing core of high-frequency words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Repeat high-frequency words.</p> <p>Activity: Voice sight words as they are pointed to by the teacher with modelin.</p> <p>Vocabulary: High-frequency words</p>	<p>Locate and read high-frequency words from lists.</p> <p>Activity: Read high-frequency words from a word wall with a partner and teacher guidance.</p>	<p>Read high-frequency words in visually supported leveled text.</p> <p>Activity: Read high-frequency words in in visually supported, leveled text in a small group.</p>	<p>Demonstrate automaticity while reading a visually supported, leveled text containing many high frequency words.</p> <p>Activity: Try to increase reading speed to memorize a a visually supported, leveled text composed of high frequency words with minimal teacher guidance.</p>	<p>Demonstrate automaticity while reading a grade level text containing many high frequency words with a partner.</p> <p>Activity: Read with automaticity grade level texts containing high-frequency words, with minimal teacher assistance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
D Grade 2					
Fluency	Read instructional text with fluency, accuracy and expression				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Repeat words, short phrases or sentences.</p> <p>Activity: Repeat after the teacher short phrases or sentences from a patterned text with pictures that define vocabulary used.</p> <p>Vocabulary: phrase, piece, fluent, smooth, go up/down</p>	<p>Demonstrate accuracy in reading in a visually supported, leveled text with assistance.</p> <p>Activity: Listen and repeat as a partner reads visually supported, leveled text aloud. Teacher prompts for accuracy and expression.</p> <p>Vocabulary: accurate, correct, expression, feeling</p>	<p>Demonstrate fluency, accuracy and expression when reading from a familiar visually supported, leveled text with teacher support.</p> <p>Activity: Read familiar, repetitive visually supported, leveled text with a peer to gain fluency, accuracy and expression.</p>	<p>Employ fluency, accuracy and expression when reading unfamiliar visually supported, leveled text with support.</p> <p>Activity: Read an unfamiliar visually supported, leveled text with fluency and accuracy with minimal teacher guidance.</p>	<p>Employ fluency, accuracy and expression when reading unfamiliar grade level text with a partner.</p> <p>Activity: Read grade level text to a partner with fluency, accuracy and expression..</p>
CA	2, 3, 1.5				
FR	I 1c, & e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
E	Grade 2				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • base words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify familiar base words in teacher generated text.	Identify antonyms by adding prefixes.	Create new words from a list of familiar base words using affixes.	Analyze meaning of unfamiliar words in a leveled text, using prior knowledge of base and affix words.	State an unknown word from grade-level text by an analysis of its base and affixes.
	Activity: In a small group, students complete several worksheets with base words and affixes with corresponding pictures with teacher modeling and assistance.	Activity: In a small group, students complete various worksheets to include different base words with prefixes with fewer pictures with a partner.	Activity: Students will use base words on flash cards with the meaning of the base words provided on the back of the card. Also, the instructor will give students flash cards of prefixes and suffixes. Students will construct as many words as possible using a base words with the prefix or suffix words in a small group. .	Activity: Students will use base words on flash cards with the meaning of the base word on the back of the card. The instructor will give students flash cards of prefixes and suffixes. Students are instructed to make as many words as possible with the base word and prefix or suffix words, and then check their word and the meaning in a dictionary.	Activity: Recognize base words and affixes during independent reading and connect new words with previously learned words with minimal teacher guidance.
	Vocabulary: Same, base word	Vocabulary: Antonyms, prefixes			
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
E Grade 2					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> classroom resources 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate new vocabulary using a picture dictionary.	List new vocabulary using a picture dictionary.	Identify new vocabulary using a dictionary with.	Identify and define new vocabulary in leveled text using a dictionary.	Locate and define new vocabulary in grade-level text using a dictionary.
	Activity: Use a picture dictionary to locate new vocabulary and copy the word onto paper with teacher/peer assistance.	Activity: Use a picture dictionary to locate new vocabulary, say it aloud and copy the word onto paper with a peer.	Activity: Given a list of words, students will locate corresponding labeled pictures in a dictionary, say the word aloud and copy the word onto paper with a partner.	Activity: Use a leveled dictionary to identify unknown words in leveled text, say the word aloud and copy the word and a pictorial definition into student-developed word bank as a cooperative group.	Activity: Use an appropriate dictionary to identify unknown words in grade-level text. Say the word aloud and copy the word - into student-developed word bank independently or with minimal teacher guidance.
	Vocabulary: picture, word, look for, copy, dictionary	Vocabulary: locate			
ST	CA 2, 3 1.5, 1.6				
FR	I 1e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
E	Grade 2				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • context clues 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite new vocabulary using a illustrated, patterned book.</p> <p>Activity: Use pictorial support in patterned books to develop new vocabulary with teacher modeling and assistance.</p> <p>Vocabulary: picture, word, look for, sentence</p>	<p>Tell the meaning of familiar vocabulary in a text.</p> <p>Activity: Explain the meaning of familiar vocabulary in leveled texts based on pictorial support and known words with a partner.</p> <p>Vocabulary: guess</p>	<p>State the meaning of unfamiliar vocabulary in a text.</p> <p>Activity: Explain the meaning of unfamiliar vocabulary in leveled texts based on pictorial support and known words in a small group.</p> <p>Vocabulary: clue, basic idea</p>	<p>Identify the meaning of unfamiliar vocabulary in a text.</p> <p>Activity: Explain the meaning of unfamiliar vocabulary in leveled passages based on known words, sentence structure and background knowledge with a partner.</p>	<p>Define the meaning of unfamiliar vocabulary in a text.</p> <p>Activity: Explain the meaning of unfamiliar vocabulary in grade- level texts based on known words, sentence structure and background knowledge independently or with minimal teacher guidance.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 1e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
F	Grade 2				
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Construct a picture reflecting prior knowledge.	Create and label a picture reflecting prior knowledge.	Design a graphic organizer to access prior knowledge.	Construct a graphic organizer to reflect prior knowledge.	Create and label a graphic organizer reflecting prior knowledge.
	Activity: Create a picture reflecting knowledge of teacher generated topic with teacher modeling and assistance.	Activity: Make and label a picture reflecting knowledge of topic with peer support.	Activity: Construct a graphic organizer with teacher prompting to access prior knowledge in a small group.	Activity: Complete a K-W-L chart or Web to access prior knowledge based on a leveled text with a partner.	Activity: Design a graphic organizer based on a grade level text, independently or with minimal teacher guidance.
	Vocabulary: Prior knowledge		Note: Pre-reading strategies can be applied at the beginning of a book as well as before sections or chapters within a book. K-W-L chart		
ST	CA 2, 3, 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
F Grade 2					
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension				
	<ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Repeat vocabulary during teacher directed picture walk.	Describe the activities of the illustrations prior to reading simple text.	Create a graphic organizer using words and pictures of possible story line.	Create a graphic organizer using words and pictures of possible story lines.	Create a graphic organizer using words and sentences of possible story lines.
	<p>Activity: Listen to comments during a picture walk and repeat key vocabulary with teacher modeling and assistance.</p> <p>Vocabulary: picture, picture walk, preview</p>	<p>Activity: Contribute comments during a picture walk in a group discussion.</p>	<p>Activity: Identify title, headings and pictures in a leveled text and use them to predict the main topic of the text as well as possible vocabulary in small group or class activity.</p> <p>Vocabulary: headings, predictions, main topic, skim</p> <p>Note: Pre-reading strategies can be applied at the beginning of a book as well as before sections or chapters within a book.</p>	<p>Activity: Preview the pictures, title and headings in a leveled text with a partner or small group and discuss what the text is about and what vocabulary will be encountered and make a graphic organizer.</p>	<p>Activity: Preview the pictures, title and headings in a grade level text and discuss what the text is about and what vocabulary will be encountered with minimal teacher guidance.</p>
ST	CA 2, 3, 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
F Grade 2					
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • predict and confirm or reject 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify predictions or reject text of story. Activity: Match appropriate picture cards with two or three predictions in a text with teacher modeling and assistance. Vocabulary: predict, guess, next, going to happen, after that	Illustrate predictions about a text. Activity: Draw pictures of prediction of a given text with a partner.	Debate predictions and use pictures, titles and headings to support the choice. Activity: Voice predictions of a text using picture support in a small group.	Select a prediction in an unfamiliar text. Activity: Make a prediction in a small group with a unfamiliar text using pictures, titles, headings and other text features with minimal teacher assistance.	State a prediction in an unfamiliar text. Activity: Make and defend a prediction using pictures, titles, headings, previous experience and other text features to support the choice with minimal teacher assistance
ST	CA 2, 3, 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
F		Grade 2			
Pre-Reading	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • set a purpose for reading 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Categorize reading material according to the reason for reading. Activity: Sort reading material according to possible reason for reading (information, enjoyment, and knowledge) with teacher modeling and assistance. Vocabulary: learn, fun, facts, information	Create graphic organizer to determine purpose for reading text. Activity: Create KWL chart with a focus on what students want to know from a leveled book with teacher prompts in a small group. Note: Pre-reading strategies can be applied at the beginning of a book as well as before sections or chapters within a book.	Create graphic organizer to set purpose for reading text. Activity: Create KWL chart with a focus on what students want to know from a leveled book in small groups with limited teacher prompts	Identify and discuss possible reasons for reading a particular text. Activity: Choose two or three various books to discuss possible reasons for reading a particular leveled text in a small group. Vocabulary: Purpose, rate, information, entertainment, leisure/pleasure, learning, persuasion etc.	Sort grade-level books according to previously discussed purpose. Activity: Decide between various grade-leveled books the purpose for reading and explain their choices as a whole class activity.
ST	CA 2, 3, 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G	Grade 2				
During Reading	During reading, develop and utilize strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify question words used in a text. Activity: Follow a teacher modeled think aloud. Stem: "I wonder..." Vocabulary: make sense, understand	Employ strategies to questions and correct while reading leveled text. Activity: Follow teacher modeling in a think aloud using questions and corrections to discuss with a partner.	Create a role play "think aloud" that includes self questioning during reading. Activity: Role plays a think aloud that includes self-questioning during reading in a small group.	Construct and compare self questions about text material. Activity: Record questions with partner (using sticky notes or a highlighter) to monitor comprehension while reading.	Create and compare self questions about text material. Activity: Record questions (using sticky notes or a highlighter) to monitor comprehension while reading with minimal teacher guidance.
ST	CA 2, 3, 1.5 & 1.6				
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G	Grade 2				
During Reading	During reading, develop and utilize, with assistance, strategies to				
	<ul style="list-style-type: none"> infer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Infer the mood of a character in a familiar leveled story.</p> <p>Activity: Infer the mood of a character in a familiar leveled story with pictorial support by choosing a face (☺ ☹ ☺) with teacher modeling and assistance.</p> <p>Vocabulary: Infer, choose, mood, character</p>	<p>State the mood of the main characters in a leveled text.</p> <p>Activity: Describe the mood of the main characters in a leveled story with pictorial support using single words or phrases with a partner.</p>	<p>Infer the reason of an action a character portrayed in a leveled text.</p> <p>Activity: Discuss the reason of an action a character portrayed in a leveled text in a small group.</p>	<p>Locate and discuss an inference using facts found in a short selection from a leveled text.</p> <p>Activity: Explain an inference using facts found in a short selection from a leveled text with a partner.</p>	<p>Identify sentences and pictures in a text that can be used to make inference.</p> <p>Activity: Highlight statements and use them to make an inference in a short selection from a grade level text independently or with minimal teacher guidance.</p>
ST	CA 2, 3, 1.5 & 1.6				
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G		Grade 2			
During Reading	During reading, develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> • predict and check using cueing systems <ul style="list-style-type: none"> ○ meaning ○ structure ○ visual 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select word cards to match appropriate pictures in a simple leveled text. Activity: Match word cards with appropriate pictures in a simple leveled text with teacher modeling and assistance. Vocabulary: Predict, meaning, structure, visual	Locate visual clues in a picture rich text to predict an unknown. Activity: Use a pictorial leveled text to locate visual clues to predict an unknown with a partner.	Illustrate and write the meaning clues in a leveled text to predict unknown words. Activity: Illustrate and write simple sentences to form a prediction based on the meaning, structure and visual clues of an unfamiliar text in a small group.	Interpret visual, meaning, and structural clues in a leveled text to predict and check unknown words. Activity: Complete a “cloze” activity about an unfamiliar predictable text with a partner with minimal assistance.	Interpret visual, meaning, and structural clues in a grade-level text to predict and check unknown words. Activity: Complete a “cloze” activity about an unfamiliar predictable text independently and/or with minimal teacher guidance.
ST	CA 2, 3, 1.5 & 1.6				
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 2				
Post-Reading	Apply post-reading skills to identify the main idea and supporting details				
	<ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>State yes/no questions to clarify the main idea of a leveled text.</p> <p>Activity: Respond to yes/no questions to clarify about a visually supported, leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Main idea, supporting details, clarify</p>	<p>Recall details from a simple leveled text.</p> <p>Activity: Respond to clarifying questions with single words or short phrases generated by the class about the text with teacher assistance and a partner.</p>	<p>Recite clarifying questions of a leveled text.</p> <p>Activity: Ask yes/no clarifying questions about the text with a partner or small group.</p>	<p>Construct “WH” questions to clarify main idea and details of a leveled text in a story.</p> <p>Activity: Write “WH” questions to clarify main idea and details of a story to share in a small group.</p>	<p>Construct clarifying questions identifying the main idea and details of a grade-level text.</p> <p>Activity: Write clarifying questions to identify the main idea and details of a grade-level text then discuss possible answers with a peer with minimal teacher guidance.</p>	
ST	CA2,3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 2				
Post-Reading	Apply post-reading skills to identify the main idea and supporting details				
	<ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Illustrate a picture to reflect the story. Activity: Draw a picture that summarizes a visually presented story with teacher modeling and assistance. Vocabulary: Draw, reflect, story	State yes/no to reflective questions about a story. Activity: Respond to yes/no teacher generated reflective questions based on leveled text with a partner. Sentence structure (Do you think?) (Did you like...?) (Would you have ...?)	Recall answers to reflective questions about the main idea of a story. Activity: Respond to teacher generated reflective questions about the main idea of a leveled text with vocabulary assistance in a small group.	Create reflective questions about a story Activity: Develop simple reflective questions about the main idea of a leveled text with a partner to share in a small group.	Construct and respond to reflective questions. Activity: Write and respond to reflective questions in pairs or independently with minimal teacher guidance.	
ST	CA2,3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f &h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 2				
Post-Reading	Apply post-reading skills to identify the main idea and supporting details				
	<ul style="list-style-type: none"> analyze 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Illustrate the main idea of a story.</p> <p>Activity: Draw the main idea of teacher-read leveled text with vocabulary assistance and teacher modeling and assistance.</p> <p>Vocabulary: Analyze, main idea</p>	<p>Identify the main idea in a short paragraph.</p> <p>Activity: Indicate the main idea of a paragraph in a leveled text as a class activity and teacher guidance.</p> <p>Vocabulary: paragraph</p>	<p>Locate details for a single main idea.</p> <p>Activity: Recognize supporting details using a group of sentence strips (some correct, some distracters) for a single main idea supplied by the teacher with a partner.</p>	<p>Illustrate and write simple sentences to indicate the main idea of a story with supporting details.</p> <p>Activity: Identify supporting details that aid the main idea of a leveled instructional paragraph with a partner.</p>	<p>Select the main idea and supporting detail in a text.</p> <p>Activity: Identify by highlighting the main idea and supporting details in a paragraph in a grade level instructional text independently or with minimal teacher guidance.</p>	
ST	CA2,3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 2				
Post-Reading	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text				
	<ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Identify an appropriate ending to a text.</p> <p>Activity: Locate the appropriate teacher-generated picture endings cards for a leveled story to draw conclusions with teacher modeling and assistance.</p> <p>Vocabulary: Draw conclusions, find, locate, picture cards</p>	<p>Illustrate and describe the ending of an open-ended story.</p> <p>Activity: Draw and describe the ending of a leveled open-ended story with a partner.</p>	<p>State a simple conclusion of a text.</p> <p>Activity: State a simple conclusion based on teacher-given related statements of a leveled text in a small group.</p> <p>(Example: 1) There are no leaves left on the trees. 2) The temperature is very cold. 3) Yesterday, we made a snowman. Conclusion: It must be winter.</p>	<p>Describe the conclusion of a open-ended leveled text.</p> <p>Activity: Discuss conclusions in a small group setting about related events in a leveled text,</p>	<p>State conclusions about related events in a grade-level text.</p> <p>Activity: Explain conclusions of a grade-level text and related events independently and/or with minimal teacher assistance.</p>	
ST	CA2,3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f &h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 2				
Post-Reading	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text				
	<ul style="list-style-type: none"> summarize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Identify an illustration to summarize a text. Activity: Identify a picture that best summarizes a leveled story with teacher modeling and assistance. Vocabulary: Summarize	Illustrate and explain in single words or simple phrases to summarize a text. Activity: Draw a picture and share to summarize a leveled text using single words and simple phrases with a partner.	State in simple sentences to summarize a text. Activity: Share in simple sentences to summarize a previously discussed leveled text in a small group.	Conclude to summarize a leveled text and reply to questions. Activity: Summarize a previously discussed leveled text and respond to clarifying questions in a small group.	Summarize a grade level text and respond to clarifying questions. Activity: Using a unfamiliar grade-level text, summarize the story and reply to clarifying questions as a whole class with minimal teacher assistance.	
ST	CA2,3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f &h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 2				
Post-Reading	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text				
	<ul style="list-style-type: none"> paraphrase 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Identify story events from a teacher-read text.</p> <p>Activity: Recognize story events by sequencing story picture with teacher modeling and assistance.</p> <p>Vocabulary: Paraphrase, story, sequencing</p>	<p>Describe a picture in simple words or phrases.</p> <p>Activity: Tell in simple words or phrases what a picture is about after hearing teacher or peer description with a partner.</p>	<p>State using simple sentences an event of a leveled text.</p> <p>Activity: Paraphrase using simple sentences, an excerpt from a leveled text with teacher assistance or a partner.</p>	<p>Construct simple sentences to paraphrase an excerpt from a leveled text.</p> <p>Activity: Paraphrase an excerpt from a leveled text in writing using simple sentences in a small group or independently.</p>	<p>Explain by paraphrasing the main idea and details of a grade-level text.</p> <p>Activity: Restate the main idea and details of a grade-level text using student's own words independently and/or with minimal teacher assistance.</p>	
ST	CA2,3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f &h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
I Grade 2					
Making Connections	Identify connections between <ul style="list-style-type: none"> text ideas—similarities and differences in information and relationships in various fiction and non-fiction works, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Categorize pictures of fiction and non-fiction situations in a text. Activity: Sort pictures of real and fantastical objects and situations into fiction and non-fiction categories with teacher modeling and assistance.	Differentiate between fiction and non-fiction text. Activity: Sort previously discussed stories into two categories: fiction and non-fiction with a partner and teacher support.	Specify between fiction and non-fiction stories and discuss the choices of the each text. Activity: Sort previously discussed texts into two categories: fiction and non-fiction and explain the choice in a small group.	Sort previously discussed texts into two categories: fiction and non-fiction. Describe the similarities and differences. Activity: Complete a Venn Diagram to compare and contrast fiction and non-fiction text. Explain the similarities and differences in a small group.	Classify fiction and non-fiction text and describe the differences. Activity: Determine whether a student-read grade level text is fiction or non-fiction and explain the choice independently and/or with minimal teacher guidance.
ST	CA 2, 3, 7 1.5, 1.6				
FR	I 1d, 3a, 4c, d & h, 5 a-d, 6c, II 1j, K-4				

1 Develop and apply skills and strategies to the reading process					
I Grade 2					
Making Connections	Identify connections between <ul style="list-style-type: none"> text ideas and own experiences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate a picture to make connections between text and personal experiences. Activity: Draw a picture pertaining text-to-self connections with teacher modeling and assistance. Vocabulary: Text ideas, own experiences, picture	Design a picture to make connections between text ideas and self, then discuss. Activity: Sketch a picture relating text-to-self connections and describing it using one and two word phrases with a partner.	Create a Venn diagram to describe text-to-self connections using simple sentences. Activity: Create a Venn diagram comparing personal experiences and a story character in a leveled text in a small group.	Describe text-to-self connection and analyze similarities and differences with support. Activity: Choose a character from a leveled text and explain the similarities and differences of the character to him/her self in a small group.	Describe text-to-self connections and analyze similarities and differences. Activity: Pick a character or topic from a leveled text and explain how that character is similar to him/her or describe their experiences with that topic as a whole class with minimal teacher guidance..
ST	CA 2, 3, 7 1.5, 1.6				
FR	I 1d, 3a, 4c, d & h, 5 a-d, 6c, II 1j, K-4				

1 Develop and apply skills and strategies to the reading process					
I Grade 2					
Making Connections	Identify connections between <ul style="list-style-type: none"> text ideas and the world, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate a picture relating text ideas to world connections. Activity: Demonstrate text-to-world connections by drawing a picture with teacher modeling and assistance.	Construct a picture comparing text ideas to world connections, then discuss. Activity: Make text to world connections by drawing a picture and describing it using one and two word phrases with a partner.	State similarities and differences comparing text ideas to world. Activity: Share text to world connections using simple sentences with a leveled text in a small group..	Construct a Venn diagram and describe text-to-world connections and analyze similarities/differences. Activity: Complete a Venn diagram comparing text to world connections. Justify by explaining the similarities and differences as a cooperative group.	Create a graphic organizer and describe text-to-world connection and analyze similarities and differences. Activity: Produce and complete a graphic organizer describing text to world connections, then compare the similarities and differences independently or with minimal teacher guidance.
ST	CA 2, 3, 7 1.5, 1.6				
FR	I 1d, 3a, 4c, h, 5b, c, 6c, II 1j, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A	Grade 2				
Text Features	Locate and apply specific information in title, pictures and table of contents				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate by pointing to the title, author, illustrator and pictures in a text.</p> <p>Activity: Show by pointing to the title, author, illustrator and pictures in a previously discussed leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Title, pictures, author, illustrator</p>	<p>Label title, author, illustrator and pictures of a familiar text.</p> <p>Activity: Place labels in appropriate areas to identify the title, author, illustrator and pictures in a familiar text with a partner.</p>	<p>Identify the title, author, illustrator and table of contents in a unfamiliar leveled text.</p> <p>Activity: Write labels to locate the title, author, illustrator, and table of contents of an unfamiliar leveled text in a small group.</p>	<p>Employ the search for title, author, illustrator and table of contents in an unfamiliar leveled text.</p> <p>Activity: Prepare a scavenger hunt using text features in an unfamiliar leveled text with a partner and/or minimal teacher guidance.</p> <p>Activity: Prepare a scavenger hunt using text features.</p>	<p>Locate the title, author,, illustrator and the table of contents in an unfamiliar grade-level text.</p> <p>Activity: Prepare a scavenger hunt using text features in an unfamiliar grade-leveled text with minimal teacher guidance.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 1b, g, 2g, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 2				
Literary Devices	Use details from text to <ul style="list-style-type: none"> • make basic inferences about setting, characters and problem 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate basic inferences from the setting, characters and problem in a familiar leveled text.	Infer elements of character, setting and problem in a leveled text.	State basic inferences about characters, settings, events and problems in a leveled text.	Make inferences about character, settings, events and problems in a selection of leveled text.	Employ basic inferences about characters, settings, events and problems in a selection of a grade-level text.
	Activity: Point to the appropriate teacher generated inference pictures about characters, settings or problem in teacher read aloud, with teacher modeling and/or assistance.	Activity: Choose illustrations with simple text to infer elements of character, setting and problem in a simple leveled story with a partner.	Activity: Share inferences about character, settings, events and problems in a selection of a leveled text where details have been previously identified in a small group.	Activity: Complete a graphic organizer listing basic inferences of text elements to share in a small group with minimal teacher guidance.	Activity: Complete a graphic organizer listing basic inferences of text elements with minimal teacher assistance.
	Vocabulary: Inference, setting, characters and problem				
ST	CA 2 1.5, 1.6, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 2				
Literary Devices	Use details from text to <ul style="list-style-type: none"> • predict solution 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify solutions when given picture-based problems in a simple leveled text.</p> <p>Activity: Point to teacher-generated illustrations to aid in predicting a solution in a simple leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Predict solution, point, picture.</p>	<p>Illustrate and predict a solution to a problem in a simple leveled text.</p> <p>Activity: Draw a picture to predict a solution to a problem in a simple leveled text with a partner.</p>	<p>State a solution to a problem in simple phrases in a leveled text.</p> <p>Activity: Predict a solution for a problem from a leveled text using simple sentences in a small group.</p>	<p>Describe a possible solution for a problem from a leveled text.</p> <p>Activity: Read a leveled text until the conflict is revealed; then describe the solution for the problem. After reading the leveled text, compare the solution with the author's in a cooperative group.</p>	<p>Discuss a possible solution for a problem from a grade-level text.</p> <p>Activity: Read a grade-level text until the conflict is revealed; then describe the solution for the problem. After reading the grade-level text, compare the solution with the author's with minimal teacher guidance.</p>
ST	CA 2 1.5, 1.6, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 2				
Literary Devices	Use details from text to <ul style="list-style-type: none"> • identify events in logical sequence 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate and arrange a set of picture cards in sequential order in a simple leveled text.	Sort a set of picture cards in sequential order in a simple leveled text..	Specify the order of events from a leveled text.	Describe the order of events in a leveled text.	Construct and describe the order of events after reading a grade-level text.
	Activity: Arrange a set of picture cards in logical sequential order in a simple leveled text with teacher modeling and assistance.	Activity: Arrange a set of sequential picture cards in logical order, and describe the events in simple phrases with a partner.	Activity: Organize the order of picture cards up to 5 events and describe the story in a small group.	Activity: Restate the order of events after reading a leveled text with a partner or in a small group with minimal teacher guidance.	Activity: Complete a graphic organizer and explain the order of events in a grade-level text with minimal teacher assistance.
	Vocabulary: Identify, events, logical sequence, arrange				
ST	CA 2 1.5, 1.6, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
A	Grade 2				
Text Features	Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphics				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify text elements in a leveled nonfiction text.</p> <p>Activity: Point to pictures locating appropriate text elements with teacher modeling and assistance.</p> <p>Vocabulary: Illustrations, title, headings, captions, diagrams, charts and graphics</p>	<p>Locate and name text elements in a leveled non-fiction text.</p> <p>Activity: Choose text elements with appropriate labels in a leveled non-fiction text with a partner.</p>	<p>Label text elements and state what information each conveys in a leveled non-fiction text.</p> <p>Activity: Write labels for each text element and discuss the information in simple phrases each element conveys in a small group.</p>	<p>Analyze text elements and discuss information from a leveled non-fiction text.</p> <p>Activity: Participate in a teacher-generated scavenger hunt labeling text elements and discuss findings in a leveled non-fiction text with a partner and/or with minimal teacher guidance.</p>	<p>Specify text elements and explain information from a grade-leveled text.</p> <p>Activity: Complete a graphic organizer listing text elements and explain information in a cooperative group with minimal teacher assistance.</p>
ST	CA3 1.6				
FR	I 2g, II 2f, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 2

Use details from text to

- ask questions to clarify understanding

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate illustrated questions to clarify understanding of a simple non-fiction leveled text</p> <p>Activity: Point to pictures labeled with simple questions to clarify understanding of a simple non-fiction leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Questions, point, picture</p>	<p>Construct simple questions with picture prompt to clarify understanding of a simple non-fiction leveled text.</p> <p>Activity: Write simple questions with picture prompt to clarify understanding of a simple non-fiction leveled text with a partner.</p>	<p>State simple yes/no clarifying questions of a non-fiction leveled text.</p> <p>Activity: Ask yes/no clarifying questions about a non-fiction text in a small group.</p>	<p>Say “WH” questions to clarify details in a leveled non-fiction text.</p> <p>Activity: Ask “WH” questions to clarify details of a non-fiction text in a small cooperative group with minimal teacher assistance.</p>	<p>Discuss clarifying questions to clarify understanding of a grade-level non-fiction text.</p> <p>Activity: Ask clarifying questions of teacher or peers; then locate answers to support details in a grade-level non-fiction text.</p>

ST CA3 1.6, 2.4, 3.5, 3.1

FR I 3c, II 1f, III 2e-f, 3a, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 2				
Text Elements	Use details from text to <ul style="list-style-type: none"> identify main ideas and provide support 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify main idea from a picture prompt.</p> <p>Activity: Choose a picture that represents the main idea of a non-fiction leveled text read by the teacher with instructor modeling and assistance.</p> <p>Vocabulary: Identify, look, main idea</p>	<p>Illustrate the main idea of a non-fiction leveled text.</p> <p>Activity: Create a student-generated picture that shows the main idea of a non-fiction leveled text with a partner.</p>	<p>State the main idea of a non-fiction leveled text.</p> <p>Activity: Discuss the main idea of a non-fiction leveled text using simple sentences in a small group.</p>	<p>Tell the main idea of a non-fiction text with supporting details.</p> <p>Activity: Share the main idea of a non-fiction leveled text giving three supporting details with a partner.</p>	<p>Identify the main idea and supporting details from a non-fiction grade level text.</p> <p>Activity: Student writes the main idea with supporting details of a given non-fiction story to share information with the class.</p>
ST	CA3 1.5,1.6				
FR	I 3e, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C	Grade 2				
Text Elements	Use details from text to <ul style="list-style-type: none"> retell sequence of events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify sequence of events with picture cards. Activity: Place in sequential order three events from a non-fiction leveled text.	Identify and match sequence of events with picture cards and short phrases. Activity: Sequence the events, and match the appropriate word or phrase to the event. (Command form of verbs)	Construct sequence of events from a non-fiction text. Activity: Using a scrambled recipe for play-doe, construct a poster and tell how to make play-doe. Afterwards, present this to the class.	Create and retell story events in sequential order from a non-fiction text. Activity: With a partner, order scrambled instructions. Check results by performing task. Describe to other students how to do the task.	Recite story events in sequential order from a non-fiction text. Activity: Retell the sequence of events from a grade level text, independently.
ST	CA3 1.5,1.6				
FR	I 3e, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 2

Use details from text to

- make basic inferences about problems and solutions

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and select the solution to a given problem.</p> <p>Activity: Construct stations or centers of the five senses; create a problem at each center based on scenery information. Connect vocabulary to the problem. (Too salty, loud, sour) Post solutions to the problem and connect vocabulary to the solution with teacher modeling and assistance.</p>	<p>Sort familiar vocabulary words in either the problem or solution categories.</p> <p>Activity: Using vocabulary cards, arrange the words “problem and solution” at each station, match vocabulary cards to the problem and solution with a partner.</p>	<p>Infer the problem and solution with a non-fiction text.</p> <p>Activity: Each student generates their own problem and solution and shares them in a small group.</p>	<p>Identify the problem and pose a possible solution with a non-fiction text.</p> <p>Activity: Identify the problem and discuss possible solutions to each problem in a small group.</p>	<p>State inferences about problems and solutions, independently.</p> <p>Activity: Using a non-fiction, grade level text; make inferences about problems and solutions.</p>

ST CA3 1.5,1.6

FR I 3e, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D	Grade 2				
Understanding Directions	Read and follow a simple direction to perform a task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate a simple task following pictorial directions.</p> <p>Activity: Follow pictorial directions to perform a task with teacher modeling and assistance.</p>	<p>Employ a task following simple written directions.</p> <p>Activity: Follow simple directions given in words and phrases with pictorial support with a partner.</p>	<p>Interpret simple directions to demonstrate a task.</p> <p>Activity: Read a leveled text that includes directions for performing a simple task in a small group.</p>	<p>Demonstrate a task reading simple directions.</p> <p>Activity: Recite directions for performing a task then trade with a partner and perform the task. Evaluate the outcome of the results.</p>	<p>Employ a task following simple directions.</p> <p>Activity: Read and follow a task to perform in the classroom independently and/or with minimal teacher guidance.</p>
ST	CA3 1.5,1.6				
FR	I 3e, K-4				

Writing

1	Apply a writing process in composing text				
A	Grade 2				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> • utilize a simple graphic organizer in prewriting 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Construct a labeled pictorial graphic organizer. Activity: Create a labeled pictorial organizer using a familiar topic with teacher modeling and assistance. Vocabulary: graphic organizer, picture, draw, beside, together	Employ a simple graphic organizer matching pictures with words. Activity: Create and label with words a simple graphic organizer on a familiar topic with a partner.	Design a graphic organizer using simple phrases. Activity: Make and label with phrases a simple graphic organizer on a familiar topic in a small group.	Create a simple graphic organizer on a familiar topic using developed sentences with a peer. Activity: Construct a simple graphic organizer and label using developed phrases with a partner.	Employ a graphic organizer to include complete sentences. Activity: Utilize a simple graphic organizer to write complete sentences on a related topic, independently and/or with teacher guidance.
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

1 Apply a writing process in composing text					
A	Grade 2				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> generate a draft 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Construct a draft using teacher-made sentence strips.</p> <p>Activity: Organize and copy sentences using teacher-made sentence strips that contain information and pictures from a graphic organizer with teacher modeling and assistance.</p>	<p>Create a draft using simple sentences from a graphic organizer.</p> <p>Activity: Write simple sentences about the information on a graphic organizer with pictures support with a partner.</p>	<p>Compose a draft using more developed sentence structure.</p> <p>Activity: Write sentences about the information on a graphic organizer with peer support.</p>	<p>Outline a draft containing a beginning, middle and end.</p> <p>Activity: Use a previously completed graphic organizer to generate a draft containing a beginning, middle and end with teacher or peer support.</p>	<p>Outline a draft containing a beginning, middle and end.</p> <p>Activity: Use a previously completed graphic organizer to generate a draft containing a beginning, middle and end with minimal assistance or independently.</p>
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

1 Apply a writing process in composing text					
A	Grade 2				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> reread and revise (with or without assistance) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify by rereading and revising sentences in a text. Activity: Students arrange teacher provided sentence strips with picture support to add or remove text with teacher modeling and assistance.	Revise text by adding or removing phrases. Activity: Reread teacher provided text using pictures with words to add or subtract details with a partner.	Change words and phrases to clarify text. Activity: Arrange scrambled words to construct and develop simple complete sentences in a small group.	Revise writing for word order, word choice and clarity. Activity: Arrange scrambled words to develop complete sentences to compose a story in a small group.	Compose and revise writing for word order, word choice, sequencing and clarity. Activity: Write a short story with developed sentences. Reread text with a partner to revise for clarity with minimal teacher guidance.
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

1 Apply a writing process in composing text					
A	Grade 2				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> edit and proofread for capitalization and ending punctuation 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify a capital letter and ending punctuation in a sentence.	Construct, edit and proofread a correctly written sentence using correct capitalization and ending punctuation.	Apply a teacher generated draft for capitalization and punctuation.	Employ for capitalization and ending punctuation.	Revise a previously generated draft to edit and proofread for capitalization and ending punctuation.
	Activity: Student circles capital letters and ending punctuation in a sentence with teacher modeling and assistance.	Activity: Student uses teacher-made scrambled sentences to develop a simple complete sentence with a partner.	Activity: Edit a teacher generated draft for capitalization and punctuation in a small group.	Activity: Using a previously generated draft, proofread for capitalization and ending punctuation with a partner.	Activity: Use a grade-level previously generated draft to edit and proofread for capitalization and ending punctuation with minimal teacher assistance..
	Vocabulary: Sentence, capitalization, punctuation, period, exclamation mark, question mark, etc.	Vocabulary: Sentence, edit, period, exclamation point, question mark, beginning capitalization, etc.	Vocabulary: Sentence, proof reading symbols, edit, period, exclamation point, question mark, beginning capitalization, etc.		
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

1 Apply a writing process in composing text					
A	Grade 2				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> publish writing, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a pictorial document for publication.</p> <p>Activity: Student illustrates and develops a simple labeled pictorial book to publish for the class with teacher modeling and assistance.</p>	<p>Compose a pictorial document with words and short phrases to be published.</p> <p>Activity: Student illustrates using words and short phrases to complete a story for publication with a partner.</p>	<p>Construct a document with simple phrases to be published.</p> <p>Activity: Student develops a short story with simple phrases using a picture prompt in a small group.</p>	<p>Design a document to include more complex and complete sentence structure for publishing.</p> <p>Activity: Student uses background knowledge to write a short story to share in a small group and to publish.</p>	<p>Create a document with grade-level sentences to publish.</p> <p>Activity: Student uses background knowledge to write a story to share with the class and publish with minimal teacher guidance.</p>
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

2 Compose well-developed text using standard English conventions					
A	Grade 2				
Handwriting	Create legible compositions with correct spacing between letters in a word and words in a sentence				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Show correct spacing between letters and words.</p> <p>Activity: Using an illustration with descriptive text copy the text with teacher prompting to correct spacing between letters and words. Compare the copy to the original text and make corrections with teacher modeling and assistance.</p> <p>Vocabulary: Copy, space, computer, letters, words, sentences, etc.</p>	<p>Construct legibly printed text using appropriate spacing.</p> <p>Activity: Legibly recopy previously generated, teacher edited text focusing on correct spacing between letters, words, and sentences with peer assistance.</p>	<p>Create legibly printed text with correct spacing.</p> <p>Activity: Legibly recopy previously generated, teacher edited text focusing on correct spacing between letters, words, and sentences in a small group.</p>	<p>Demonstrate correct spacing between letters and words in a text.</p> <p>Activity: Legibly recopy previously generated, peer edited text focusing on correct spacing between letters, words, and sentences in a small group.</p>	<p>Combine letters and words using correct spacing to form complete sentences in a text.</p> <p>Activity: Legibly recopy previously generated, self-edited text focusing on correct spacing between letters, words, and sentences with minimal teacher guidance.</p>
ST	CA 1 1.6, 2.2				
FR	I 1a, II 6b, IV 3b, K-4				

2 Compose well-developed text using standard English conventions					
B	Grade 2				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> days of week 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recall the days of the week as capitalized sight words and copy words with correct capitalization. Activity: Recognize the days of the week as capitalized sight words and copy them with correct capitalization with teacher modeling and assistance. Vocabulary: days of the week, capital letter	Apply capitalization norms to isolated days of the week. Activity: Correct names of days by placing the capital letter cards over the first letter with a partner.	Apply capitalization norms to days of the week in context. Activity: Correctly sort nouns including days of the week based on capitalization as a whole group. Vocabulary: capitalization, common & proper nouns	Construct capitalization norms to days of the week in context. Activity: Correct capitalization of days of the week in a teacher generated draft in a small group.	Demonstrate in writing capitalization norms to days of the week in context. Activity: Capitalize days of the week when composing written text with minimal teacher guidance.
ST	CA 1 1.6, 2.2				
FR	I 1a, 6a, II 6d, g, K-4				

2 Compose well-developed text using standard English conventions

B Grade 2

Use conventions of capitalization in written text

- names of towns, cities, states

Capitalization	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify correctly capitalized towns, cities and states names.</p> <p>Activity: Copy the name of the student’s current town, city and state with proper capitalization with teacher modeling and assistance.</p> <p>Vocabulary: town, city, state, country, world map</p>	<p>Apply capitalization conventions in writing names of towns, cities and states</p> <p>Activity: Copy the name of the student’s town and current city and state with proper capitalization with a partner.</p> <p>Vocabulary: town, city, state, world map capitalization, punctuation</p>	<p>Use capitalization conventions in writing names of towns, cities and states.</p> <p>Activity: Correctly sort common and proper nouns (including names of places based on capitalization) in a small group.</p>	<p>Apply capitalization conventions in writing names of towns, cities and states.</p> <p>Activity: Correctly capitalize place names in a teacher generated draft with a partner.</p>	<p>Construct capitalization conventions in writing names of towns, cities and states.</p> <p>Activity: Capitalize place names correctly when composing written text with minimal teacher guidance.</p>

ST CA 1 1.6, 2.2

FR I 1a, 6a, II 6d, g, K-4

2 Compose well-developed text using standard English conventions					
C Grade 2					
Punctuation	In composing text, use <ul style="list-style-type: none"> correct endings punctuation in declarative and interrogative sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify punctuation in declarative and interrogative sentences.	Label the correct ending punctuation for declarative and interrogative sentences.	Sort declarative and interrogative sentences.	Compose text using correct ending punctuation for declarative and interrogative sentences.	Analyze text using question marks and periods appropriately in sentences.
	Activity: Label correct ending punctuation using teacher-generated sentences with instructors modeling and assistance.	Activity: Student chooses correct ending punctuation using teacher-generated sentence strips with a partner.	Activity: Sort declarative and interrogative sentences without ending punctuation and add proper punctuation in a small group.	Activity: Write a short story using appropriate ending punctuation when writing declarative and interrogative phrases in a small group.	Activity: Students exchange stories to analyze and discuss appropriate correct ending punctuations for declarative and interrogative sentences with minimal teacher guidance.
	Vocabulary: Question, statement, question mark, period	Vocabulary: Question, statement, sentence, question mark, period	Vocabulary: Question, statement, sentence, sort, declarative, interrogative		
ST	CA 1 1.6, 2.2				
FR	I 6a, II 2i, 4b, 6c-d & g, K-4				

2 Compose well-developed text using standard English conventions					
C	Grade 2				
Punctuation	In composing text, use <ul style="list-style-type: none"> comma in dates 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and copy the date correctly from the board. Activity: Copy the date using the comma correctly with teacher modeling and assistance. Vocabulary: Comma, date	Apply commas appropriately to dates in a text. Activity: Add commas appropriately to dates teacher generated dates as a whole class activity.	Demonstrate correct comma usage of dates in written work. Activity: Construct a self-made book in include dates using commas in appropriate areas with a partner.	Select correct comma usage of dates in written work. Activity: Student writes a short story to include commas appropriately in dates in a small group.	Compose correct comma usage of dates in written work. Activity: Student uses commas appropriately in dates when composing written text with minimal teacher guidance.
ST	CA 1 1.6, 2.2				
FR	I 6a, II 2i, 4b, 6c-d & g, K-4				

2 Compose well-developed text using standard English conventions					
D	Grade 2				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> descriptive words (adjectives) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate and match adjectives to noun picture cards. Activity: Student matches adjectives to nouns portrayed in pictures with teacher modeling and assistance. Vocabulary: Adjective, descriptive words, describe	Label objects with descriptive adjectives. Activity: Write simple descriptive adjective labels, (such as: size, color and number) to match objects in the classroom as a whole class.	Create simple sentences using a correct adjective placement. Activity: Use excerpts from a leveled text to produce a word bank of adjectives to label an illustration from the text in a small group.	Demonstrate the use of adjective words in a sentence. Activity: Write descriptive sentences to accompany an illustration with a partner using a previously generated word bank or word wall.	Compose text using appropriate adjectives for detail. Activity: Write a description of a person, place or thing using a previously generated word bank or word wall with minimal teacher support.
ST	CA 1 1.6, 2.2				
FR	II 4b, 6c & f-g, K-4				

2 Compose well-developed text using standard English conventions					
D	Grade 2				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> substitute pronouns for nouns 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and correct nouns for subject pronoun usage. Activity: Label people in illustrations replacing pronouns with nouns (for example: he for Tom or she for Pam it for desk and they for Sam and Sarah) as a class activity with teacher modeling and assistance. Vocabulary: Pronoun, noun, change, replace	Change subject pronouns (he, she, it, they, we and you) to write labels for people or objects. Activity: Match and write appropriate labels of pronouns for nouns in an illustrated text with a partner.	Select and replace subject and object pronouns with nouns. Activity: In a familiar text, students exchange pronouns with appropriate nouns in a small group. (he=Dick, she=Jane, it=Spot, etc.)	Differentiate subject and object pronouns with nouns. Activity: Substitute pronouns for nouns in a previously generated draft with peer support.	Select subject and object pronouns with nouns in a text. Activity: Substitute pronouns for nouns in a previously generated unfamiliar draft with minimal teacher support or independently.
ST	CA 1 1.6, 2.2				
FR	II 4b, 6c & f-g, K-4				

2 Compose well-developed text using standard English conventions					
E Grade 2					
Spelling	In writing, use <ul style="list-style-type: none"> correct spelling of words with simple spelling patterns and high-frequency words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and construct simple 3 to 4 letter words correctly. Activity: Use picture/letter puzzle cards to construct correct spelling of words with teacher modeling and assistance. Vocabulary: consonant, vowel, sight words, word wall, look, check, find	Construct simple high-frequency words using correct spelling. Activity: Student forms correct spelling of words using letter tiles with picture support in a small group. Using a teacher generated text, identify incorrectly spelled words in pairs	Locate and correct misspelled words from a classroom resource. Activity: Using a teacher generated text, identify incorrectly spelled words and correct with assistance from classroom resources with a partner.	Select and correct misspelled words in a text. Activity: Identify incorrectly spelled words in peer work and correct with assistance from classroom resources with a peer.	Apply simple spelling patterns on grade-level for all writing. Activity: Identify incorrectly spelled words in own work and correct with minimal teacher assistance and classroom resources.
ST	CA 1 1.6, 2.1, 2.2				
FR	II 3a, 6e, II 2h, K-4				

2 Compose well-developed text using standard English conventions

E Grade 2

In writing, use

- **transitional spelling**

Spelling	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Select and copy a list of core sight words.</p> <p>Activity: Student copies a list of core sight words into a student dictionary with teacher modeling and assistance.</p>	<p>Use transitional spelling in words and phrases.</p> <p>Activity: Write teacher-dictated sentences that mostly include core sight words with a peer.</p>	<p>Apply transitional spelling in words, phrases and sentences.</p> <p>Activity: Use core words and some transitional spelling to independently write sentences in a small group.</p>	<p>Demonstrate transitional spelling in daily writing.</p> <p>Activity: Use core words and transitional spelling to write a story with limited teacher assistance with a partner.</p>	<p>Compose transitional spelling in daily writing.</p> <p>Activity: Use core words and transitional spelling in all writing assignments with teacher prompting as needed.</p>

ST CA 1 1.6, 2.1, 2.2

FR II 3a, 6e, II 2h, K-4

2 Compose well-developed text using standard English conventions

E Grade 2

In writing, use

- classroom resources to verify correct spelling

Spelling	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify correct spelling using</p> <ul style="list-style-type: none"> pictures with labels Word wall, etc. <p>Activity: Student matches basic words with pictures using items in the classroom with teacher modeling and assistance.</p>	<p>Label correct spelling using</p> <ul style="list-style-type: none"> Word wall Pictures with labels Picture Dictionary <p>Activity: Write the correct spelling of a word to match illustrations with a partner.</p>	<p>Create a simple sentences and verify correct spelling using</p> <ul style="list-style-type: none"> Core word list Word wall Pictures with labels Picture Dictionary <p>Activity: Write a short simple story with picture prompt using student’s background knowledge and classroom resources to verify correct spelling in a small group.</p>	<p>Construct sentences and verify correct spelling using</p> <ul style="list-style-type: none"> Grade level dictionary Core word list Pictures with labels Picture Dictionary <p>Activity: Use classroom resources to write a story using a picture prompt and student’s background knowledge with a partner.</p>	<p>Compose correct spelling using</p> <ul style="list-style-type: none"> Grade level dictionary Core word list Pictures with labels Picture dictionary <p>Activity: Use classroom resources to write a short story using student’s background knowledge with minimal teacher assistance.</p>

ST CA 1 1.6, 2.1, 2.2

FR II 3a, 6e, II 2h, K-4

2 Compose well-developed text using standard English conventions

F **Grade 2**

In composing text, identify and write sentences:
 • **declarative**

Sentence Construction	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use controlled vocabulary on word cards to construct a simple declarative sentence.</p> <p>Activity: Combine teacher-generated vocabulary word cards to develop a simple declarative sentence with picture support and teacher modeling and assistance.</p>	<p>Construct two to three word declarative sentences.</p> <p>Activity: Use picture and a word wall to write two to three word declarative sentences pertaining to the picture with teacher assistance and peer partner.</p>	<p>Create simple declarative sentences in text.</p> <p>Activity: Use a series of pictures and classroom resources to write simple declarative sentences about the pictures in a small group.</p>	<p>Demonstrate in writing simple declarative sentences.</p> <p>Activity: Student writes a short story with picture prompt to include appropriate declarative sentences to share with a small group.</p>	<p>Compose grade-level appropriate declarative sentences.</p> <p>Activity: Write grade-level appropriate declarative sentences using classroom resources with minimal teacher guidance.</p>

ST CA 1 1.6, 2.1, 2.2

FR II 4b, K-4

2 Compose well-developed text using standard English conventions

F Grade 2

In composing text, identify and write sentences:
 • **interrogative**

Sentence Construction	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and use controlled vocabulary on word cards to construct a simple interrogative sentence. Activity: Use simple teacher-made sentence strips with picture support to identify and develop interrogative sentences with teacher modeling and assistance.	Apply two and three word interrogative sentences. Activity: Use pictures and a word wall to write two to three word interrogative sentences about the picture with teacher assistance and a partner.	Demonstrate in writing correct sentence structure for simple interrogative sentences. Activity: Use a series of pictures and classroom resources to write simple interrogative sentences about the pictures in a small group with teacher prompting.	Construct simple interrogative sentences when composing a text. Activity: Student creates their own simple interrogative sentences using scrambled sentence strips with a partner.	Compose grade-level appropriate interrogative sentences. Activity: Write grade-level appropriate interrogative sentences using classroom resources with minimal teacher guidance.

ST CA 1 1.6, 2.1, 2.2

FR II 4b, K-4

3 Write effectively in various forms and types of writing					
A Grade 2					
Narrative and Descriptive Writing	Write narrative text that <ul style="list-style-type: none"> records a series of events in chronological order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sort events of three to four picture cards in chronological order. Activity: Place pictures from a familiar story in chronological order and write a one or two word description using familiar sight words and core vocabulary pertaining to the pictures as a class activity. Vocabulary: Events, picture and chronological	Construct events from a familiar story drawing pictures with labels in chronological order. Activity: Write simple sentences in chronological order based on pictorial illustrations using familiar sight words and core vocabulary pertaining to the pictures with a partner.	Illustrate events to include short phrases for each event in chronological order. Activity: Complete a graphic organizer with a series of events using simple sentences in a small group.	Compose a short story of events in chronological order. Activity: List events in chronological order then write a simple text corresponding with each event from beginning to end with a partner.	Design a grade-level narrative story in a series of events in chronological order. Activity: Student writes a short narrative story in chronological order with a beginning, middle and end with minimal teacher assistance.
ST	CA 4 1.8, 2.1				
FR	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4				

3 Write effectively in various forms and types of writing					
A	Grade 2				
Narrative and Descriptive Writing	Write narrative text that <ul style="list-style-type: none"> contains story elements 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify story elements in a text. Activity: Draw three pictures identifying and labeling story elements, such as (plot, setting and characters) with teacher modeling and assistance. Vocabulary: Plot, setting, characters	Categorize story elements of a text. Activity: Student sorts labeled story element picture cards in appropriate category with a partner.	Label story elements within a text. Activity: Student writes labels for each story element with picture support in a small group.	Create a short narrative story containing various story elements. Activity: Student illustrates and writes a short corresponding story containing appropriate story elements with a partner.	Compose a grade-level short narrative story to include appropriate story elements. Activity: Write a narrative grade-level text with appropriate story elements with minimal teacher support.
ST	CA 4 1.8, 2.1				
FR	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4				

3 Write effectively in various forms and types of writing					
B	Grade 2				
Note-Taking	Identify important information in text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate important information in a text.</p> <p>Activity: Highlight key vocabulary in written text with picture prompt following a teacher model and assistance.</p> <p>Vocabulary: Important, story, text, highlight, vocabulary</p>	<p>Label important features in a text.</p> <p>Activity: Student labels important picture story cards using teacher-made words or phrases in a small group.</p>	<p>Illustrate important features in a text.</p> <p>Activity: Student illustrates important information from a familiar text, writing two to three words describing the features with a partner.</p>	<p>Construct a web identifying important information in a text.</p> <p>Activity: Students construct a web of important information from a familiar text using words and phrases to describe events with a partner.</p>	<p>Summarize important information in writing in a text.</p> <p>Activity: Students complete a story map of important information to summarize in writing the beginning, middle and end of a text with minimal teacher guidance.</p>
ST	CA 2, 3, 4 1.6, 1.8				
FR	I 3h-i, II 4c, K-4				

3 Write effectively in various forms and types of writing					
C	Grade 2				
Expository and Persuasive Writing	Write expository text , with assistance, with <ul style="list-style-type: none"> a main idea 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate and write the main idea of a leveled text. Activity: Student points or uses one or two word utterances to identify and copy phrases from teacher of the main idea with picture support and teacher modeling. Vocabulary: Main idea, locate, write	Label the main idea of a text. Activity: Student matches pictures to labels (with written short phrases) to identify the main idea with a partner.	Illustrate and write simple sentences to describe the main idea in a text. Activity: Student draws a picture to include short simple sentences to describe the main idea of a leveled text in a small group.	Construct a topic sentence from a text. Activity: Write a topic sentence from a student-generated group of related sentences as a whole class and teacher guidance.	Compose an expository text to include a clear main idea. Activity: Students write an expository story containing a clear main idea with minimal teacher assistance.
ST	CA 4 1.8, 2.1				
FR	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4				

3 Write effectively in various forms and types of writing

C Grade 2

Write **expository text**, with assistance, with

- supporting details

Expository and Persuasive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify supporting details of a leveled text.</p> <p>Activity: Student locates by pointing or using one or two words to locate supporting detailed pictures of an expository text and teacher modeling.</p> <p>Vocabulary: Supporting details, locate, point</p>	<p>Specify by matching correct supporting details in a leveled text.</p> <p>Activity: Student matches pictures to appropriate written supporting details of an expository text with a partner.</p> <p>Write supporting sentences for a teacher-generated main idea with teacher support</p>	<p>Create a short expository story with supporting details.</p> <p>Activity: Write supporting sentences from a teacher-generated main idea in a small group.</p>	<p>Compose a short expository story with supporting details.</p> <p>Activity: Write supporting sentences from a student-generated main idea with teacher guidance.</p>	<p>Design an expository text with supporting details.</p> <p>Activity: Write supporting sentences from a student-generated main idea with minimal teacher support.</p>

ST CA 4 1.8, 2.1

FR I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4

3 Write effectively in various forms and types of writing					
E Grade 2					
Write simple friendly letters, messages, and directions for making or doing something, considering a given audience					
Audience and Purpose	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and write appropriate words to complete a letter, message or directions.</p> <p>Activity: Write appropriate words from word banks in a cloze activity that follows a teacher model of a letter, message, or directions with teacher modeling and assistance.</p> <p>Vocabulary: Letter, message, directions</p>	<p>Locate and write appropriate words to complete a letter, message or directions.</p> <p>Activity: Write appropriate words in a cloze activity that follows a teacher model of a letter, message, or directions with a partner.</p>	<p>Construct a written letter, message or directions for a given audience.</p> <p>Activity: Write a letter, message, or directions following a teacher model when given specific vocabulary in a small group and teacher guidance.</p>	<p>Compose a letter, message or directions for a given audience.</p> <p>Activity: Write a letter, message, or directions following a teacher model with limited teacher support</p>	<p>Design a letter, message or directions for a given audience.</p> <p>Activity: Write a letter, message, or directions to share with a small group with limited teacher support.</p>
ST	CA 4 1.8, 2.1				
FR	I 6e & i, II 3d, K-4				

1 Develop and apply effective listening skills and strategies					
A Grade 2					
Purpose for listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select a favorite familiar text for instructor to read as student listens. Activity: Display typical non-verbal listening behaviors.	Demonstrate listening behaviors for enjoyment. Activity: Indicate a favorite book and demonstrate appropriate listening behaviors (attentiveness) during the reading.	Discover a book with an audio, based on personal interest. Activity: Choose a book with an audio, based on personal interest. Follow along with print while listening to the tape.	Select a book with audio, based on personal interest. Activity: Choose a book with an audio, based on personal interest. Follow along with print while listening to the tape.	Locate a book with audio, based personal interest and listening enjoyment. Activity: Student decides on a book with an audio, based on personal interest. Follow along with print while listening to the tape.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A	Grade 2				
Purpose for listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate listening behavior during instruction time. Activity: Display typical non-verbal listening behaviors.	Apply listening behavior to receive information. Activity: Answer yes/no questions based on a simple, visually supported informational speech with a partner and teacher guidance.	Show listening behavior for information. Activity: Exhibit listening by responding to simple questions based on a short film..	Employ Listening behavior to respond to “wh” questions with complete sentences. Activity: Exhibit listening by responding to “wh” questions with complete sentences with moderate teacher assistance in a small group.	Demonstrate effective listening behavior by answering questions. Activity: Demonstrate effective listening by participating in class discussion of a topic with minimal teacher support.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A	Grade 2				
Purpose for listening	Listen <ul style="list-style-type: none"> to solve problems 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	State a possible problem for student to solve.	Recite and listen to a possible problem for student to solve.	Tell a simple problem in a text for student to solve.	State a more complexed problem from a text for student to solve.	Recite a solution for a given problem.
	Activity: Listen to a number sequence and supply the missing number. Example: (1, 2, 3, 5) What's the missing number? With teacher modeling and assistance.	Activity: Solve simple math problems requiring solutions. (Example: $2 + \underline{\quad} = 4$ or if Jimmy gives me an apple and Billy gives me an apple, how many apples will I have?) With a partner and teacher guidance.	Activity: Listen to a simple text that includes a problem, such as a mystery story. Solve the mystery based on the information with picture support as a whole class.	Activity: Student generates a solution to the problem read by the teacher from a leveled text in a small group.	Activity: Listening to a tape recording of a student's explanation for a given problem expressed to the teacher with minimal instructional support.
	Vocabulary: numbers 1-100, missing,	Vocabulary: plus, minus, equals, blank, and previous vocabulary			
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A	Grade 2				
Purpose for listening	Listen <ul style="list-style-type: none"> for directions to complete a simple task 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply teacher given instructions to complete a simple task. Activity: Participate in a “Simon Says” activity about simple classroom tasks with teacher modeling and assistance.	Demonstrate listening behavior to complete a simple task. Activity: Respond with classmates to single-step directions given by the teacher using classroom vocabulary (Ex: Close your book, Line up by the door etc.)with a partner.	Show appropriate listening behavior to complete a simple task. Activity: Respond individually to two or three-step directions given one step at a time by the teacher using classroom vocabulary in a small group.	Employ appropriate listening behavior to complete a simple task. Activity: Respond with a partner to multi-step directions given one at a time by the teacher using classroom vocabulary.	Demonstrate appropriate listening behavior to complete a simple task. Activity: Respond individually to multi-step directions given by the teacher using classroom vocabulary.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1	Develop and apply effective listening skills and strategies				
B	Grade 2				
Listening Behavior	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Apply listening behaviors during instructional period.</p> <p>Activity: Participate in group circle or class instructional time by modeling and/or copying from peers.</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p> <p>(Note: Beginners often exhibit distractibility or show inattentiveness due to complete lack of understanding.)</p>	<p>Demonstrate appropriate listening behaviors to participate in class activity.</p> <p>Activity: Participate in group circle or class instructional time by teacher modeling and/or copying from peers.</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p>	<p>Show listening skills to participate in class activities.</p> <p>Activity: Demonstrate listening skills expected for class activities (Ex: respond to teacher question “How do we act during story time?”).</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p>	<p>Demonstrate listening behaviors to participate in class activities.</p> <p>Activity: Student demonstrates listening skills during class activities.</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p>	<p>Employ listening behaviors to participate in class activities.</p> <p>Activity: Demonstrate listening skills during class activities.</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p>
ST	CA 5, 6 1.5				
FR	I 2h, IV 1d, K-4				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 2				
Discussion and Presentation	speak at an appropriate volume and maintain a clear focus when sharing ideas				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State native language to share ideas.</p> <p>Activity: Student shares native language vocabulary with classmates using visual support with teacher guidance.</p> <p>(Note: Basic Beginners may not produce any English utterances.)</p>	<p>Recall and express phrases to share ideas.</p> <p>Activity: Repeat student or teacher utterances clearly with comprehensible pronunciation and stress in a small group.</p>	<p>Tell and express words and phrases to share ideas.</p> <p>Activity: Produce appropriate oral questions or responses (in phrases or short sentences) that are clear and comprehensible in a class activity</p>	<p>Illustrate and speak words and phrases to share ideas.</p> <p>Activity: Draw a picture and share orally the information with classmates, clearly and comprehensibly with teacher assistance</p>	<p>State information with appropriate volume and clear focus when sharing ideas.</p> <p>Activity: Produce complete sentences that are clear and comprehensible with minimal teacher correction.</p> <p>(Ex: Tell me about your home country.)</p>
ST	CA 1, 6 2.1, 2.3				
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4				

2 Develop and apply effective listening skills and strategies					
B	Grade 2				
Giving Directions	Give clear oral directions to complete a simple task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a pictorial representation of a given task to convey simple oral directions.</p> <p>Activity: Produce one-word commands using pre-taught verbs with teacher assistance. (Ex: Sit)</p> <p>Vocabulary: Go, Stop, Sit, Stand, Jump, Walk, Run, Open, Close etc.</p> <p>(Note: Basic Beginners may not produce any English utterances.)</p>	<p>State directions to complete a simple task.</p> <p>Activity: Produce two-or three-word commands using pre-taught directional vocabulary with a partner and teacher guidance. (Ex: Sit down)</p> <p>Vocabulary: Here, There, Up, Down, Left, Right, On, Off, etc.</p>	<p>Say directions to complete a simple task.</p> <p>Activity: Lead a “Simon Says” activity by giving simple sentence commands in a small group. (Ex: Sit in your chair.)</p>	<p>Demonstrate and convey oral directions to complete a simple task.</p> <p>Activity: Give multi-step directions for a simple task with teacher prompting (Ex: Explain how to get from the classroom to the cafeteria.)</p>	<p>Illustrate and convey oral directions to complete a simple task.</p> <p>Activity: Draw a picture, giving other students directions to recreate the same picture without viewing it with minimal teacher guidance.</p>
ST	CA 1, 6 2.1, 2.3				
FR	I 6e, K-4				

Reading

1 Develop and apply skills and strategies to the reading process					
A Grade 3					
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate concepts of print by properly handling a book. Activity: Demonstrate handling a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues. (Cultural Note: Some cultures start from back to front, right to left, and bottom to top.)	Demonstrate concepts of print by properly handling a book. Activity: Demonstrate handling a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues. (Cultural Note: Some cultures start from back to front, right to left, and bottom to top.)			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A		Grade 3			
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> print tells story 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate basic concepts of print by recognizing name in print. Activity: Recognize their own and their classmates' names in print with support. Vocabulary: Story, print, recognize	Demonstrate basic concepts of print by labeling and matching objects with words. Activity: Connect print with objects in classroom with support.	Show basic concepts of print by using sentence strips. Activity: Develop a simple story by arranging teacher-generated sentence strips in appropriate order with support.	Apply basic concepts of print by using scrambled sentences. Activity: Use scrambled sentences to construct simple complete sentences to develop a story with support.	Identify basic concepts of print by locating story elements within a grade-level text. Activity: Discuss story elements in a visually supported grade-level text to develop a clearer understanding that print tells a story with minimal support.
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 3				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> word by word matching 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate basic concepts of print by locating words in a visually supported leveled text. Activity: Observe teacher reading from a big book and pointing to each word with teacher modeling and guidance. Vocabulary: Word, match, point	Apply basic concepts of print by identifying words in a visually support leveled text. Activity: Follow along pointing to each word in student book while teacher reads and points out words from big book with support.			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 3				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • upper- and lower- case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate basic concepts of print by identifying upper and lower case letters by pointing. Activity: Observe teacher pairing of lower-case and upper-case letters during class discussion (“this is an uppercase R and this is a lowercase r”). Vocabulary: (Big, small, upper, lower, capital, etc.)	Demonstrate basic concepts of print by matching uppercase with lower-case letters during class practice. Activity: Match upper-case letter with lower-case letter with minimal teacher or peer assistance. Vocabulary: Match, Same	Demonstrate basic concepts of print by sorting upper case and lower-case letters. Activity: Copy from classroom chart the corresponding letter to given letter cue (ex: the upper-case letter A is displayed, the student copies the corresponding lower-case a) with minimal assistance. Vocabulary: Match, pair, put together, same letter.		
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
A		Grade 3			
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • first and last letters in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate basic concepts of print by Locating first and last letters in words. Activity: Observe teacher modeling when highlighting or circling the first and last letters in a simple leveled text. Vocabulary: first, last, letter, beginning, word Note: Students may have little or no 1 st language literacy skills.	Apply basic concepts of print by locating the first and last letters in words. Activity: Construct simple words using letter tiles locating by pointing to the first and last letters with support. Vocabulary: first, last, letter, beginning, word Sentence Structure: “The first letter is...The last letter is ...” Note: Students may have little or no 1 st language literacy skills.	Identify basic concepts of print indicating letter position in words within a leveled test. Activity: While teacher reads a leveled text in a small group, encourage students to point or write the appropriate first and last letter in a word with minimal support. Vocabulary: initial		
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
A	Grade 3				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify basic concepts of print by locating spaces between words in an enlarged text. Activity: Point to text indicating appropriate spacing between words as teacher models with assistance. Vocabulary: Word, space, point	Apply basic concepts of print by constructing simple text using appropriate spacing. Activity: Write a very simple short story with a picture prompt using correct spacing between words with a partner.	Create basic concepts of print by composing a simple text using appropriate spacing. Activity: Write a simple text applying background knowledge using correct spacing between words in a small group.	Illustrate and construct basic concepts of print by writing a simple text using appropriate spacing. Activity: Draw a picture and write a simple story to match illustration applying appropriate spacing between words with support.	Illustrate and construct basic concepts of print by writing grade-level text using appropriate spacing. Activity: Draw a picture and write a grade-level story to match illustration applying appropriate spacing between words with minimal support.
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
A Grade 3					
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply basic concepts of print by identifying letter and word order in a leveled text. Activity: Match letters on cards to simple three letter words written on the board with teacher modeling and assistance. Vocabulary: First, last, middle, word, start, end (Note: Students may come from other literacy backgrounds which do not read left to right.)	Demonstrate basic concepts of print arranging letter and word order in leveled text. Activity: Sort scrambled three letter words into the appropriate order to create a word to match a known vocabulary word with teacher support. (Example; t-c-a → c-a-t) with support.	Show basic concepts of print by creating simple sentences with correct letter and word order. Activity: Unscramble words on cards to create a simple sentence to match the visual prompt with a partner.	Illustrate and apply basic concepts of print by constructing a simple text using appropriate letter and word order. Activity: Draw a picture and write a simple corresponding text using correct letter and word order with support.	Employ basic concepts of print by Comparing and contrasting word order in simple to complex sentences. Activity: Underline and highlight with different colors subject and verb in a selected text with support. Vocabulary: Action word, person, place and thing
ST.					
FR					

1 Develop and apply skills and strategies to the reading process					
A	Grade 3				
	Demonstrate basic concepts of print <ul style="list-style-type: none"> punctuation has meaning 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Print Concepts	Identify basic concepts of print by pointing to ending punctuation in a leveled text. Activity: Point to modeled sentences with proper question/statement punctuation in a whole class activity with assistance. Vocabulary: period, question mark, sentence, end, question, statement Note: Intonation for questioning may vary with different cultures and languages.	Locate basic concepts of print by showing the correct ending punctuation in a leveled text. Activity: Circle appropriate common end punctuations in a leveled text with a partner. Vocabulary: period, question mark, exclamation point, punctuation, quotation marks sentence, end	Demonstrate basic concepts of print using proper ending punctuations in simple sentences. Activity: Sort sentence strips into two categories; declarative (statement) and interrogative (question) with support. Vocabulary: period, question mark, exclamation point, punctuation, quotation marks sentence, end Grammatical concept: end punctuation is the marker of.	Construct basic concepts of print by composing sentences with proper word order to parallel ending punctuation. Activity: Order word cards to make a sentence and/or questions with support. Ie: This is a dog. Is this a dog? Vocabulary: period, question mark, exclamation point, punctuation, sentence, end	State basic concepts of print by recommending changes in punctuations to convey meaning. Activity: Explain why a given sentence should end in a period or question mark in a small group with minimal support.
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
B Grade 3					
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> produce rhyming words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify rhyming words to match a printed word given by the teacher. Activity: Recognize a rhyming word given by the teacher by point to a matching rhyming word on a card with support. (i.e. work only with one pattern group at a time: -ill, -at). Vocabulary: Rhyming words, point, look	Match rhyming words to a given prompt words from known vocabulary. Activity: Separate and gather picture word cards of previously introduced vocabulary to match rhyming words in a specific word family with support. (i.e. pull out all the picture word cards from the – at family: cat, bat, sat, rat). Vocabulary: first, last, sound, word			
ST	CA2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B Grade 3					
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> • separate and say sounds in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate the ability to hear and say separate sounds in words by identifying separate sounds in short simple words.	Apply the ability to hear and say separate sound in words by stating words from a familiar text.	Demonstrate ability to hear and say separate sounds in words by discriminating sound in familiar words.	Show the ability to hear and say separate sounds in words by Creating spoken words from a familiar phonologically separated word.	Employ the ability to hear and say separate sounds in words by analyzing and separating sounds to decode an unknown word found in grade-level text.
	<p>Activity: Teacher pronounces to simple words, for ex: “sit – set”. Student holds up a card to show same/different with teacher modeling and assistance.</p> <p>Vocabulary: First, last, middle, sound, word</p>	<p>Activity: Produce the individual sounds in a word from a list of previously introduced sight words during classroom activity with support.</p> <p>Note: Not all languages recognize or develop phonemic systems for reading Ie: Japanese never will hear an “l” and will produce an “r” as substitute. Labial pronunciations are culturally embarrassing and offensive</p>	<p>Activity: Produce the individual sounds in a word from a list of sight words and/or orally presented familiar words with a partner.</p>	<p>Activity: Produce the individual sounds in a familiar word (ie: sm-a-sh) found in a text or orally presented by a teacher or partner.</p>	<p>Activity: Create the individual sounds in an unfamiliar multi-syllabic word found in a text or orally presented by a teacher or partner with minimal assistance.</p> <p>Vocabulary: first, last, middle, sound, word</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
B	Grade 3				
Phonemic awareness	Demonstrate ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate ability to hear and say separate sounds in a simple leveled text.	Apply the ability to hear and say separate sounds in simple words by naming correct phonemes.	Employ the ability to hear and say separate sounds in words by constructing simple new words using various phonemes.	Show the ability to hear and say separate sounds in words by selecting individual phonemes to construct new words.	State the ability to hear and say separate sounds in words by analyzing sounds needed for decoding multi-syllable vocabulary.
	<p>Activity: Use letter tiles using sounds to combine 2-3 phoneme words with teacher modeling and assistance.</p> <p>Vocabulary: First, last, beginning, middle, end, stretch, blend</p>	<p>Activity: Pronounce each separate phoneme in a two or three word. Then blend phonemes together to pronounce a word with support.</p> <p>Vocabulary: first, last, beginning, middle, end, stretch, blend</p>	<p>Activity: Connect consonant blends, diphthongs and phonemes to create simple new words (including nonsense words) with support.</p>	<p>Activity: Blend individual phonemes to create new words for text containing sounds or consonant clusters with support.</p>	<p>Activity: Decode and blend multi-syllable phonemes to state grade-level words with minimal support.</p>
ST					
FR.					

1 Develop and apply skills and strategies to the reading process					
B Grade 3					
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	State and repeat new words given by the teacher from a simple word family with different initial phonemes.	Restate and/or recite beginning and ending sounds to form new words.	Create simple words by replacing beginning and/or ending sounds.	Invent new words by changing the beginning and/or ending sounds.	Revise new grade-level words by changing the beginning and/or ending sounds.
	<p>Activity: Repeat words replacing beginning sounds to form new words modeled by the teacher with assistance.</p> <p>Vocabulary: word family, beginning, ending, sound replace, repeat</p>	<p>Activity: Repeat words replacing beginning and ending sounds to form new words with support.</p>	<p>Activity: Create simple words in a given word family by substituting a series of initial and ending consonant letters in a teacher led group with support.</p>	<p>Activity: Form new words (including nonsense and first language words) by replacing beginning and ending sounds of a given word with a partner as directed by the teacher.</p>	<p>Activity: Create new grade-level words (including nonsense and first language words) given a word family by substituting a series of consonants as the initial/ending letter with minimal support.</p>
ST.					
FR					

1 Develop and apply skills and strategies to the reading process					
C Grade 3					
Phonics	Apply decoding strategies to independently “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Apply decoding strategies by matching visually supported scrambled words.</p> <p>Activity: Use scrambled letter cards (t-c-a) to arrange in the correct word order form (c-a-t) with teacher support.</p> <p>Note: “Independently” for a basic beginner level, it is not appropriate to expect student to read.</p>	<p>Demonstrate decoding strategies by identifying that a letter goes with a spoken sound.</p> <p>Activity: Make new words applying known decoding strategies with familiar two to three syllable words with support.</p>	<p>Employ knowledge of sound symbol association; word families to problem solve unknown words in a leveled text.</p> <p>Activity: Use previously taught decoding strategies to words found in a leveled text with assistance.</p>	<p>Apply knowledge of decoding strategies to problem solve unknown words in a leveled text.</p> <p>Activity: In a leveled text, decode unknown words when reading a story with support.</p>	<p>Use decoding strategies when reading a grade-level text.</p> <p>Activity: When reading a grade-level text, use decoding strategies to solve unknown words to answer comprehensive questions to a story with minimal support.</p>
ST.					
FR					

1 Develop and apply skills and strategies to the reading process					
D Grade 3					
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> by developing automaticity of an increasing core of high-frequency words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State sight words as a whole class while words are identified by pointing them.</p> <p>Activity: Say sight words as a cooperative group activity as they are pointed to by the teacher with instructors modeling and assistance.</p> <p>Vocabulary: Say, high-frequency words</p>	<p>Locate and state high-frequency words.</p> <p>Activity: Read high-frequency words from a word wall with a partner and teacher assistance.</p>	<p>Recite high-frequency words in a leveled text.</p> <p>Activity: Read a high-frequency worded leveled text in a small group.</p>	<p>Demonstrate automaticity in a leveled text with many high frequency words.</p> <p>Activity: Memorize a leveled text composed of high-frequency words to increase reading speed with a partner.</p>	<p>Apply automaticity in a grade-level text containing many high frequency words.</p> <p>Activity: Read with automaticity a grade-level text containing many high-frequency words, independently and/or with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
D	Grade 3				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> with appropriate phrasing and expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Restate a simple leveled text. Activity: Repeat the refrain or response to a simple predictable leveled text using appropriate phrasing while reading as a whole class with teacher modeling and assistance. Vocabulary: Repeat, say, read	Say and read short phrases or sentences in a simple leveled text. Activity: Repeat after the teacher short phrases or sentences from a patterned leveled text with picture support that define vocabulary in a small group.	Recite a familiar simple leveled text using appropriate phrasing and some expression. Activity: Read aloud sections of a familiar, leveled text with appropriate phrasing and some expression with a partner and teacher guidance.	Demonstrate appropriate phrasing and expression while reading a leveled text. Activity: Read with some emotion a practiced, dramatic dialogue from a simple play in a small group.	Apply appropriate phrasing and expression reading a grade-level text. Activity: Read aloud a familiar, grade-level story using appropriate phrasing and expression with minimal teacher assistance.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
D	Grade 3				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> with fluency, accuracy and expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	State and read simple words and/or short phrases following an auditory example. Activity: Echo-read short phrases in choral reading with teacher modeling and assistance. Note: Not applicable for beginner with fluency.	Apply fluency, accuracy and expression when reading a leveled text. Activity: Listen as a partner or teacher reads a simple familiar leveled text with fluency, accuracy and expression. Reread text with teacher prompting for fluency, accuracy and expression.	Employ intonation when reading a leveled text for fluency, accuracy and expression to convey meaning. Activity: Teacher reads and models several different genre of text. For example: short fiction and non-fiction, or poetry. Student rereads text with teacher prompting for fluency, accuracy and expression.	Apply intonation for fluency, accuracy and expression to convey meaning in a leveled text. Activity: Read and model 'how to read' various types of grade-level reading material, such as: poetry, charts, graphs, fiction and non-fiction in a leveled text with support.	Demonstrate fluency, accuracy and expression when reading a grade-level text. Activity: Independently read and model how to read various grade-level texts. In a small group, critique for voice expression and intonation appropriate to dialogue with minimal support.
ST.					
FR					

1 Develop and apply skills and strategies to the reading process					
D	Grade 3				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> adjusting reading rate to difficulty and type of text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite a visually supported simple leveled text.</p> <p>Activity: Listen and repeat after the teacher, using flash cards and/or sentence strips from the text. Practice reading the story to gradually increase speed from a visually supported simple leveled text.</p> <p>Vocabulary: Reading rate, book, read, listen, repeat</p>	<p>Apply and adjust reading rates to the difficulty and type of leveled text.</p> <p>Activity: Use paired reading to increase speed and accuracy in context using leveled instructional text with support.</p>	<p>Demonstrate modification or adjustment of reading rates appropriate to difficulty and type of leveled text.</p> <p>Activity: Use choral reading, reader's theater and role play to read a variety of leveled text with support.</p>	<p>Analyze difficulty of text type to determine needed reading rate of leveled instructional text.</p> <p>Activity: Teacher models technique of skimming and scanning various text to determine difficulty determining appropriate speed for reading (read more difficult text at a slower rate) then practice with a peer using a variety of materials.</p>	<p>Modify reading rate to difficulty and type of grade-level text.</p> <p>Activity: Demonstrate ability to adjust reading rate by reading to a small group using a variety of grade-level text with minimal support.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
E	Grade 3				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • base words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify familiar base words in a simple teacher-generated text.</p> <p>Activity: A small group of students complete several worksheets with base words and affixes with corresponding pictures with teacher modeling and assistance.</p> <p>Vocabulary: Base, root, same</p>	<p>Construct antonyms by adding prefixes from a leveled text.</p> <p>Activity: In a small group complete various worksheets to include different base words with prefixes with picture prompt and support.</p> <p>Vocabulary: Prefix, before, beginning, opposite</p>	<p>Create new words with prefixes and suffixes from a list of familiar base words.</p> <p>Activity: Students use familiar base words on flash cards with the meaning of the base words provided on the back of the card. Instructor gives students flash cards of prefixes and suffixes. Students construct as many words as possible using a base words with the prefix or suffix words with support.</p> <p>Vocabulary: prefix, suffix, ending, after</p>	<p>Analyze the correct definition of an unknown word from leveled text.</p> <p>Activity: Students use unfamiliar base words on flash cards with the meaning of the base words provided on the back of the card. Instructor gives students flash cards of prefixes and suffixes. Students construct as many words as possible using a base words with the prefix or suffix words with support.</p>	<p>Explain an unknown words from grade-level text by an analysis of its base and affixes</p> <p>Activity: Recognize base words and affixes during independent or group reading. Connect new words with previously learned words with minimal teacher guidance.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process

E Grade 3

Develop vocabulary through text, using

- synonyms and antonyms

Vocabulary	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate and match pictures of simple synonyms and antonyms.</p> <p>Activity: Students sort synonyms and antonym picture/word cards into groups. Complete a “T” chart writing their list of synonym and antonym words with teacher modeling and assistance.</p> <p>Vocabulary: opposite/antonym</p>	<p>Sort and list illustrated antonyms and synonyms cards.</p> <p>Activity: Group synonym and antonym picture/word cards. Students write these words on a “T” chart. Synonyms on one side and antonyms on the other.</p> <p>Vocabulary: opposite/antonym, synonym, “T” Chart</p>	<p>Categorize antonyms and synonyms word cards.</p> <p>Activity: Students are given a list of words they know with no pictures prompts. Students sort these words into groups of synonyms and antonyms with support.</p>	<p>Justify synonyms and antonyms with the use of a picture dictionary.</p> <p>Activity: Classify synonyms and antonyms words into groups. Verify words with a picture dictionary with support.</p>	<p>Compose a passage using appropriate synonyms and antonyms in a grade-level text.</p> <p>Activity: Rewrite a paragraph or passage replacing given words with an appropriate synonym and antonym</p>

ST

FR

1 Develop and apply skills and strategies to the reading process					
E	Grade 3				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • context clues 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite new vocabulary using an illustrated, patterned leveled text.</p> <p>Activity: Use a visually supported leveled text to develop new vocabulary modeled by the teacher with assistance.</p> <p>Vocabulary: Context clues</p>	<p>Select appropriate illustrated cards to convey the meaning in context clues in a leveled text.</p> <p>Activity: Student chooses correct illustrated cards to express meaning of context clues in a leveled text with support.</p>	<p>Identify the meaning of unfamiliar vocabulary in a leveled text.</p> <p>Activity: Convey the meaning of unfamiliar vocabulary in a leveled text based on pictorial support and known words with support.</p>	<p>Construct a definition derived from the context for unknown words in a leveled text.</p> <p>Activity: Student reads a visually supported leveled text. Student highlights words that are unfamiliar to them and constructs a definition derived from unknown context with support.</p>	<p>Define unknown words in a grade-level text.</p> <p>Activity: Explain the meaning of unfamiliar vocabulary in a grade-level test based on known words, sentence structure and background knowledge with minimal guidance.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
E Grade 3					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> glossary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate the glossary in a variety of texts. Activity: Search and point to glossaries in a variety of text with teacher assistance. Vocabulary: dictionary and/or glossary, a-b-c order Note: Some students may not be familiar with alphabetic script or order.	Identify words in a glossary. Activity: Locate glossary in text finding specific vocabulary through alphabetical order with a alphabetical chart with a partner. Vocabulary: guide words, index, pronunciation guide, alphabetical order	Review the location and glossary features in a text. Activity: Use glossary to identify parts of speech and guide words with a partner with support.	Demonstrate understanding of glossary definitions in a text. Activity: Use matching activities to demonstrate awareness that some words have multiple meanings then check for understanding with support.	Create a simple glossary with appropriate features. Activity: Make a glossary of vocabulary to accompany a reading selection with minimal support.
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
E	Grade 3				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • dictionary, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate and observe dictionary features from the classroom, library, or on a computer.</p> <p>Activity: Observe features in a dictionary from the classroom, library or on a computer with teacher modeling and assistance.</p> <p>Vocabulary: a-b-c order, dictionary Note: Some students may not be familiar with alphabetic script or order</p>	<p>Identify specific vocabulary in alphabetical order from a picture dictionary.</p> <p>Activity: Search for specific vocabulary using a-b-c order from a picture dictionary with Teacher support in a small group.</p> <p>Vocabulary: alphabetical order</p>	<p>Label various features in a picture dictionary.</p> <p>Activity: Post labels on various features in a picture dictionary with support.</p>	<p>Locate guide words and identify parts of speech and definitions in a picture dictionary.</p> <p>Activity: Use a picture dictionary to identify parts of speech, guide words and definitions with support.</p>	<p>Justify appropriate definitions when multiple meaning is given from a dictionary.</p> <p>Activity: Find the correct definition of a word with multiple meanings using context clues found in text with minimal support.</p> <p>Note: Compare different types of dictionaries used in an academic setting.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
F	Grade 3				
Pre-Reading	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate a picture reflecting prior knowledge of a topic. Activity: Draw a picture to reflect prior knowledge of topic Vocabulary: Label, illustrate, draw	Illustrate and label a picture reflecting prior knowledge of topic. Activity: Organize an illustration with simple labels reflecting prior knowledge of a topic with a partner.	Apply previous experiences or familiar information from a leveled text. Activity: Complete a K/W/L chart with pictures and words to share prior knowledge from a leveled text with support.	State prior knowledge experiences in relation to a leveled text. Activity: Discuss personal experiences to compare with a leveled text in a small group with support.	Compare and contrast personal experiences with other classmates from a grade-level text. Activity: Complete a Venn Diagram to share similarities and differences of personal experiences in relation to a grade-level text.
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
F	Grade 3				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify parts of a leveled book.</p> <p>Activity: Find visuals, identify title, author, front/back of text and similar looking texts or written materials in the classroom with teacher modeling</p> <p>Vocabulary: title, author, illustrator, front, back, page, book</p>	<p>Tell in your own words events in illustrations of a leveled text.</p> <p>Activity: Listen to comments and observe illustrations during a picture walk. Repeat key vocabulary with teacher guidance.</p> <p>Vocabulary: Preview, picture walk</p>	<p>Create a simple graphic organizer to aid comprehension in a leveled book.</p> <p>Activity: Preview pictures, title and headings in a leveled text to share a possible story line. Discuss what illustrations and vocabulary will be used to construct a graphic organizer in a small group.</p> <p>Vocabulary: Graphic Organizer</p>	<p>Analyze story elements to predict an outcome of a story in a leveled text.</p> <p>Activity: Preview the pictures, title and headings in a leveled text to share a possible story line. Discuss what vocabulary will be used to complete a graphic organizer with a partner.</p> <p>Vocabulary: Prediction, story elements Ie. plot, character, setting, theme</p>	<p>Construct a KWL Chart to preview story elements of a grade-level text.</p> <p>Activity: Observe story elements of a grade-level text to complete a K/W/L chart in a small group with minimal support.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
F Grade 3					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension				
	<ul style="list-style-type: none"> predict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Sort pictures to predict the outcome of a simple leveled text.</p> <p>Activity: Arrange pictures or sequence cards to show a possible outcome of a visually supported leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Sort, first, next, last, before and after</p>	<p>Illustrate a possible outcome of a leveled text.</p> <p>Activity: Illustrate indicating a possible outcome of a leveled text with a partner.</p>	<p>State a possible outcome of a leveled text.</p> <p>Activity: Complete the sentence, “I predict that…” then share a possible outcome of a leveled text with a partner or in a small group.</p> <p>Vocabulary: Predict, outcome, define</p>	<p>Assess and share a possible outcome of a leveled text</p> <p>Activity: Given several options for outcomes, students choose and defend their choice for a prediction of a leveled text.</p> <p>Vocabulary: assess</p>	<p>Debate the possible outcome of a grade-level text.</p> <p>Activity: Students create their own possible scenarios of an outcome in a grade-level text in a small group with minimal support.</p>	
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
F	Grade 3				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> ○ set a purpose for reading 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Categorize leveled text material according to the purpose for reading. Activity: Sort leveled text material according to possible a purpose for reading (information, enjoyment and knowledge) with teacher modeling and assistance. Vocabulary: Learn, fun, facts, information	Sort leveled text into fiction/nonfiction. Activity: Analyze and sort leveled text into fiction/nonfiction stacks then discuss the outcome of the choices in simple phrases in a small group.	Classify leveled text into groups for purpose of information or entertainment. Activity: Match or record, with a partner, purposes of reading material using a chart or graphic organizer provided by the teacher with a partner. Vocabulary: leisure/pleasure, learning, persuasion, etc.	Classify leveled books according to previously discussed purpose. Activity: Decide between various leveled books the purpose for reading and explain their choices in a small group.	Recommend a book to a friend and state the purpose for reading. Activity: State the purpose for recommending the reading of a grade-level text with minimal assistance. Vocabulary: Recommend
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
G	Grade 3				
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate listening skills in a “think aloud” discussion in a simple leveled text.</p> <p>Activity: Listen and follow a teacher modeled “think aloud” discussion from a simple leveled text with assistance.</p> <p>Stem: “I wonder...”</p> <p>Vocabulary: Make sense, understand, self-question, correct</p>	<p>Employ strategies to self question and correct while reading a leveled text.</p> <p>Activity: Follow a teacher modeling a “think aloud” using questions and corrections to discuss in a small group.</p>	<p>Create a role –play “think- aloud” that includes self-questioning during reading a leveled text.</p> <p>Activity: Students role play a “think aloud” that includes self-questioning during reading in a teacher directed small group.</p> <p>Vocabulary: Role play</p>	<p>Construct and compare with a partner self-questions about a leveled text.</p> <p>Activity: Record questions using sticky notes or a highlighter to monitor comprehension while reading with a partner.</p>	<p>Construct and compare self-question about a grade-level text.</p> <p>Activity: Students demonstrate and state the ability to self-question and correct with minimal support.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
G	Grade 3				
During Reading	During reading utilize strategies to				
	<ul style="list-style-type: none"> infer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Infer the mood of a character in a visually supported leveled text.</p> <p>Activity: Choose the mood of a character in a visually supported leveled text by selecting a face (☺ ☹ ☠) with teacher modeling and assistance.</p> <p>Vocabulary: Infer, mood, character</p>	<p>Illustrate the main idea of a leveled text.</p> <p>Activity: At the completion of a teacher-read story, student draws a picture to infer the main idea of a leveled text with a partner.</p> <p>Vocabulary: Picture, draw, main idea</p>	<p>Infer the reason of an action a character portrayed in a leveled text.</p> <p>Activity: Discuss the reason of an action a character portrayed in a leveled text in a small group.</p>	<p>Locate and discuss an inference using facts found in a leveled text.</p> <p>Activity: Explain an inference using facts found in a short selection from a leveled text with support.</p>	<p>Make an inference using facts found in a passage from a grade-leveled text.</p> <p>Activity: Highlight statements in a grade-level text using them to make inferences with minimal support.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
G	Grade 3				
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> ○ visualize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate the outcome of a visually support leveled text. Activity: Draw a picture of a possible outcome in a visually support leveled text with teacher modeling and assistance. Vocabulary: Draw, outcome, story, visualize	Illustrate to include simple words or phrases of a leveled text. Activity: Draw a picture of a possible outcome and label with simple words or phrases to describe the illustration with a partner.	State the visualization of a story in a leveled text. Activity: As the instructor reads a leveled text, the students are encouraged to visualize the story. Discuss with simple phrases what student visualized in a small group with support.	Illustrate to include complete sentences the outcome of a leveled text. Activity: Draw a picture of a possible outcome to include complete sentences to describe illustration of a leveled text with support.	Illustrate and describe a main event of a grade-level text Activity: Sketch a picture of the main event and state what student visualized from the story in a grade-level text with minimal support.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
G		Grade 3			
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> • predict and check using cueing systems <ul style="list-style-type: none"> ○ meaning ○ structure ○ visual 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select appropriate picture to predict the outcome from a simple leveled text. Activity: Choose from several pictures the appropriate illustration to predict the outcome of a story from a leveled text. Vocabulary: Predict, picture, choose, outcome	Locate visual clues in a visually support leveled text to predict an unknown word. Activity: Use a visually support leveled text to locate visual clues to predict an unknown word with a partner.	Illustrate and write the meaning clues from a leveled text to predict unknown words. Activity: Draw and write simple sentences to form a prediction based on the meaning, structure and visual clues from a leveled text in a small group.	Interpret meaning, structure and visual clues in a leveled text to predict and check unknown words. Activity: Complete a “cloze” activity to predict the meaning, structure and visual clues from a leveled text with a partner.	Compose a reading journal recording student’s predictions from a grade-level text. Activity: Write in a reading journal to record predictions of a story from a grade-level text. Compare predictions and actual events with a graphic organizer in a small group with minimal support.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 3				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply listening skills to respond to yes/no questions about a visually supported leveled text. Activity: Respond to yes/no questions to clarify information in a visually supported leveled text with teacher modeling and assistance. Vocabulary: Main idea, supporting details, clarify, yes/no	Illustrate a story to show comprehension and clarify understanding from a leveled text. Activity: Draw a picture to show comprehension and clarify understanding of a leveled text with a partner.	State simple yes/no clarifying questions about a leveled text. Activity: Ask simple yes/no questions to clarify meaning of a leveled text with a partner.	Construct “WH” questions to clarify details of a story from a leveled text. Activity: Write and ask “WH” clarifying questions about the main idea and supporting details of a story in a leveled text in a small group.	Create clarifying questions to aid comprehension of a grade-level text. Activity: Ask “WH” clarifying questions to assist comprehension of a grade-level text with minimal support.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 3				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate a story that summarizes visually support leveled text.</p> <p>Activity: Draw a picture that summarizes and reflects a visually supported leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Reflect, draw, picture</p>	<p>Label and draw a picture to reflect the comprehension of a leveled text.</p> <p>Activity: Draw a picture labeled with simple words to reflect comprehension of a story in a leveled text with a partner.</p>	<p>Recall answers to teacher reflective questions about the main idea of a leveled text.</p> <p>Activity: Respond in simple phrases to a teacher’s reflective questions about a main idea of a story in a leveled text with support.</p>	<p>Summarize reflective events in a journal to show comprehension of a leveled text.</p> <p>Activity: Use a journal to write reflective statements to show comprehension in a leveled text with support.</p>	<p>Paraphrase reflective events in a journal to express comprehension of a grade-level text.</p> <p>Activity: Use a journal to write reflective statements to express comprehension in a grade-level text with minimal support.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 3				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> analyze 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate the main idea of a visually supported leveled text. Activity: Draw the main idea of a teacher-read visually supported leveled text with teacher modeling and assistance. Vocabulary: Analyze, main idea, draw, picture	Identify the main idea of a simple visually supported paragraph of a leveled text. Activity: Tell in simple phrases of the main idea of a visually supported paragraph from a leveled text with a partner.	Locate and analyze details of a story to support the main idea in a leveled text. Activity: Recognize appropriate details in a story to support the main idea using sentence strips (some correct, some distracters) to show comprehension of a leveled text in a small group.	Analyze a picture prompt to convey comprehension. Activity: Given a teacher-generated picture prompt, student analyzes illustration by writing the main idea to convey comprehension with support.	Identify by highlighting the main idea and supporting details in a paragraph in grade-level text. Activity: Analyze and locate the main idea and supporting details by highlighting events in a grade-level paragraph with minimal support.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 3				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify an appropriate outcome of a visually supported leveled text.	Illustrate and describe the ending of an open-ended leveled text.	State a conclusion based on teacher-given related statements.	Describe and draw a conclusion of a open-ended leveled text.	State conclusions about related events in a grade-level text.
	Activity: Choose appropriate teacher-generated picture ending cards for a visually supported leveled text to draw conclusions with teacher support.	Activity: Draw and explain the ending in simple phrases of a leveled open-ended text with a partner.	Activity: Tell a simple conclusion based on teacher-given related statements of a leveled text in a small group.	Activity: Discuss conclusions about related events from a leveled text in a small group.	Activity: Explain conclusions of a grade-level text and related events with minimal support.
	Vocabulary: Draw, conclusions, find, locate, pictures		Example: 1.) There are no leaves in the tress. 2.) The temperature is very cold. 3.) Yesterday we made a snowman. Conclusion: It must be winter.		
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 3				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> summarize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Summarize a text by drawing a picture.</p> <p>Activity: Draw a picture that summarizes a leveled story read aloud. Develop a single word summary of text-related visual (emotions, events, etc.) with teacher modeling.</p>	<p>Summarize a text by using single words or simple phrases.</p> <p>Activity: Summarize small chunks of leveled text using visuals and simple sentences with a peer.</p>	<p>Summarize a text by using simple sentences. .</p> <p>Activity: Evaluate a summary of classroom text as a guided practice activity and chunk the story into jigsaw sizes for summary analysis in small groups.</p>	<p>Summarize a leveled text and respond to clarifying questions.</p> <p>Activity: Develop a paragraph to summarize a chapter, story, or book in a leveled text following a teacher generated model.</p>	<p>Summarize a grade level text and respond to clarifying questions with minimal support</p> <p>Activity: Generated outline that recaps the main ideas of the elements of a short story or novel then develop a paragraph to summarize text, using correct verb tense.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
H	Grade 3				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> paraphrase 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify story events from a teacher-read text by sequencing story pictures.	Describe an illustration in simple words or phrases from a leveled text.	State using simple sentences and event of a leveled text.	Construct simple sentences to paraphrase an excerpt from a leveled text.	Restate and paraphrase the main idea and details of a grade-level text.
	Activity: Recognize story events by sequencing story picture cards with teacher modeling and assistance.	Activity: Tell in simple words or phrases the events in a picture after the completion of a teacher read leveled text with support.	Activity: Paraphrase using simple sentences, an excerpt from a leveled text with teacher assistance and/or peer support.	Activity: Paraphrase an excerpt from a leveled text in writing using simple sentences to share in a small group or with a partner.	Activity: Tell the main idea and details of a grade-level text with minimal teacher assistance.
	Vocabulary: Paraphrase, pictures, magazine	Vocabulary: Say, describe			
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
I		Grade 3			
Identify and explain connections between <ul style="list-style-type: none"> text ideas—information and relationships in various fiction and non-fiction works 					
Making Connections	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Categorize pictures of fiction and non-fiction situations in a leveled text.</p> <p>Activity: Sort pictures of real and fantastical objects and situations into fiction and non-fiction categories with teacher modeling and assistance.</p> <p>Vocabulary: Categorize, sort, pictures, fiction, non-fiction, real, fantastical</p>	<p>Differentiate between fiction and non-fiction leveled text.</p> <p>Activity: Sort previously discussed stories into two categories: fiction and non-fiction with a partner.</p>	<p>Specify between fiction and non-fiction stories then explain the outcome of the choices made with leveled text.</p> <p>Activity: Classify previously discussed leveled texts into fiction and non-fiction categories and explain, using simple words or phrases, the outcome of the choices made in a small group.</p>	<p>Sort previously discussed texts into two categories: fiction and non-fiction and describe the similarities and differences.</p> <p>Activity: Create a Venn Diagram to compare and contrast fiction and non-fiction leveled text. Explain the similarities and differences in a small group.</p>	<p>Specify whether a student-read grade-level text is fiction or non-fiction.</p> <p>Activity: Determine whether a student-read grade-level text is fiction or non-fiction and explain the choice given as a whole group activity with minimal support.</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
I	Grade 3				
Making Connections	Identify and explain connections between <ul style="list-style-type: none"> text ideas and own experiences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate text-to-self connection by drawing a picture. Activity: Draw picture pertaining text-to-self connections with teacher modeling and assistance. Vocabulary: Text ideas, own experiences, picture, draw	Design a picture to make connections between leveled text ideas and self. Activity: Sketch a picture relating text-to-self connections then describe the events using simple words or phrases with a partner.	Describe in simple words or phrases text-to-self connections similarities and differences. Activity: Choose a character from a leveled text explaining in simple words or phrases the similarities and differences of the character to him/her self in a small group.	Compare and contrast text-to-self connections using a simple graphic organizer. Activity: Complete a simple Venn Diagram comparing personal experience and that of a character in a leveled text in a small group. Vocabulary: Venn Diagram, compare & contrast	Analyze and explain text-to-self connections similarities and differences in a grade-level text. Activity: Pick a character or topic from a grade-level text and explain how that character is similar to him/her or describe their experiences with that topic with minimal support.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
I					
Grade 3					
Making Connections	Identify and explain connections between <ul style="list-style-type: none"> text ideas and the world 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate by illustrating text-to-world connections from a simple leveled text. Activity: Draw a picture illustrating text-to-world connections with teacher assistance. Vocabulary: Picture, draw	Illustrate and discuss in simple words or phrases text-to-world connections from a leveled text. Activity: Demonstrate text-to-world connection by drawing a picture and describing it using one and two word phrases with a partner.	State similarities and differences comparing text ideas to world from a leveled text. Activity: Share text-to-world connections comparing similarities and differences using simple sentences in a leveled text with support.	Construct a Venn Diagram and describe text-to-world connections analyzing similarities and differences from a leveled text. Activity: Complete a Venn Diagram comparing text-to-world connections. Justify by explaining the similarities and differences from a leveled text in a small group.	Create a graphic organizer to show text-to-world connections from a grade-level text. Activity: Produce and complete a graphic organizer indicating the text-to-world similarities and differences from a grade-level text with minimal assistance.
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A	Grade 3				
Text Features	Locate and <ul style="list-style-type: none"> • apply specific information in title, pictures, table of contents and glossary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate Title, Pictures, Table of Contents and Glossary in a leveled text.	Label Title, Pictures, Table of Contents and Glossary in a leveled text.	Apply the use of the Table of Contents and Glossary to locate information.	Locate information using Title, Pictures, Table of Contents, and Glossary in a leveled text.	Discover information using Title, Pictures, Table of Contents, and Glossary from a grade-level text.
	Activity: Show by pointing to the Title, Pictures, Table of Contents and Glossary in a familiar leveled text with teacher modeling and assistance.	Activity: Place teacher-made labels in appropriate areas to identify the Title, Pictures, Table of Contents and Glossary in a leveled text with a partner.	Activity: Use the table of contents and glossary to locate teacher-generated information in a small group.	Activity: Locate information generated by teacher using Title, Pictures, Table of Contents, and Glossary in leveled text with support.	Activity: Use a teacher-generated scavenger hunt activity to locate text features in an unfamiliar grade-level text with minimal teacher guidance.
	Vocabulary: Point to, Title, Pictures, Table of Contents, Glossary				
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A	Grade 3				
Text Features	Locate and <ul style="list-style-type: none"> recognize the text features of fiction, poetry and drama in grade-level text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate leveled text features of fiction, poetry, and drama. Activity: Locate by pointing to leveled text features of fiction, poetry, and drama with teacher modeling and assistance. Vocabulary: Text features, fiction, poetry, drama	Label text features in fiction, poetry and drama leveled text. Activity: Place teacher-generated labels in appropriate areas identifying text features of leveled text in a small group.	Identify text features of fiction, poetry and drama leveled text. Activity: Write labels for text features and place in appropriate areas of a leveled text with a partner.	Analyze various text features in fiction, poetry, and drama from leveled text. Activity: Sort various fiction, poetry and drama leveled text in appropriate categories in a small group.	Locate and recognize the text features of fiction, poetry and drama in grade-level text. Activity: Use a teacher-generated scavenger hunt activity to locate text features in an unfamiliar grade-level text with minimal teacher guidance.
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C Grade 3

Use details from text to

- make inferences about setting, character traits and problem and solution and story events

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use details from text to draw inferences.</p> <p>Activity: Respond to yes/no questions about setting, character traits, problems and solutions after teacher reads story aloud from familiar, visually supported texts with teacher support.</p> <p>Vocabulary: Inference, setting, character traits, problem, solution, story events</p>	<p>Infer the elements of setting, character traits, problem, solution and story events in a leveled text.</p> <p>Activity: Indicate elements of character traits, setting, problem, solution and story events in a leveled text when given a choice between two possibilities with a partner.</p>	<p>State basic inferences about setting, character traits, problem, solution and story events in a leveled text.</p> <p>Activity: Share inferences about character traits, setting, problem, solution and story events in a selection of leveled text where details have been previously identified in a small group.</p>	<p>Specify inferences of setting, character traits, problem, solution and story events in a leveled text.</p> <p>Activity: Complete a simple graphic organizer listing basic inferences of text elements to share in a small group with support.</p>	<p>Employ basic inferences of setting, character traits, problem, solution and story events in a grade-level text.</p> <p>Activity: Complete a graphic organizer listing basic inferences of text elements with minimal teacher guidance.</p>

TESOL Stds.

Content ELP Stds.

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 3				
Text Elements	Use details from text to <ul style="list-style-type: none"> • make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate details from a simple leveled text to make predictions.</p> <p>Activity: Draw a subsequent event from a visually supported teacher-read leveled text with support.</p> <p>Vocabulary: Prediction, draw, picture, events</p>	<p>Use details from a leveled text to make predictions.</p> <p>Activity: Illustrate and write, using simple words or phrases predictions from a leveled text with a partner.</p>	<p>State details from a leveled text to make predictions.</p> <p>Activity: Orally predict an ending to an open-ended story in a small group with support.</p>	<p>Analyze details from a leveled text to make predictions.</p> <p>Activity: Complete a teacher-generated graphic organizer using details from a leveled text to make predictions with support.</p>	<p>Design a graphic organizer to list details from a grade-level text to make predictions.</p> <p>Activity: Make a simple graphic organizer listing details from a grade-level text to make predictions with minimal teacher support.</p>
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 3				
Literary Devices	Use details from text to <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use details from a visually supported leveled text to draw conclusions. Activity: Select from several contextual pictures the probable cause of an event with teacher modeling and assistance. Vocabulary: Draw conclusions, choose, picture	Use details from a visually supported leveled text to illustrate a conclusion. Activity: Illustrate possible conclusions using details from a visually supported leveled text with a partner.	Demonstrate by using details from a visually supported leveled text to make a conclusion to complete a graphic organizer. Activity: Complete a graphic organizer using details from a leveled text that lead to a stated conclusion in a small group.	Apply details from leveled text to draw conclusions to create a simple graphic organizer. Activity: List details from a leveled text to create a simple graphic organizer drawing conclusions using details that show cause and effect with a partner.	Explain a possible conclusion using details from a grade-level text. Activity: Share a possible conclusion using details from a grade-level text in a small group with minimal teacher support.
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times						
C	Grade 3					
Literary Devices	Use details from text to <ul style="list-style-type: none"> compare and contrast characters and changes in problems and settings 					
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient	
	Use details from a visually supported leveled text to compare and contrast characters and changes in problems and settings. Activity: Observe and point to details of various characters to compare and contrast traits with teacher modeling and assistance. Vocabulary: Compare and contrast, character, point to	Show details from a leveled text to compare and contrast characters and changes in problems and settings. Activity: Point to changes in problems and setting in visually supported leveled text with teacher assistance. Use word bank for descriptive words. Vocabulary: Problem, setting, word bank	Apply using details from leveled text to compare and contrast characters and changes in problems and settings. Activity: Sort examples of leveled narratives, poetry and drama with a partner Vocabulary: Sort, poetry, narrative, drama	Compare and contrast characters, changes in problems and settings in a leveled text. Activity: Complete a simple Venn Diagram to compare and contrast characters, changes in problems and settings in a small group.	Create a graphic organizer to compare and contrast characters, changes in problems and settings from a grade-level text. Activity: Use details from a grade-level text to make a graphic organizer comparing and contrasting characters and changes in problems and settings with minimal teacher support.	
	TESOL Stds.					
	Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 3				
Literary Devices	Use details from text to <ul style="list-style-type: none"> • identify the narrator 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use details from a visually supported leveled text to identify the narrator.</p> <p>Activity: Identify pronouns (I, he, she, they, and we) by pointing to self and/or appropriate classmates with teacher support. Teacher underlines words in text.</p> <p>Vocabulary: Narrator, pronouns</p>	<p>Apply by using details from leveled text to identify the narrator.</p> <p>Activity: Identify pronouns (I, he, she, they, and we) by pointing to self and/or appropriate classmates. Student underlines these in text with a partner.</p>	<p>Identify the narrator using details from a leveled text.</p> <p>Activity: State who is telling the story in a familiar visually supported leveled text in a small group.</p>	<p>Analyze using details from leveled text to identify the narrator.</p> <p>Activity: Share who is telling the story and identify nouns from the story to support answer in a small group activity.</p>	<p>Specify using details from a grade-level text to identify the narrator.</p> <p>Activity: Explain who is telling the story by using details from a grade-level text to share in a small group with minimal teacher guidance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 3				
Literary Devices	Use details from text to <ul style="list-style-type: none"> • identify cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify cause and effect using a visually supported leveled text.</p> <p>Activity: Select and group appropriate cause and effect pictures cards from a visually supported leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Cause and effect, select, pictures</p>	<p>Locate the cause and effect using a visually supported leveled text.</p> <p>Activity: Select and match cause or effect events from a group of pictures in a leveled text with a partner.</p>	<p>Apply details from a leveled text to identify cause and effect.</p> <p>Activity: Complete a simple graphic organizer using details from a leveled text to show the cause with effect with picture support in a small group.</p>	<p>Describe details from a leveled text to identify cause and effect.</p> <p>Activity: Share details that support relationships between cause and effect using a leveled text with a partner.</p>	<p>Create a simple graphic organizer by using details from a grade-level text to identify the cause and effect.</p> <p>Activity: Make a simple graphic organizer using details from a grade-level text to identify the cause and effect in a small group with minimal teacher support.</p>
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C Grade 3

Use details from text to

- identify events from the beginning, middle and end

Literary Devices	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate details from a visually support leveled text to identify events from the beginning, middle and end.</p> <p>Activity: Draw a picture of the beginning, middle, and end of a story as the teacher reads each part of the leveled text with a partner and teacher assistance.</p> <p>Vocabulary: Events, beginning, middle, end</p>	<p>Use details from text to identify events from the beginning, middle and end.</p> <p>Activity: Illustrates the beginning, middle, and end of a familiar visually supported leveled text as teacher reads each segment orally.</p>	<p>State details to identify events in the beginning, middle and end of a leveled text.</p> <p>Activity: Retell story events sequentially using illustrations describing the beginning, middle, and end of a leveled text with teacher prompting.</p>	<p>Apply the use of details from a leveled text to identify events from the beginning, middle and end.</p> <p>Activity: Sequence sentence strips of story events to reflect the beginning, middle and end with a partner.</p>	<p>Create simple sentences using details from a grade-level text to identify events from the beginning, middle and end.</p> <p>Activity: Write simple sentences on “sentence strips” using details from the beginning, middle and end in a grade-level text. Exchange sentence strips with a partner to reconstruct the story from beginning, middle and end to clarify story with minimal support.</p>

TESOL Stds.

Content ELP Stds.

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 3				
Literary Devices	Use details from text to <ul style="list-style-type: none"> • identify the author's purpose 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate details from a visually supported leveled text to identify the author's purpose.	State details from a visually supported leveled text to identify the author's purpose.	Explain using details from a leveled text to identify the author's purpose.	Show understanding of details from a leveled text to identify the author's purpose.	Create a graphic organizer using details from a grade-level text to identify the author's purpose.
	Activity: Select by pointing to visual clues the author's purpose from a simple leveled text with teacher modeling and assistance.	Activity: Select and describe in single words or short phrases the author's purpose using visual clues from a leveled text in a small group.	Activity: Describe using more complex sentences, author's purpose with teacher modeling and support from a leveled text.	Activity: Complete a simple graphic organizer to show understanding of author's purpose using details from a leveled text in a small group.	Activity: Make a graphic organizer including details from a grade-level text to identify the author's purpose with minimal teacher support.
	Vocabulary: Author's purpose, point to, pictures				
TESOL Stds.					
Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

A Grade 3

Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions

	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Text Features	<p>Locate key information to answer questions.</p> <p>Activity: Identify text features, with teacher assistance such as: title of book the author’s name table of contents using visually support familiar text. Answer yes/no questions based on text with teacher support.</p> <p>Vocabulary: Title of book, author’s name, table of contents</p>	<p>Identify key information to answer questions.</p> <p>Activity: Identify with post-it notes text features such as: title of book the author’s name table of contents chapter headings copyright date illustrator’s name and explain to a cooperative group using visually support familiar text. Answer yes/no questions based on text.</p>	<p>Locate and interpret key information to answer yes/no questions.</p> <p>Activity: Organize on a chart in a small group the text features from several different texts such as: title of book the author’s name table of contents chapter headings copyright date illustrator’s name captions diagrams charts glossaries indices using visually support familiar text. Answer yes/no questions based on text.</p>	<p>Locate and interpret key information to answer “WH” questions.</p> <p>Activity: Explain to a peer or small group the relation between the text and a graph or caption within the text and why the author chose to use it using visually support familiar text. Answer “WH” questions based on text.</p>	<p>Locate and interpret key information to answer questions with assistance.</p> <p>Activity: Explain to a peer or small group the relation between the text and a graph or caption within the text and why the author chose to use it using grade-level text.</p>

TESOL Stds.

Content ELP Stds.

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 3				
Text Elements	Use details from text to <ul style="list-style-type: none"> • answer questions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use details from a visually supported leveled text to answer questions. Activity: Circle price of items in a simple advertisement to answer “How much does it cost?” with teacher modeling and assistance. Vocabulary: Answer questions, circle, price, cost	Identify by using details from visually supported leveled text to answer questions. Activity: Match pictures to words, prices to items, actions to words as presented in a visually supported leveled text with a partner.	State details from a visually supported leveled text to answer questions. Activity: Use vocabulary (details) from a visually supported leveled text to describe pictures that illustrate the text. Answer questions about pictures with details from visually supported text in a small group.	Discuss using details from a leveled text to answer questions. Activity: Answer “WH” questions using details from a visually supported leveled text in a small group.	Select details from a grade-level text to answer questions. Activity: Complete a “cloze” activity using details from a grade-level text to answer questions with minimal support.
TESOL Stds.					
Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 3

Use details from text to

- retell main idea and important details

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate details from a visually supported leveled text to retell main idea and important details.</p> <p>Activity: Choose a picture that represents the main idea and important details of a non-fiction leveled text read by the teacher with instructor modeling and assistance.</p> <p>Vocabulary: Idea, main, detail, retell</p>	<p>Illustrate details from a visually supported leveled text to retell main idea and important details.</p> <p>Activity: Draw a picture to illustrate main idea with important details. Practice identifying vocabulary with teacher assistance in a cooperative group</p>	<p>State details from a visually supported text to retell main idea and important details.</p> <p>Activity: Restate in simple sentences the main idea from a visually supported leveled nonfiction text using provided details in a small group setting.</p>	<p>Demonstrate knowledge of details from a visually supported leveled text to retell main idea and important details.</p> <p>Activity: Underline details from a visually supported leveled newspaper. Retell, using more developed sentences, the main idea with partner.</p>	<p>Analyze and state using details from a grade-level text to retell main idea and important details.</p> <p>Activity: Underline details from a grade-level non-fiction text. Restate the story including the main idea with important details in a small group with minimal teacher assistance.</p>

TESOL Stds.

Content ELP Stds.

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 3

Text Elements	Use details from text to <ul style="list-style-type: none"> organize a sequence of events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate details from a visually supported leveled text to organize a sequence of events.</p> <p>Activity: Sequence pictures of events from a familiar, visually supported leveled text. Practice and develop vocabulary with teacher support while working in a small group</p> <p>Vocabulary: Sequencing words – first, second, last, then, finally. . . put in order, details</p>	<p>Label details from a visually supported leveled text to organize a sequence of events.</p> <p>Activity: Connect simple vocabulary and short phrases to pictures that show the sequence of events in a leveled text with a partner.</p>	<p>Construct details from a leveled text to organize a sequence of events.</p> <p>Activity: Organize sentence strips in sequential order of simple written details from a leveled text in a small group.</p>	<p>Sort details from a leveled text to organize a sequence of events.</p> <p>Activity: Arrange events in sequential order using simple to compound sentence strips using details from a leveled text with a partner.</p>	<p>Select details from a grade-level text to organize a sequence of events.</p> <p>Activity: Complete a “time-line” graphic organizer selecting details from a grade-level text arranging events in sequential order with minimal teacher support.</p>

TESOL Stds.

Content ELP Stds.

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 3

Use details from text to

- identify simple cause and effect

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate details from a visually supported leveled text to identify simple cause and effect.</p> <p>Activity: Match cause and effect pictures from a familiar, visually supported leveled text with teacher modeling and assistance.</p> <p>Vocabulary – cause, effect, “wh” question words, because, did, do, past tense, details, identify, before, after, since</p>	<p>Identify details from a visually supported leveled text to recognize simple cause and effect.</p> <p>Activity: Assemble pictorial events as causes or effects showing details in text. Use single words and short phrases to describe events with a partner and teacher support.</p>	<p>Sort details from a leveled text to identify simple cause and effect.</p> <p>Activity: Complete a T-chart or other graphic organizer to show cause and effect relationship based on details from familiar visually supported leveled text in small group using short phrases.</p>	<p>Create a graphic organizer using details from a leveled text to identify simple cause and effect.</p> <p>Activity: Make a graphic organizer to show cause and effect relationship based on details from a leveled text with a partner using simple sentences.</p>	<p>Construct a graphic organizer using details from a grade-level text to identify simple cause and effect.</p> <p>Activity: Make a graphic organizer to show cause and effect relationship based on details from a grade-level text using more complex sentence structure with minimal teacher support.</p>

TESOL Stds.

Content ELP Stds.

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 3

Text Elements	Use details from text to <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate details from a visually supported leveled text to draw conclusions.</p> <p>Activity: Point or gesture to appropriate pictures to draw a conclusion from a teacher-read non-fiction visually supported leveled text connecting to single words with teacher modeling and assistance.</p> <p>Vocabulary: beginning, middle, end, what if, maybe, perhaps, next. . .</p>	<p>Demonstrate using details from a visually supported leveled text to draw conclusions.</p> <p>Activity: Match pictures with simple short phrases indicating a possible conclusion from a familiar, visually supported leveled text with a partner.</p>	<p>Sort details from a visually supported leveled text to draw conclusions.</p> <p>Activity: Complete a simple graphic organizer using pictorial events and short simple phrases to draw a conclusion from a leveled text in a small group.</p>	<p>State details from a leveled text to draw conclusions.</p> <p>Activity: Before reading the end of a leveled text, state a possible conclusion with a partner based on details. Continue to read the end of the text to clarify the conclusion with teacher assistance.</p>	<p>Construct a graphic organizer using details from a grade-level text to draw conclusions.</p> <p>Activity: Make a “Time-Line” graphic organizer based on details from a grade-level text to draw a possible conclusion. Share in a small group the outcome of the text with minimal teacher support.</p>

TESOL Stds.

Content ELP Stds.

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 3

Text Elements	Use details from text to <ul style="list-style-type: none"> compare and contrast texts 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate details from a visually supported leveled text to compare and contrast texts.</p> <p>Activity: Compare two pictures showing different views of the same event using single words with teacher modeling and assistance.</p> <p>Vocabulary: adjectives, comparatives, superlatives, same, different, Venn diagram</p>	<p>Demonstrate using details from a visually supported leveled text to compare and contrast texts.</p> <p>Activity: Complete a Venn diagram using teacher created phrases and pictures to compare and contrast a familiar visually supported leveled text with a partner.</p>	<p>Use details from a visually supported leveled text to compare and contrast texts.</p> <p>Activity: Complete a teacher created Venn diagram to compare and contrast an unfamiliar visually supported leveled text in a small group using controlled vocabulary.</p>	<p>Apply details from leveled text to compare and contrast texts.</p> <p>Activity: Make a Venn Diagram to compare and contrast details from an unfamiliar leveled text with a partner.</p>	<p>Sort details from a grade-level text to compare and contrast texts.</p> <p>Activity: Make a Venn Diagram or other graphic organizer to compare and contrast details from a grade-level text with minimal teacher support.</p>

TESOL Stds.

Content ELP Stds.

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 3

Text Elements	Use details from text to <ul style="list-style-type: none"> identify author’s purpose for writing text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate details from a visually supported leveled text to identify author’s purpose for writing.</p> <p>Activity: Point or gesture to appropriate simple pictorial details, chosen by teacher, from a visually supported leveled text, that show the author’s purpose in a small group activity.</p> <p>Vocabulary: author, purpose, “wh” questions</p>	<p>Use details from a visually supported leveled text to identify author’s purpose for writing.</p> <p>Activity: Based on simple details selected by the teacher, categorize pre-stated author’s purpose. Practice “to inform”, “to entertain” in a small group.</p>	<p>State and sort details from a visually supported leveled text to identify author’s purpose for writing.</p> <p>Activity: Select fiction text or non-fiction text. Categorize them according to pre-stated author’s purpose practicing to inform, to entertain, and to persuade. State simple reasons to justify categorizations with a partner.</p>	<p>Identify details from text to recognize author’s purpose for writing visually supported leveled text.</p> <p>Activity: Locate an author’s purpose using a variety of teacher selected details from a visually supported leveled text. Underline key phrases that support teacher provided author’s purpose with a partner.</p>	<p>Select details from a grade-level text to identify author’s purpose for writing text.</p> <p>Activity: Choose an author’s purpose stating a variety of details from a grade-level text. Underline key phrases that support details of author’s purpose with minimal support.</p>

TESOL Stds.

Content ELP Stds.

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 3

Text Elements	Use details from text to <ul style="list-style-type: none"> • make inferences about problems and solutions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate details from a visually supported leveled text to make inferences about problems and solutions. Activity: Use teacher provided visual details related to a problem and a variety of solutions. Observe while instructor makes connections between a problem and a solution with teacher modeling and assistance.	Illustrate by using details from a visually supported leveled text to make inferences about problems and solutions. Activity: Identify problems in a visually supported leveled text. Illustrate the problem then share it with a partner to verbalize a possible solution using simple words and phrases.	Describe using details from a visually supported leveled text to make inferences about problems and solutions. Activity: Identify problems in a visually supported leveled text. Illustrate the problem then share it with a partner to verbalize a possible solution using more complex words and phrases.	Apply details using a leveled text to make inferences about problems and solutions. Activity: Complete a graphic organizer using details from a leveled text about problems and solutions. Illustrates the problem, and offer a possible solution in a small group with teacher support.	Construct a graphic organizer using details from a grade-level text to make inferences about problems and solutions. Activity: Make a graphic organizer using details from a grade-level text about problems and solutions. Illustrates the problem, and offer a possible solution in a small group with minimal teacher guidance.

TESOL Stds.

Content ELP Stds.

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

D Grade 3

Read and follow two- and three-step directions to complete a simple task

Understanding Directions	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate simple two- and three-step pictorial directions to complete a simple task.</p> <p>Activity: Follow pictorial directions to perform a two and three-step task with teacher modeling and assistance.</p> <p>Vocabulary: First, second, third, fourth, then, after, next</p>	<p>Demonstrate the comprehension of two- and three-step directions to complete a simple task.</p> <p>Activity: Follow a simple two and three-step directions to complete a simple task, given in simple words and phrases including pictorial support with a partner.</p>	<p>Apply the knowledge of two- and three-step directions to complete a simple task.</p> <p>Activity: As teacher reads oral directions to perform a familiar task, student identifies corresponding written directions in a small group.</p>	<p>Describe and follow two- and three-step directions to complete a simple task.</p> <p>Activity: Read and follow simple two- and three-step directions to perform a simple concrete task with a partner.</p>	<p>Explain and follow two- and three-step grade-level directions to complete a simple task.</p> <p>Activity: Read a grade-level text to follow simple two- and three-step directions to perform a simple concrete with minimal teacher guidance.</p>

TESOL Stds.

Content ELP Stds.

Writing

1 Apply a writing process in composing text					
A	Grade 3				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> independently use a simple graphic organizer in pre-writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Complete graphic organizer with a group. Activity: Complete a partially completed graphic organizer with teacher assistance and in a small group. Vocabulary: graphic organizer, writing, cell, box, line, oval, web, connect	Complete graphic organizer with a group. Activity: Complete a teacher created graphic organizer in a small group.	Construct a simple graphic organizer. Activity: Make a simple graphic organizer to organize a list of familiar content words.	Construct a pre-writing graphic organizer. Activity: Generate a simple graphic organizer with a partner to be used in pre-writing.	.Select and construct a graphic organizer for pre-writing. Activity: Select and construct a graphic organizer to be used in writing a paper that compares and contrasts frogs and toads.
TESOL Stds.					
Content ELP Stds.					

1 Apply a writing process in composing text					
A	Grade 3				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> generate a draft 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify stages in writing process. Activity: Labeldraft, rough draft, sloppy copy. Attach single words and phrases to pictures or realia with teacher assistance while students are in a small group.	Select correct words or phrases while completing a draft. Activity: Complete a teacher created draft, filling in words or phrases based on content with teacher assistance in a small group setting.	Compose a rough draft using simple sentences. Activity: Generate a rough draft using simple sentences, connected to visuals with a partner.	Compose a rough draft using complete sentences. Activity: Generate a rough draft using more complex sentences still connecting to visuals in comprehension with a partner.	Compose a rough draft using complete and compound sentences. Activity: Follow a writing process to generate a draft on a known topic.
TESOL Stds.					
Content ELP Stds.					

1 Apply a writing process in composing text					
A	Grade 3				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> routinely reread and revise work 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate capitalization errors in a sentence. Activity: Locate capitalization errors from teacher made sentence strips in a small group with teacher assistance.	Identify where punctuation is needed. Activity: Identify sentences that need end punctuation while students are in a small group.	Locate capitalization and punctuation errors. Activity: Locate in teacher made sentences where punctuation and capitalization is needed with a partner.	Identify and revise errors when peer editing. Activity: Peer edit with a partner, concentrating on single grammatical aspects. I.e. looking for subject verb agreement.	Identify and revise errors in own writing. Activity: Reread and revise written work preparing work to be published.
TESOL Stds.					
Content ELP Stds.					

1 Apply a writing process in composing text					
A	Grade 3				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> routinely edit and proofread for capitalization and ending punctuation 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate capitalization errors in a sentence. Activity: Locate capitalization errors from teacher made sentence strips in a small group with teacher assistance.	Identify where punctuation is needed. Activity: Identify sentences that need end punctuation while students are in a small group.	Locate capitalization and punctuation errors. Activity: Locate in teacher made sentences where punctuation and capitalization is needed with a partner.	Identify and revise errors when peer editing. Activity: Peer edit with a partner, concentrating on single grammatical aspects. I.e. looking for subject verb agreement.	Identify and revise errors in own writing. Activity: Reread and revise written work preparing work to be published.
TESOL Stds.					
Content ELP Stds.					

1 Apply a writing process in composing text					
A	Grade 3				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> independently publish writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify topic of a given paragraph. Activity: Teacher models writing a paragraph working with a small group of students. From a chart of words, students determine topic.	Identify topic from a graphic organizer. Activity: Use a completed graphic organizer to generate topic.	Complete a graphic organizer. Activity: Complete a graphic organizer for a given topic. Student with a partner will brainstorm sentences to create a text.	Create a story using a graphic organizer. Activity: Create a story with a partner when given a completed graphic organizer.	Create graphic organizer and write story using organizer. Activity: Given a topic, student will create a graphic organizer and construct a story using the words from a graphic organizer with assistance.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
A	Grade 3				
Handwriting	Create legible compositions with correct spacing between words in a sentence and in margins				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use correct spacing when copying text.</p> <p>Activity: Using an illustration with descriptive text copy the text with teacher prompting with correct spacing between letters and words. Compare the copy to the original text and make corrections.</p> <p>Vocabulary: Copy, space, letters, words, sentences, etc.</p>	<p>Use correct spacing when recopying text with peer assistance.</p> <p>Activity: Legibly recopy previously generated, teacher-edited text with on correct spacing between letters, words, and sentences with peer assistance.</p> <p>Vocabulary: All pervious vocabulary</p>	<p>Use correct spacing when recopying text with teacher prompting.</p> <p>Activity: Legibly recopy previously generated, teacher-edited text with on correct spacing between letters, words, and sentences with teacher prompting.</p> <p>Vocabulary: All pervious vocabulary</p>	<p>Use correct spacing when recopying text with teacher prompting.</p> <p>Activity: Legibly recopy previously generated, peer-edited text focusing on correct spacing between letters, words, and sentences with teacher prompting.</p> <p>Vocabulary: All pervious vocabulary</p>	<p>Use correct spacing when recopying text with assistance.</p> <p>Activity: Legibly recopy previously generated, self-edited text with on correct spacing between letters, words, and sentences.</p> <p>Vocabulary: All previous vocabulary</p>
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
B	Grade 3				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> months of year 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify month of the year. Activity: Use calendar to identify months of the year. Place capital letters at the beginning of each as part of a small group.	Use correct capitalization when creating a calendar. Activity: Use a blank calendar and copy months onto pages using capitalization. Check work with a peer.	Use correct capitalization when writing heading of a letter. Activity: Edit friendly letters of peers for capitalization of months using a word bank.	Use correct capitalization of months in own writing. Activity: Capitalize month of the year when writing a journal entry with teacher assistance.	Use correct capitalization of months in own writing. Activity: Write a story about favorite month of the year using correct capitalization.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
B	Grade 3				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> titles of individuals 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify title of an individual. Activity: Use teacher generated list of titles. Match these to picture during instruction. I.e. Mrs., Mr., Dr., etc.	Identify title of an individual in text. Activity: Locate titles of individuals in text. Discuss new titles in small group with teacher assistance.	Use correct capitalization when labeling pictures of individuals. Activity: Use the set of pictures without titles. Generate new names and titles. Use capitalization correctly.	Use correct capitalization in sentence to indicate title of individuals with a partner. Activity: Select individuals from previous list. Write a short sentence about each using title and capitalization with a partner.	Use correct capitalization in sentence to indicate title of individuals with assistance. Activity: Capitalize titles of individuals in own writing with teacher assistance.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
B	Grade 3				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> greeting and closing of letter 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate greeting and closing of letter. Activity: In small group, with teacher assistance to locate greeting and closing of a letter and highlight with a highlighter in response to commands.	Select greetings and closings from a list. Activity: Select greetings and closings from a list. Use models to correctly capitalize words. Copy these on a separate sheet of paper.	Edit letters for capitalization in greeting and closings. Activity: Edit simple peer-generated letters for capitalization in greetings and closings with a partner.	Identify correct capitalization in greeting and closing of peers' letters. Activity: Review a class set of friendly letters for capitalization in closings and greetings. Indicate errors with assistance.	Use correct capitalization in greeting and closing in own letter. Activity: Create a letter using correct capitalization in greeting and closing with assistance.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
C Grade 3					
Punctuation	In composing text, use <ul style="list-style-type: none"> correct endings punctuation in imperative and exclamatory sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Compare imperative and exclamatory sentences. Activity: Copy a teacher-generated sentence with correct punctuation as a class activity. Vocabulary: exclamation point/mark, period	Differentiate imperative and exclamatory sentences orally. Activity: Differentiate between teacher-generated imperative and exclamatory sentences by holding up a card with a period or a question mark. Vocabulary: exclamation point/mark, period	Use graphic organizer to compare imperative and exclamatory sentences. Activity: Use a “T” chart, sort imperative and exclamatory sentences without ending punctuation. Add proper punctuation as a class activity. Vocabulary: exclamation point/mark, period	Differentiate imperative and exclamatory sentences in writing. Activity: Add end punctuation to teacher-generated sentences in a cooperative group. Vocabulary: All pervious vocabulary	Use correct ending punctuation in imperative and exclamatory sentences in writing with assistance. Activity: Decide ending punctuation of a sentence written by a partner.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
C	Grade 3				
Punctuation	In composing text, use <ul style="list-style-type: none"> • comma in the greeting and closing of a letter 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate comma in greeting and closing of letter. Activity: In small group, with teacher assistance to locate greeting and closing of a letter and highlight with a highlighter in response to commands.	Select greetings and closings from a list and use comma correctly. Activity: Select greetings and closings from a list. Use models to correctly punctuate words. Copy these on a separate sheet of paper.	Edit letters for punctuation in greeting and closings. Activity: Edit simple peer-generated letters for punctuation in greetings and closings with a partner.	Identify correct punctuation in greeting and closing of peers' letters. Activity: Review a class set of friendly letters for punctuation in closings and greetings. Indicate errors with assistance.	Use correct punctuation in greeting and closing in own letter. Activity: Create a letter using correct punctuation in greeting and closing with assistance.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
D	Grade 3				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> verbs that agree with the subject 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify verbs in simple sentences. Activity: Identify and circle verbs in a list of short simple sentences with instruction in a small group. Vocabulary: subject, verb, agreement, pronouns, singular, plural, compound, basic verb forms, conjugated verbs	Identify subjects and verbs in simple sentences. Activity: Identify and circle verbs and underline subjects from a given list of short simple sentences with students in small groups.	Use subjects and verbs in simple sentences. Activity: Use a given list of verbs and subjects appropriately write short, simple to sentences in small groups with teacher modeling from a list.	Use subjects and verbs in complex sentences. Activity: Generate complex by combining subjects and verbs appropriately with assistance.	Use subject verb agreement correctly in own writing. Activity: Create a paragraph using subject verb agreement correctly with assistance.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
D Grade 3					
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> words that answer when, where, why and how questions (adverbs) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Classify pictures that answer question words. Activity: Match cards with when, where, why, and how on them to pictures working in a small group. I. e. picture of calendar for when, picture of park for where, etc.	Specify adverbs that answer question words. Activity: In a small group, select from a list of illustrated adverbs in answer to question words.	Write answers to WH questions. Activity: With a partner, write answers to simple WH questions using a list of adverbs.	Use adverbs to enhance sentence writing. Activity: Use a list of adverbs to make answers to WH questions more descriptive.	Use adverbs to enhance writing of a paragraph. Activity: Use a list of adverbs to enhance paragraph writing with a partner to write a paragraph on an assigned topic. Could do pre-activity using graphic organizer to determine possible adverbs that match verbs. (i.e. given the word run as the center of the web, add adverbs that could describe—quickly, slowly, lazily, sadly)
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
D	Grade 3				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> words to compare (adverbs) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use adverbs to compare pictures. Activity: Select from a list of adverbs to compare pictures during a small group instructional activity arrange picture with words.	Identify adverbs found in text. Activity: Locate and highlight adverbs of comparison in sentences using a list of adverbs derived from pictures and working with a partner.	Identify adverbs found in text. Activity: Locate and highlight adverbs of comparison in sentences	Add detail to text using adverbs. Activity: With a partner, select a sentence from own text and use an adverb of comparison to add detail to the sentence.	Create comparative adverbs given simple sentences. Activity: Create sentences with comparative adverbs from sentences with simple verbs. (i.e. He runs. This sentence becomes: He runs quicker than she runs) Structure: Teach “er” as an ending for comparative adverbs. (i.e. He runs quicker than she runs. He runs _____ than she runs)
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
E Grade 3					
Spelling	In writing, use <ul style="list-style-type: none"> correct spelling of simple compounds, homophones, contractions and words with affixes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Put letters together to form words. Activity: Use magnetic letters to practice spelling words by copying from given text that is accompanied by pictures. Vocabulary: letter, word	Spell and illustrate word families. Activity: Use magnetic letters to practice spelling word families by changing beginning, middle, or ending letters of words in a small group. Illustrate the spelling words and practice pronunciation with a partner.	Identify the two words in compound words when the words are presented visually and pronounced. Activity: Use white boards to write the two words in compound words that are presented visually and pronounced by the teacher.	Create contractions when given the initial two words. Activity: Use a word sort to create contractions. Student chooses from two lists of words, the initial two words to form the contraction, then in final column writes the contraction. (i.e. is +is not=isn't).	Use simple compounds, contractions, homophones and words with affixes in independent writing with teacher assistance. Activity: Compose daily journals that incorporate the use of simple compounds, homophones, contractions and words with affixes as assigned by teacher and with assistance from the teacher.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
E	Grade 3				
Spelling	In writing, use <ul style="list-style-type: none"> • standard spelling 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>In writing, copy standard spelling.</p> <p>Activity: Copy visually supported words.</p>	<p>In simple sentences, recognize and use standard spelling.</p> <p>Activity: In simple sentences, recognize spelling words and circle them. Write sentences following teacher model, writing the spelling word in a different color, or in working in a small group.</p>	<p>Use standard spelling when working with a partner.</p> <p>Activity: Visualize word through a think aloud. Spell to a partner. Say the word, spell the word, and say the word with a partner.</p>	<p>In simple, leveled text, locate standard spelling and use standard spelling.</p> <p>Activity: In simple, leveled text, circle-spelling words, copy them, and write related word families with a partner. Use jingles to remember spelling rules and sing them with the peers.</p>	<p>In writing, use standard spelling.</p> <p>Activity: In text, circle-spelling words, copy them, and write them. Use standard spelling in classroom writing with assistance.</p>
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
E Grade 3					
Spelling	In writing, use <ul style="list-style-type: none"> classroom resources and dictionary to verify correct spelling 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use word wall, spelling journal, and picture dictionary to verify correct spelling. Activity: Use word wall and spelling journal to assist in spelling correctly when writing while in a small group. Utilize picture dictionary to assist in spelling while working in a small group.	Use word wall, spelling journal, and picture dictionary to verify correct spelling when writing simple sentence. Activity: Use word wall, spelling journal, picture dictionary to assist in spelling correctly when writing simple sentences with students working in a small group.	Use classroom resources and dictionary to verify correct spelling when writing simple sentences. Activity: Use classroom resources and dictionary to verify correct spelling when writing simple sentences while working with a partner.	Use classroom resources and dictionary to verify correct spelling in teacher made simple sentences. Activity: Use a dictionary to correct the spelling of teacher made simple sentences with a partner.	Use classroom resources and dictionary to verify correct spelling with assistance. Activity: Use a dictionary to correct the spelling of written text with incorrectly spelled words.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
F Grade 3					
Sentence Construction	In composing text, identify and write sentences: <ul style="list-style-type: none"> • declarative 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and write two word simple declarative sentences. Activity: Using pictures and a word bank, select and write the verb and noun that describes the picture with teacher assistance.	Identify and write two to three word simple declarative sentences. Activity: Using picture and a word wall, write two to three word declarative sentences about the picture with teacher assistance. (Ex: The boy runs.)	Identify and write simple declarative sentences. Activity: Using a series of pictures and classroom resources, write simple declarative sentences about the pictures in a cooperative group with teacher prompting. Identify in own writing incomplete sentence. (Resources include Core word list, Word wall, Pictures with labels, Picture Dictionary)	Identify and write compound and complex declarative sentences with teacher support. Activity: Using a series of pictures and classroom resources, write grade-level appropriate declarative sentences about the pictures with a partner with teacher support. Identify in own writing incomplete sentence.	Identify and write compound and complex declarative sentences with teacher support. Activity: Write grade-level appropriate declarative sentences using classroom resources with assistance.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
F	Grade 3				
Sentence Construction	In composing text, identify and write sentences: <ul style="list-style-type: none"> interrogative 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and write a “Wh” question word. Activity: Using a word bank of question words (who, what, when, where), write the appropriate question word to ask a question about a classroom activity or picture with teacher modeling.	Identify and write two to three word simple interrogative sentences. Activity: Using a word wall, write two to three word interrogative sentences to ask questions about classroom activities or pictures with teacher assistance. (Ex: Who is he?) Identify and place correct punctuation at end of sentence.	Identify and write simple interrogative sentences. Activity: Using classroom resources, write simple interrogative sentences to ask questions about pictures in a cooperative group with teacher prompting. Identify and place correct punctuation at end of sentence.	Identify and write compound and complex interrogative sentences with teacher support. Activity: Using classroom resources, write grade-level write interrogative sentences about pictures with a partner with teacher prompting. Identify and place correct punctuation at end of sentence.	Identify and write compound and complex interrogative sentences with teacher support. Activity: Write grade-level appropriate interrogative sentences using classroom resources with teacher assistance. Identify and place correct punctuation at end of sentence.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
F	Grade 3				
Sentence Construction	In composing text, identify and write sentences: <ul style="list-style-type: none"> imperative 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and write one and two word simple imperative sentences. Activity: Write a one or two word command for fellow student to follow in a small group with teacher modeling.	Identify and write two to three word simple imperative sentences. Activity: Write a two or three word command for fellow student to follow in a small group.	Identify and write simple imperative sentences. Activity: Write directions to perform a simple task using imperatives. Read commands to partner to do task.	Identify and write compound and complex imperative sentences with teacher support. Activity: Identify imperatives in visually supported leveled text. Use imperatives familiar in writing when reporting on this text.	Identify and write compound and complex imperative sentences with teacher support. Activity: Write grade-level appropriate declarative sentences using classroom resources with assistance.
TESOL Stds.					
Content ELP Stds.					

2 Compose well-developed text using standard English conventions					
F	Grade 3				
Sentence Construction	In composing text, identify and write sentences: <ul style="list-style-type: none"> exclamatory 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and write one and two word simple exclamatory sentences. Activity: As a whole class activity, illustrate an action in a cartoon. Draw speech balloons and write exclamations chosen from a list with teacher modeling.	Identify and write two to three word simple exclamatory sentences. Activity: With a partner, create a cartoon. Draw speech balloons and write exclamations chosen from a teacher-selected list.	Identify and write simple exclamatory sentences. Activity: Write a short simple play with exclamations as part of the script. Read them appropriately.	Identify and write compound and complex exclamatory sentences with teacher support. Activity: Circle exclamations in visually supported leveled text. Remove and replace with other exclamations composed by students working in pairs. Share new text.	Identify and write compound and complex exclamatory sentences with teacher support. Activity: Use exclamations appropriately in own writing with teacher assistance.
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
A Grade 3					
Narrative and Descriptive Writing	Write narrative text that <ul style="list-style-type: none"> a beginning, middle and end 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use two-word simple sentences to write a narrative text that has a beginning, middle and end.</p> <p>Activity: Draw three pictures to identify the beginning, middle and end of a familiar story. Write two-word simple declarative sentence to describe each picture with teacher assistance.</p>	<p>Use two to three word simple sentences to write a narrative text that has a beginning, middle and end.</p> <p>Activity: Complete a graphic organizer for story elements using a familiar story as a class activity. Use two to three word simple declarative sentences to write a narrative text.</p>	<p>Use simple sentences to write a narrative text that has a beginning, middle and end.</p> <p>Activity: Complete a graphic organizer for story elements using a familiar story as a small group. Use simple declarative sentences to write a narrative text.</p>	<p>Using compound and complex sentences, write a narrative text that has a beginning, middle and end with teacher assistance.</p> <p>Activity: Write a short narrative with a partner and vocabulary assistance based on a completed graphic organizer for story elements using compound and complex sentences.</p>	<p>Using compound and complex sentences, write a narrative text that has a beginning, middle and end with assistance.</p> <p>Activity: Write a short narrative based on a completed graphic organizer for story elements using compound and complex sentences with assistance.</p>
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
A Grade 3					
Narrative and Descriptive Writing	Write narrative text that <ul style="list-style-type: none"> relevant details to develop the main idea 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use two-word simple sentences to write a narrative text that has relevant details to develop the main idea.</p> <p>Activity: Write two word simple sentences in response to questions concerning particular story elements in a visually supported leveled text with teacher assistance as students work in a small group.</p>	<p>Use two to three word simple sentences to write a narrative text that has relevant details to develop the main idea.</p> <p>Activity: Write simple sentences in response to questions about elements in a visually supported leveled text with teacher assistance in a cooperative group of students.</p>	<p>Use simple sentences to write a narrative text that has relevant details to develop the main idea.</p> <p>Activity: Write simple sentences in response to questions about elements in a visually supported leveled text with a partner and with minimal teacher assistance. Write simple sentences in response to visuals that illustrate story elements, characters, and setting with a partner.</p>	<p>Using compound and complex sentences, write a narrative text that has relevant details to develop the main idea.</p> <p>Activity: Write details to describe plot, character and setting from a teacher generated story with a peer. Complete a graphic organizer with a peer group to generate ideas for a plot, characters, and setting. Write in appropriate information.</p>	<p>Using compound and complex sentences, write a narrative text that has relevant details to develop the main idea with assistance.</p> <p>Activity: Create a graphic organizer to generate ideas for developing plot, characters, and setting. Use graphic organizer to compose a narrative text.</p>
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
A	Grade 3				
Narrative and Descriptive Writing	Write narrative text that <ul style="list-style-type: none"> a clear controlling idea 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use two-word simple sentences to write narrative text that has a clear controlling idea. Activity: Sort pictures about different topics with a partner. Use two-word simple sentences to describe each topic.	Use two to three word simple sentences to write narrative text that has a clear controlling idea. Activity: Write simple sentences about different pictures with a partner with teacher modeling.	Use simple sentences to write narrative text that has a clear controlling idea. Activity: Sort simple sentences about different pictures with a partner after instruction. Remove sentences that are not relevant to any topic. Write a paragraph using only relevant sentences for the given topic.	Using compound and complex sentences, write narrative text that has a clear controlling idea with teacher assistance. Activity: Write a narrative text on a personal topic. Edit non-relevant sentences with a partner from own text.	Using compound and complex sentences, write narrative text that has a clear controlling idea with assistance. Activity: Write a narrative text that has a clear controlling idea on a teacher generated topic with assistance.
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
A Grade 3					
Narrative and Descriptive Writing	Write narrative text that <ul style="list-style-type: none"> • precise and descriptive language 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use two-word simple sentences to write narrative text that has precise and descriptive language.</p> <p>Activity: Choose from a group of pictures to create a pictorial narrative. Use two-word simple sentences to describe pictures with teacher assistance.</p>	<p>Use two to three word simple sentences to write narrative text that has precise and descriptive language.</p> <p>Activity: Choose from a group of pictures to create a pictorial narrative. With a partner and after teacher modeling write simple sentences to go with pictures.</p>	<p>Use simple sentences to write narrative text that has precise and descriptive language.</p> <p>Activity: Use pictures to make a narrative. Write simple personal narrative with a partner using precise descriptive language with teacher prompting.</p>	<p>Using compound and complex sentences, write narrative text that has precise and descriptive language.</p> <p>Activity: Write a simple personal narrative that includes descriptive language using compound and complex sentences with teacher assistance.</p>	<p>Using compound and complex sentences, write narrative text that has precise and descriptive language.</p> <p>Activity: Write a simple narrative that includes descriptive language using compound and complex sentences with assistance.</p>
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
B	Grade 3				
Note-Taking	Identify information in written text to complete an organizer				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Complete an organizer with teacher modeling and visuals.</p> <p>Activity: Use teacher modeling and visuals complete an organizer as students work in a small group.</p>	<p>Identify information and complete an organizer with teacher modeling and visuals.</p> <p>Activity: Use teacher modeling and visuals to identify information in written text by highlighting in the original text and then completing an organizer in a small group.</p>	<p>Identify information in written text to complete an organizer with peer assistance.</p> <p>Activity: Highlight information in the original text and then complete a teacher-generated organizer with peer assistance.</p>	<p>Identify information to complete an organizer checking accuracy with a peer.</p> <p>Activity: Identify information by highlighting in the original text, then complete an organizer and compare with a peer to check accuracy.</p>	<p>Identify information to complete an organizer with assistance.</p> <p>Activity: Highlight information from written text and complete an organizer with assistance.</p>
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
C Grade 3					
Expository and Persuasive Writing	Write expository text , with assistance, with <ul style="list-style-type: none"> • a main idea 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use two-word simple sentences to write expository text, with assistance, with a main idea. Activity: Using pictures, write a two-word simple sentence to express the main idea for each picture with teacher modeling.	Use two to three word simple sentences to write expository text, with assistance, with a main idea. Activity: In a visually supported leveled text write a two to three word simple sentence to express the main idea for each picture working in a small group.	Use simple sentences to write expository text, with assistance, with a main idea. Activity: Highlight the main idea in a visually supported leveled text with a small group and teacher modeling. Compose a sentence to express the main idea of each picture with teacher assistance.	Using compound and complex sentences, write expository text, with assistance, with a main idea. Activity: Compose a paragraph with a main idea. Share paragraph with a teacher. Edit with teacher to remove irrelevant sentences.	Using compound and complex sentences, write expository text, with assistance, with a main idea. Activity: Compose a paragraph with a main idea. Share paragraph with a peer. Edit with a peer to remove irrelevant sentences.
TESOL Stds.					
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
C					
Grade 3					
Expository and Persuasive Writing	Write expository text , with assistance, with <ul style="list-style-type: none"> • three or more supporting details 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use two-word simple sentences to write expository text, with assistance, with two supporting details.	Use two to three word simple sentences to write expository text, with assistance, with three supporting details.	Use simple sentences to write expository text, with assistance, with three or more supporting details.	Using compound and complex sentences, write expository text, with assistance, with three or more supporting details.	Use simple sentences to write expository text, with assistance, with three or more supporting details.
	Activity: Using a familiar topic, write an expository text using two-word simple sentences with two supporting details with teacher modeling. Ex: Recess’s fun. I play. I run.	Activity: Using a familiar topic, write an expository text using two to three word simple sentences with three supporting details in a small group.	Activity: Write simple sentences to support a familiar topic. Create a graphic organizer that shows relationship of the main idea and supporting details with minimal teacher support in a small group.	Activity: Write sentences and paragraphs to describe a familiar topic. Make a graphic organizer to show the main idea and supporting details with a peer.	Activity: Write a paragraph with main idea and three supporting details with assistance.
	TESOL Stds.				
Content ELP Stds.					

3 Write effectively in various forms and types of writing					
E Grade 3					
Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose					
Audience and Purpose	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Classify informational reports, diary/journal entries and friendly letters that address an intended audience and purpose.</p> <p>Activity: Classify different types of writings into groups that identify an intended audience and purpose.</p>	<p>Write a journal entry that addresses an intended audience and purpose with teacher modeling.</p> <p>Activity: Follow a teacher provided model to create a simple journal entry.</p>	<p>Write a friendly letters that addresses an intended audience and purpose with teacher modeling.</p> <p>Activity: Follow a teacher provided model to create a simple friendly letter to a classmate working in a small group. Match different kinds of short sentences for intended audience.</p>	<p>Write informational reports that address an intended audience and purpose with teacher assistance.</p> <p>Activity: Write a three-paragraph report on a field trip or other shared experience with teacher assistance.</p>	<p>Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose with assistance.</p> <p>Activity: Write friendly letters to a variety of audiences. Write book reports and other informational reports. Utilize a diary/journal as part of a daily/weekly writing activity.</p>
TESOL Stds.					
Content ELP Stds.					

Listening and Speaking

Initial Draft 11/1/2007

1 Develop and apply effective listening skills and strategies					
A Grade 3					
Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen for enjoyment. Activity: Display typical non-verbal listening behaviors.	Listen for enjoyment. Activity: Demonstrate appropriate listening behaviors (attentiveness) during the reading. Indicate a favorite book and listen for enjoyment.	Listen for enjoyment. Activity: Choose a book with audio based on personal interest and follow along with print while listening to tape.	Listen for enjoyment. Activity: Choose a book with audio based on personal interest follow along with the tape during the reading.	Listen for enjoyment. Activity: Choose a book with audio based on personal interest and listen for enjoyment
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply effective listening skills and strategies					
A	Grade 3				
Purpose for Listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen for information. Activity: Demonstrate listening behavior during instruction time. (Note: Student should be placed near the instructor and verbal feedback should not be expected from student.)	Listen for information. Activity: Answer yes/no questions based on a simple visually supported informational speech.	Listen for information. Activity: Exhibit listening by responding to simple questions based on a short film.	Listen for information. Activity: Exhibit listening by responding to “wh” questions with complete sentences with moderate teacher assistance	Listen for information. Activity: Demonstrate effective listening by participating in class discussion with vocabulary support
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply effective listening skills and strategies					
A	Grade 3				
Purpose for listening	Listen <ul style="list-style-type: none"> to distinguish fact from opinion 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen to distinguish fact from opinion. Activity: Taste various vegetables. With teacher assistance, class makes chart, recording opinions. Generate colors of vegetables. Record as fact.	Listen to distinguish fact from opinion. Activity: As a class, make statements about an object. Record each as fact or opinion as a whole group.	Listen to distinguish fact from opinion. Activity: Write a fact and an opinion about a familiar abject with peer support.	Listen to distinguish fact from opinion. Activity: Classify statements about a familiar story as fact or opinion with a partner.	Listen to distinguish fact from opinion. Activity: Read a short grade leveled text and write three facts and three opinions about the text.
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply effective listening skills and strategies					
A	Grade 3				
Purpose for listening	Listen <ul style="list-style-type: none"> for directions to complete a two-or three-step task 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen for directions to complete a two-or three-step task. Activity: Participate in a “Simon Says” activity about simple classroom tasks.	Listen for directions to complete a two-or three-step task. Activity: Respond with classmates to single-step directions given by the teacher using classroom vocabulary. (Ex: Close your book, Line up by the door, . . .)	Listen for directions to complete a two-or three-step task. Activity: Respond individually to two or three-step directions given one step at a time by the teacher using classroom vocabulary.	Listen for directions to complete a two-or three-step task. Activity: Respond with a partner to multi-step directions given one at a time by the teacher using classroom vocabulary.	Listen for directions to complete a two-or three-step task. Activity: Respond individually to multi-step directions given by the teacher using classroom vocabulary.
TESOL Stds.					
Content ELP Stds.					

1	Develop and apply effective listening skills and strategies				
B	Grade 3				
Listening Behavior	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate listening behaviors. (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p> <p>(Note: Beginners often exhibit distractibility or show inattentiveness due to complete lack of understanding.)</p>	<p>Demonstrate listening behaviors. (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p>	<p>Demonstrate listening behaviors. (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p>	<p>Demonstrate listening behaviors. (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p>	<p>Demonstrate listening behaviors. (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p>(Note: Eye contact may not be natural for students with different cultural backgrounds.)</p>
TESOL Stds.					
Content ELP Stds.					

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 3				
Discussion and Presentation	Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.</p> <p>Activity: Share first language vocabulary with classmates verbally using visual support.</p> <p>(Note: Basic Beginners may not produce any English utterances.)</p>	<p>Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.</p> <p>Activity: Repeat student or teacher utterances clearly with comprehensible pronunciation and stress in a small group.</p>	<p>Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.</p> <p>Activity: Produce appropriate oral questions or responses in phrases or short sentences that are clear and comprehensible in a class activity.</p>	<p>Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.</p> <p>Activity: Draw a picture and share orally the information with classmates clearly and comprehensibly with teacher assistance.</p>	<p>Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.</p> <p>Activity: Produce complete sentences that are clear and comprehensible with minimal teacher correction (Ex: Tell me about your home country.)</p>
TESOL Stds.					
Content ELP Stds.					

2 Develop and apply effective listening skills and strategies					
B	Grade 3				
Giving Directions	Give clear two- and three-step oral directions to complete a simple task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Give clear two- and three-step oral directions to complete a simple task.</p> <p>Activity: Create a pictorial representation to show steps in a two or three step process in a small group.</p> <p>Vocabulary: directions, steps, oral (necessary vocabulary for topic)</p>	<p>Give clear two- and three-step oral directions to complete a simple task.</p> <p>Activity: Create and practice giving words or phrases to demonstrate a two or three step process for a teacher-generated task.</p> <p>Vocabulary: directions, steps, oral (necessary vocabulary for topic)</p>	<p>Give clear two- and three-step oral directions to complete a simple task.</p> <p>Activity: Create and practice giving two or three step directions using pictures from a set of directions and core vocabulary with a partner.</p> <p>Vocabulary: steps, oral (necessary vocabulary for topic)</p>	<p>Give clear two- and three-step oral directions to complete a simple task.</p> <p>Activity: Give a partner oral directions to complete a two or three-step task and answering questions to clarify information.</p> <p>Vocabulary: steps, oral.</p>	<p>Give clear two- and three-step oral directions to complete a simple task.</p> <p>Activity: Give to class or small group oral directions to complete a two or three step task and answer questions to clarify information.</p>
TESOL Stds.					
Content ELP Stds.					

Reading					
1	Develop and apply skills and strategies to the reading process				
A	Grade 4				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate the correct directionality of handling a book. Activity: Handle a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues. (Cultural Note: Some cultures start from back to front, right to left, and bottom to top.)	Identify the correct directionality of a book. Activity: Handle a book properly (right side up; opening cover; turning pages) with minimal teacher assistance.			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 4				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> print tells story 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate print that identifies a name. Activity: Recognize their own and their classmates' names in print with teacher modeling and assistance.	Locate print that identifies names. Activity: Connect print with objects in classroom and/or visuals aids within a small group and limited teacher assistance.	Identify print to leveled story with visual support. Activity: Use a visually supported leveled text to connect print to story in small group with minimal assistance.		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 4				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> word by word matching 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate word to word matching by pointing. Activity: Point to and repeat each word in student book as the teacher reads aloud from the big book.	Locate words by mimicking teacher's actions. Activity: Observe teacher and follow along pointing to each word in student book while teacher reads and points out words from big book.	Identify word to word matching from text to text. Activity: Identify known words in student book with a partner.		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 4				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> upper- and lower- case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify upper and lower case letters by pointing while voicing letter name.	Locate differences between upper-case from lower-case letters.	Demonstrate in writing upper-case and lower case letters of the alphabet.		
	<p>Activity: Observe teacher pairing of lower-case and upper-case letters during class discussion (“this is an uppercase R and this is a lowercase r”).</p> <p>Vocabulary: (big, small, upper, lower, capital, etc.)</p>	<p>Activity: Match upper-case letter with lower-case letter with minimal teacher or peer assistance.</p> <p>Vocabulary: Match, Same</p>	<p>Activity: Copy from classroom chart the corresponding letter to given letter cue (ex: the upper-case letter A is displayed, the student copies the corresponding lower-case a) with minimal assistance.</p>		
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
A	Grade 4				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> first and last letters in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate first and last letters in words.	Identify first and last letters in words.	Label letter position in words within a leveled text.		
	<p>Activity: Color code beginning and ending letters of a word on a card with teacher modeling.</p> <p>Vocabulary: First, last, letter, beginning, word</p> <p>(Note: Students may have little or no 1st language literacy skills.)</p>	<p>Activity: Highlight the beginning and ending letters of a word on a card working within a small group.</p> <p>Vocabulary: First, last, letter, beginning, word Sentence Structure: “The first letter is...The last letter is ...”</p> <p>(Note: Students may have little or no 1st language literacy skills.)</p>	<p>Activity: Add the missing beginning and ending letter with a partner and minimal teacher support.</p> <p>Vocabulary: Initial</p>		
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 4				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate spaces between words. Activity: Insert spaces to distinguish separate words with familiar text and/or vocabulary with teacher modeling. (Ex: iamastudent -> I am a student.) Vocabulary: next word, space, new word (Note: Students may have little or no first language literacy skills.)	Identify where spaces between words are located. Activity: Color code beginning and ending letters of a word on a card with a partner. Insert spaces to distinguish separate words with familiar text and/or vocabulary in a small group. (Ex: iamastudent -> I am a student.) Vocabulary: next word, space, new word	Demonstrate where to place spaces between words. Activity: Color code beginning and ending letters of a word on a card with minimal teacher assistance. Insert spaces to distinguish separate words in a paragraph within a grade-level text with minimal teacher assistance.		
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A Grade 4					
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Identify letters in certain word order.	Locate words in a certain order to make sentences.	Identify parts of speech for sentence order.	Apply sentence order using parts of speech.	Compare and contrast correct and incorrect word order to make sentences.	
<p>Activity: Unscramble familiar vocabulary words or short sentences from a previously read text with teacher and text support.</p> <p>Vocabulary: beginning, first, last, middle, word, start, end</p> <p>(Note: Students may come from other literacy backgrounds which do not read left to right.)</p>	<p>Activity: Identify subject and verb by color-coding in a simple text as modeled by the teacher.</p> <p>Vocabulary: subject (person, place, thing) action word, 'to be', pronouns</p> <p>Structure: Subject-verb word order</p>	<p>Activity: Identify subject and verb by color-coding a more complex text as modeled by the teacher.</p> <p>Vocabulary: subject, predicate, pronouns, preposition (other parts of speech)</p> <p>Structure: English syntax</p>	<p>Activity: Reorder a sentence with complex structures (prepositional phrases, appositives, and complex-compound) with teacher modeling and peer assistance.</p> <p>Vocabulary: subject, predicate, pronouns (other parts of speech)</p> <p>Structure: English syntax</p>	<p>Activity: Reorder a sentence with complex structures (prepositional phrases, appositives, and complex-compound) with minimal assistance.</p> <p>Vocabulary: subject, predicate, pronouns (other parts of speech)</p> <p>Structure: English syntax</p>	
ST	I 1a, K-4				

FR	CA 2, 3 1.5, 1.6				
1 Develop and apply skills and strategies to the reading process					
A	Grade 4				
	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> punctuation has meaning 				
Print Concepts	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify common ending punctuations. (period and question mark).</p> <p>Activity: Point to modeled sentences with proper question/statement punctuation in a small group with teacher supervision.</p> <p>Vocabulary: period, question mark, sentence, end, question, statement</p> <p>Note: Intonation for questioning may vary with different cultures and languages</p>	<p>Label ending punctuation to match sentence and quotation marks to identify a dialogue.</p> <p>Activity: Circle common end punctuation with a partner in a leveled text.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, quotation marks sentence, end</p>	<p>Use proper end punctuation with simple sentences.</p> <p>Activity: Sort sentence strips into two categories; declarative (statement) and interrogative (question) with a partner.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, sentence, end</p>	<p>Compose sentence in proper word order to parallel ending punctuation.</p> <p>Activity: Order word cards to make a sentence and or question Ie: This is a dog. Is this a dog? Tell whether a sentence should end in a period or question mark with vocabulary assistance as needed.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, sentence, end</p>	<p>Recommend changes in punctuation to convey meaning.</p> <p>Activity: Demonstrate by explaining why a given sentence should end in a period or question mark and the functions of commas.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, sentence, end, comma</p>

ST	
FR	

1 Develop and apply skills and strategies to the reading process					
B	Grade 4				
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>State and label beginning and ending sounds to orally form new words.</p> <p>Activity: Repeat words replacing beginning sounds to form new words modeled by peer or teacher.</p> <p>Vocabulary: word family, beginning, ending, sound replace, repeat</p>	<p>Restate and/or recite beginning and ending in new words.</p> <p>Activity: Repeat word replacing beginning and ending sounds to form new words with minimal peer and/or teacher assistance.</p>				
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
B		Grade 4			
Demonstrate ability to hear and say separate sounds (phonemes) in words (phonemic awareness)					
<ul style="list-style-type: none"> produce rhyming words 					
Phonemic awareness	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite rhyming words to words given by teacher in class discussion of one phoneme group.</p> <p>Activity: Repeat teacher modeling pronunciation of words with the same initial or ending sound. Repeat rhyming words modeled by teacher.</p> <p>Vocabulary: first, last, sound, word</p>	<p>Identify word families given a prompt of words from known vocabulary.</p> <p>Activity: Separate and gather picture-word cards of visually supported vocabulary containing a specific word family with teacher modeling. (i.e. pull out all the picture-word cards from the “at” family; cat, hat, bat, etc.)</p>	<p>Construct word families given a prompt of words from known vocabulary.</p> <p>Activity: Separate and gather picture-word cards of previously introduced vocabulary containing a specific word family with a partner and minimal teacher support. (i.e. pull out all the picture-word cards from the “at” family; cat, hat, bat, etc.)</p>		
ST	CA2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B Grade 4					
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Name and label the beginning and ending sounds to orally form new words. Activity: Repeat words replacing beginning sounds to form new words modeled by peer or teacher. Vocabulary: word family, beginning, ending, sound replace, repeat	Restate and/or recite beginning and ending in new words. Activity: Repeat word replacement of beginning and ending sounds to form new words with a little prompting or modeling from peer or teacher.	Create own words by replacing beginning and/or ending sounds. Activity: Create new words in a given word family by substituting a series of consonants as the initial letter in teacher led group.	Invent new words by changing the beginning and/or ending sounds. Activity: Form new words (including nonsense and first language words) by replacing beginning and ending sounds of a given word with or without partner assistance.	Invent new words by changing the beginning and/or ending sounds. Activity: Create new words (including nonsense and first language words) given a word family by substituting a series of consonants as the initial/ending letter with minimal teacher support.
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
B		Grade 4			
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> separate and say sounds in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Identify separate sounds in short words given by the teacher.</p> <p>Activity: Listen and repeat after other students breaking words into individual phonemes during class activity with teacher modeling and assistance.</p> <p>Vocabulary: first, last, middle, sound, word</p> <p>Note: Not all languages recognize or develop phonemic systems for reading Ie: Japanese never will hear an “l” and will produce an “r” as substitute. Labial pronunciations are culturally embarrassing and offensive.</p>	<p>State words and sounds from a list of previously introduced sight words.</p> <p>Activity: Produce the individual sounds in a word from a list of previously introduced sight words during classroom activity with teacher assistance.</p> <p>Vocabulary: first, last, middle, sound, word</p>	<p>Identify sound location in words presented orally and/or from a familiar list of sight words.</p> <p>Activity: Produce the individual sounds in a word from a list of sight words and/or orally presented familiar words with a partner.</p> <p>Vocabulary: prefix, suffix, ending/ending morphemic units</p>	<p>Create a written word from a phonologically separated word in leveled text or orally presented.</p> <p>Activity: Produce the individual sounds in a familiar word ie: sm-a-sh found in a text or orally presented by a teacher or partner.</p>	<p>Analyze sounds needed for decoding multi-syllabic vocabulary.</p> <p>Activity: Create the individual sounds in an unfamiliar multi-syllabic word found in a text or orally presented by a teacher or partner with minimal assistance.</p>	
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
B Grade 4					
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify separate blended sounds in short familiar words.	Restate blended sound in multi-syllable words orally.	Differentiate the location of blended sounds in words presented orally.	Create a written word from a phonologically separated word orally presented.	Analyze sounds needed for decoding multi-syllable vocabulary.
	<p>Activity: Point and recite to demonstrate comprehension of vocabulary needed to do activity with teacher support. Hear and repeat individual phonemes in two and three phoneme words (ex: go, cat) during class discussions using phonemes that are a part of their native language with teacher modeling and assistance.</p> <p>Vocabulary: first, last, beginning, middle, end, stretch, blend</p>	<p>Activity: Hear and repeat individual blended phonemes in two and three phoneme words during class discussions incorporating phonemes that are not a part of their native language. (ex: Spanish include “th” and long vowels) with a partner.</p> <p>Vocabulary: first, last, beginning, middle, end, syllable</p>	<p>Activity: Blend individual phonemes to create words (including nonsense or native language words) during class discussions with assistance for words containing sounds or consonant clusters not found in the native language.</p>	<p>Activity: Blend individual phonemes to create words with teacher assistance for words containing sounds or consonant clusters not found in the native language in a small group.</p>	<p>Activity: Blend individual phonemes to create words with minimal teacher support.</p>
ST.					
FR					

1 Develop and apply skills and strategies to the reading process					
B Grade 4					
Phonemic awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Name and label the beginning and ending sounds to form new words orally.	Restate and/or recite beginning and ending sounds in new words.	Create own words by replacing beginning and/or ending sounds.	Invent new words by changing the beginning and/or ending sounds.	Design new words by changing the beginning and/or ending sounds.
	<p>Activity: Repeat words replacing beginning sounds to form new words modeled by peer or teacher with assistance.</p> <p>Vocabulary: word family, beginning, ending, sound replace, repeat</p>	<p>Activity: Repeat word replacing beginning and ending sounds to form new words without a prompt or model from peer or teacher.</p>	<p>Activity: Create new words in a word family by substituting a series of consonants as the initial letter in teacher led group.</p>	<p>Activity: Form new words (including nonsense and first language words) by replacing beginning and ending sounds of a given word with or without partner assistance as directed by the teacher.</p>	<p>Activity: Create new words (including nonsense and first language words) given a word family by substituting a series of consonants as the initial/ending letter with minimal teacher support.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
C Grade 4					
Phonics	Apply decoding strategies to “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and write the letter that goes with the spoken sound.	Produce and use sound symbol associations (including blends and diagraph).	Apply use of word families to problem solve new unknown words visually supported by a leveled text.	Demonstrate knowledge of sound-symbol associations and word families to problem solve new words in a modified leveled text.	Demonstrate knowledge of sound-symbol associations and word families to problem solve new words in a grade level text.
	Activity: Using flash cards and other manipulative to demonstrate awareness that letters represent sounds and that a string of letters can form a word by repeating after teacher or a native English-speaking peer.	Activity: Using flash cards and other manipulative: Name most letter sounds in isolation and in context with an English speaking peer and decode high frequency one and two syllable words with peer reinforcement and teacher assistance.	Activity: In pairs, segment words into phonemes using a leveled text and identify rhyming words in leveled literature. Identify beginning, ending and medial sounds of one-syllable words using letter tiles or flashcards and from leveled text with a peer student.	Activity: Use word chunks to decode unfamiliar words in a leveled text following a teacher model of “think aloud.”	Activity: Decode unknown words and confirm or disconfirm words using context with minimal teacher support.
	Vocabulary: Letter, word, Sound,		Vocabulary: Rhyme, beginning, ending, middle, word family	Vocabulary: Suffix, prefix, base word	Vocabulary: Context
ST	CA 2, 3 1.6				
FR	I 1a & e, II 2h, K-4				

1 Develop and apply skills and strategies to the reading process					
D		Grade 4			
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> with fluency, accuracy and expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Restate short phrases or sentences modeled by teacher. Activity: Repeat short phrases after the teacher, using leveled text with expression and intonation to emphasize punctuation with a partner with teacher assistance. Vocabulary: fluency, accuracy, expression, repeat	Demonstrate expression, fluency and accuracy in simple sentences. Activity: Teacher demonstrates fluency, accuracy and expression while reading a simple leveled text. Student repeats phrases of same simple leveled text from sentences strips with a partner.	Apply expression, fluency, and accuracy when reading a simple paragraph. Activity: Read with a tape or with a partner a leveled text with fluency, accuracy and expression patterned and/or rhyming text to record student readings.	Interpret and read an unfamiliar leveled text with fluency, expression, and accuracy. Activity: Read a leveled text with timed readings with fluency, accuracy and expression with a partner.	Interpret and read an unfamiliar grade-level text with fluency, expression, and accuracy. Activity: Record or video tape student reading of grade-level text and use role play to show appropriate expression with minimal teacher support.
ST	CA 2, 3 1.5				
FR	I 1c & e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
D	Grade 4				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> adjusting reading rate to difficulty and type of text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite with class or a small group adjusting reading rate according to type of text.</p> <p>Activity: Repeat after the teacher, using flash cards and/or sentence strips from a variety of text adjusting speed to type of text ie: comic book strip versus a science or math sentence with teacher modeling and assistance.</p> <p>Vocabulary: reading rate, repeat, faster, slower</p>	<p>Demonstrate reading rates and accuracy from a familiar instructional leveled text.</p> <p>Activity: Use paired reading to increase speed and accuracy in context using a leveled instructional text and/or incorporate movement into reading short passages from text with teacher assistance.</p>	<p>Interpret and adjust reading rate according to difficulty and type of text using a variety of leveled text.</p> <p>Activity: Use choral reading, reader's theater and role play to read a variety of leveled text adjusting reading rate to difficulty and type of text with a partner and/or teacher support.</p>	<p>Differentiate appropriate reading rate accordingly using leveled text.</p> <p>Activity: Teacher models skimming and scanning more difficult text to determine difficulty and to recognize appropriate speed in reading (read more difficult text at a slower rate) then practice with a peer using a variety of materials.</p> <p>Vocabulary: Skimming, scanning</p>	<p>Demonstrate ability to adjust reading rate by reading a grade-level text to a small group.</p> <p>Activity: Read a variety of text materials written at grade-level to a small group with minimal teacher support.</p>
ST	CA 2, 3 1.5				
FR	I 1c & e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
E Grade 4					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • root words and affixes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify base (root) words in teacher-generated visually supported leveled text.</p> <p>Activity: Work in a small group to identify root words by highlighting from a list of root words with affixes with teacher modeling and assistance.</p> <p>Vocabulary: Base, root</p>	<p>Label root words and affixes from a visually supported leveled text.</p> <p>Activity: Provide a list of common affixes and discuss how they change the meaning of the base word. In a small group or with a peer, classify base words according to parts of speech with a graphic organizer.</p> <p>Vocabulary: Affixes, classify</p>	<p>Apply affixes to familiar base words.</p> <p>Activity: Use familiar base words on flash cards with the meaning of the base words provided on the back of the card. Instructor gives students flash cards of prefixes and suffixes. Students construct as many words as possible using a base words with the prefix or suffix words in a small group. Students check their words in a picture dictionary.</p>	<p>Locate an unknown word from leveled text by an analysis of its base and affixes.</p> <p>Activity: Use unfamiliar base words on flash cards with the meaning of the base word on the back of the card. Instructor gives students flash cards of prefixes and suffixes. Students make as many words as possible with the base word and prefix or suffix words, then check their word and the meaning in a dictionary.</p>	<p>Analyze the meaning of unfamiliar words in a grade-level text by applying prior knowledge of base words and affixes.</p> <p>Activity: Identify new affixes in words from a grade-level text by creating a word chart.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 1e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
E	Grade 4				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • synonyms and antonyms 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify basic antonym and synonym pairs.</p> <p>Activity: Use flash cards or picture word cards to label antonym/synonym pairs with teacher modeling and assistance in a small group.</p> <p>Vocabulary: Opposite, different, same, similar</p>	<p>Sort simple words/word cards into synonym and antonym pairs.</p> <p>Activity: Instructor gives students a list of simple words with pictures support. Students sort these words into groups of synonyms and antonyms with a partner.</p> <p>Vocabulary: Synonym, antonym</p>	<p>Identify word pairs as synonyms or antonyms within leveled text.</p> <p>Activity: Create a word bank of synonyms and antonyms using a leveled text in a with teacher assistance.</p> <p>Vocabulary: Word bank,</p>	<p>Construct synonym and antonym word pairs using words from a modified text.</p> <p>Activity: Create a word bank of synonyms and antonyms using a modified text in a small group.</p>	<p>Create the use of new synonym and antonym vocabulary for grade level text.</p> <p>Activity: Replace synonyms in text to change a story's words without changing the meaning. Share with a partner or class with minimal teacher support.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 1e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
E Grade 4					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> context clues 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite new vocabulary using a visually supported leveled text.</p> <p>Activity: Develop vocabulary through visuals, flashcards and environment from a visually supported leveled text with teacher modeling and assistance.</p>	<p>Tell the meaning of familiar vocabulary in a leveled text.</p> <p>Activity: Introduce new words in context with teacher assistance prior to reading a leveled text connecting with background knowledge working with a partner.</p>	<p>Demonstrate the meaning of an unfamiliar vocabulary in a leveled text.</p> <p>Activity: Highlight new vocabulary found in a leveled text for classroom discussion. Create a graphic organizer to visualize multiple meanings of words in a small group with teacher assistance.</p>	<p>Specify the meaning of unfamiliar vocabulary in a leveled text.</p> <p>Activity: Discuss various definitions or uses of the same word using context clues. Connect new words to real life experiences through brainstorming and classroom discussion with a partner.</p>	<p>Compose the meaning of unfamiliar vocabulary in a grade-level text.</p> <p>Activity: Student composes definitions for vocabulary words using context clues from a grade-level text with a partner and minimal teacher support.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 1e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
E Grade 4					
	Develop vocabulary through text, using <ul style="list-style-type: none"> glossary and dictionary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Vocabulary	<p>Construct a simple visually supported bilingual dictionary to include a glossary.</p> <p>Activity: Create a personal bilingual dictionary of survival vocabulary in alphabetical order. ABC order page provided by instructor with teacher modeling and assistance.</p> <p>Vocabulary: Glossary, dictionary</p> <p>Note: Roman alphabet may not be familiar to all students, Provide alphabet chart.</p>	<p>Identify glossary in a leveled text finding specific vocabulary using alphabetical order.</p> <p>Activity: Identify pictures with corresponding vocabulary in a picture glossary from a leveled text with a partner.</p>	<p>Use guide words in a glossary to locate words, identify meanings, parts of speech, and pronunciation.</p> <p>Activity: Use dictionary/glossary to define key vocabulary from a leveled text with teacher assistance in a small group.</p>	<p>Construct a picture dictionary to include the meaning, part of speech, and pronunciation with assistance.</p> <p>Activity: Create a personal word/picture based dictionary and/or glossary of various vocabulary from a leveled text.</p>	<p>Select words in a dictionary to determine pronunciation, appropriate situational usage, and part of speech.</p> <p>Activity: Find the correct definition of a word with multiple meanings using context clues found in a text with minimal teacher support.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 1e, 6d, K-4				

1 Develop and apply skills and strategies to the reading process					
F		Grade 4			
Pre-Reading	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate an event reflecting prior knowledge. Activity: Draw a picture reflecting prior knowledge of teacher-generated topic with teacher assistance. Vocabulary: Prior knowledge	Label and draw a picture reflecting prior knowledge. Activity: Produce and label a picture reflecting knowledge of a topic with peer support.	Summarize using a graphic organizer to access prior knowledge with support. Activity: Complete a graphic organizer using pictures and short simple phrases to describe and event with teacher support to access prior knowledge. Note: Pre-reading strategies can be applied at the beginning of a book as well as before sections or chapters within a book. K-W-L chart	Construct a graphic organizer to reflect prior knowledge with support. Activity: Select and complete a graphic organizer to organize prior knowledge based on a visually supported leveled text with a partner.	Create a graphic organizer reflecting prior knowledge with support. Activity: Design and complete a graphic organizer to show prior knowledge of a topic based on a grade-level text with minimal support.
ST	CA 2, 3 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
F Grade 4					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension				
	<ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate illustrations in a simple leveled text.	Label parts of a story including titles, heading, etc.	Identify parts of a story including title, headings, summaries, illustration of a leveled text.	Build a story outline recognizing story parts of a modified text.	Evaluate the importance of story parts in the previewing strategy of a grade-level text with support as needed.
	<p>Activity: Preview the illustrations prior to reading a visually supported leveled text supported by teacher.</p> <p>Vocabulary: Preview</p>	<p>Activity: Generate a list of parts of a story ie: title, author after previewing the illustrations with a small group.</p> <p>Vocabulary: Web</p>	<p>Activity: Complete a graphic organizer using words and pictures of possible story lines with a partner.</p> <p>Vocabulary: Title, headings, summary, illustration, caption</p>	<p>Activity: Preview and build a story outline filling in the title, headings, summaries, illustrations, and captions, and predict as a class the event of a leveled text in a small group.</p>	<p>Activity: Preview title, headings, summaries, illustrations, and captions. Discuss with a partner possible events of the grade-level text with minimal teacher support.</p> <p>Vocabulary: Title, headings, summary, illustration, caption</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
F Grade 4					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • predict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Preview pictures in a visually supported leveled text as a whole class.</p> <p>Activity: Select an appropriate picture card to show an outcome for a visually supported leveled text with teacher modeling and assistance.</p> <p>Vocabulary: predict, guess, next, going to happen, after that</p>	<p>Illustrate predictions about a visually supported leveled text.</p> <p>Activity: Draw a picture of a possible prediction from a visually supported leveled text with a partner.</p>	<p>Describe possible predictions using pictures, titles and headings to support the choice.</p> <p>Activity: Tell possible predictions from a visually supported leveled text with picture support in a small group.</p>	<p>Compare and contrast possible predictions with other members of the class.</p> <p>Activity: Use a Venn Diagram listing possible predictions as a leveled text is being read as a whole class with teacher/peer assistance.</p>	<p>Critique and adjust possible predictions of a grade-leveled text.</p> <p>Activity: Debate and defend the possible outcome of the given grade-level text or content material using pictures, titles, headings, previous experience, and text features to support choice with minimal teacher support.</p> <p>Vocabulary: Debate</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
F Grade 4					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> ○ set a purpose for reading 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Categorize reading material according to the reason for reading as part of a whole group. Activity: Sort visually supported leveled reading material according to possible reason for reading (information, enjoyment, and knowledge) with teacher modeling and assistance. Vocabulary: learn, fun, facts, information	Illustrate and label different purposes for reading with teacher modeling and support. Activity: Complete KWL chart with a focus on what students want to know from a visually supported leveled book. Define purpose with one of the above illustrations with teacher support in a small group. Note: Pre-reading strategies can be applied at the beginning of a book as well as before sections or chapters within a book.	Construct a model that demonstrates purpose of reading. Activity: Create a graphic organizer to set purpose for reading a text with a partner. Match corresponding titles labels with appropriate purpose with a partner. Vocabulary: Labels, match	Classify books by purpose using modified text. Activity: Sort leveled books according to previously discussed purpose for reading and explains choices to small group. Record purposes of reading materials on a chart with a partner.	Justify purpose of reading based on knowledge with support as needed. Activity: Apply knowledge of types of reading material and use to monitor selection of text and determine reading purpose with minimal teacher support. Vocabulary: Justify
ST	CA 2, 3 1.5 & 1.6				
FR	I 1e & h, 4a & g, 6g, II 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G		Grade 4			
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State a simple question about a visually supported, leveled text.</p> <p>Activity: Follow a teacher modeled “think aloud.” Ask a simple question about the text with teacher/peer support.</p> <p>Stem: “I wonder...”</p> <p>Vocabulary: make sense, understand</p>	<p>Employ strategies to question and correct while reading a visually supported, leveled text.</p> <p>Activity: Follow teacher modeling in a “Think Aloud.” Use the same questions to discuss a visually supported leveled text with a partner.</p>	<p>Apply strategies to self-question and correct from a leveled text</p> <p>Activity: Create a role-play “Think Aloud” that includes self-questioning during the reading process with a partner or small group during reading process.</p>	<p>Construct questions about a visually supported modified text with support.</p> <p>Activity: Record questions with partner (using sticky notes or a highlighter) to monitor comprehension while reading with a partner.</p>	<p>Develop own questions and answers as related to understanding of a grade-level text with support as needed.</p> <p>Activity: Record questions with partner (using sticky notes or a highlighter) to monitor comprehension while reading with minimal teacher support.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G	Grade 4				
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> infer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Infer the mood of a character in a familiar, visually supported, leveled story.</p> <p>Activity: Infer the mood of a character in a familiar, visually supported leveled story by choosing a face (☺ ☹ ☹) with teacher modeling and assistance.</p> <p>Vocabulary: Infer, choose, mood, character</p>	<p>State the mood of the main characters in a visually supported leveled text.</p> <p>Activity: Identify the mood of the main characters in a visually supported, leveled story with pictures or using single words or phrases with a partner.</p>	<p>Infer the reason for a character's action in a visually supported leveled text.</p> <p>Activity: Discuss reasons for a character's action in a visually supported, leveled text in a small group.</p>	<p>Locate and discuss an inference found in a visually supported leveled text.</p> <p>Activity: Explain an inference using facts found in a short selection from a visually supported leveled text with a partner.</p>	<p>Discuss inferences, with support, while reading a grade-level text.</p> <p>Activity: Highlight statements in a grade-level text using them to make inferences with minimal teacher support.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G Grade 4					
During Reading	During reading utilize strategies to				
	○ visualize				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate one idea presented in a simple leveled text and read aloud to class.</p> <p>Activity: Draw a picture about the story as teacher reads the text. (Teacher does not show pictures of text as he/she reads). At the conclusion of the story, teacher shares illustrations of the text with the whole class.</p> <p>Vocabulary: Draw, picture</p>	<p>Illustrate and write simple words or short phrases about a leveled text, read orally to students.</p> <p>Activity: Draw a picture and write a word or phrase about the story as teacher reads the text. (Teacher does not show pictures of text as he/she reads). At the conclusion of the story, teacher shares illustrations of the text with the whole class.</p>	<p>Illustrate and write simple sentences about text read aloud to students.</p> <p>Activity: Draw a picture about the story as teacher reads the text. (Teacher does not show pictures of text as he/she reads). At the conclusion of the story, teacher shares illustrations of the leveled text with the whole class.</p>	<p>Illustrate and describe the main character of a leveled text read orally with teacher assistance.</p> <p>Activity: Draw pictures of the characters and an event in a previously read leveled text and share in a small group.</p>	<p>Illustrate the main events and climax of a grade level story read aloud to students independently.</p> <p>Activity: Draw a picture about the climax in the story with minimal teacher assistance.</p> <p>Vocabulary: Climax</p>
	ST	CA 2, 3 1.5 & 1.6			
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
G		Grade 4			
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> • predict and check using cueing systems <ul style="list-style-type: none"> • meaning • structure ○ visual 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Label word cards with picture-rich leveled text to predict word meanings. Activity: Match visual clues with unfamiliar words to make predictions about the meaning of a leveled text with teacher assistance.	Locate visual clues in a visually supported leveled text to predict an unknown word. Activity: Locate and mark the visual clues with a sticky note, then make predictions of the meanings of unknown words with a partner.	Identify visual and meaning clues in a visually supported leveled text to predict unknown words and enhance meaning and understanding. Activity: Develop and write two predictions about an unfamiliar leveled text based on meaning, structure and visual clues and check predictions in a small group.	Apply visual and meaning clues in a leveled text to predict unknown word meanings. Activity: Complete a “Cloze” activity about an unfamiliar predictable leveled text with a partner.	Compare predictions made by using visual and meaning clues. Activity: Generate a “Reading Journal” recording student’s predictions. Compare predictions and actual events on a graphic organizer with minimal teacher support. Vocabulary: Reading Journal, compare
ST	CA 2, 3 1.5 & 1.6				
FR	I 1e, 6b & f, II 1i, 2d, K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 4				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State yes/no to simple questions about a visually supported leveled text.</p> <p>Activities: Respond to yes/no questions to clarify a visually supported, leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Main idea, supporting details, clarify</p>	<p>Explain using single words or short phrases to simple clarifying questions single about a visually support leveled text.</p> <p>Activities: Respond to questions to clarify a visually supported leveled text using single words or short phrases with teacher/peer assistance.</p> <p>Vocabulary: Main idea, supporting details, clarify</p>	<p>Create yes/no questions to clarify meaning of visually support leveled text.</p> <p>Activities: Create oral yes/no questions to clarify meaning of leveled text with partner.</p>	<p>Construct “WH” questions to clarify details of a story of a modified text with a partner.</p> <p>Activities: In a “Reading Journal” Compose questions to clarify the meaning of text with a partner.</p> <p>Vocabulary: Reading Journal</p>	<p>Construct clarifying questions about the grade-level story, trade with partner and respond to questions.</p> <p>Activities: In a “Reading Journal” compose questions to clarify the meaning of a grade-level text finding answers to the questions with minimal teacher support.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 4				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate what the student learned from a visually supported leveled text.</p> <p>Activity: Draw a picture that reflects what the student learned from a familiar, visually supported leveled text with teacher assistance.</p> <p>Vocabulary: Draw, reflect, story</p>	<p>State yes/no to simple questions to reflect in post-reading about a visually supported leveled text.</p> <p>Activity: Respond to simple yes/no teacher generated reflective questions based on leveled text with a partner.</p> <p>Sentence structure: (Do you think?) (Did you like...?) (Would you have ...?)</p>	<p>Describe using simple words and short phrases responding to teacher generated reflective questions about the main idea of visually supported leveled text.</p> <p>Activity: After reading, answer to reflective questions about the main idea of a story and supporting details of a visually supported leveled text in a small group.</p>	<p>Create questions of reflection about the main idea and details of a modified text.</p> <p>Activity: Record on graphic organizer reflective questions about main idea and supporting details from the leveled text with a partner.</p> <p>Vocabulary: (various trait words) Honest, trustworthy and handsome</p>	<p>Apply reflection as a post-reading skill to comprehend a grade-level text.</p> <p>Activity: Record in journal or on sticky notes to reflect on a grade-level text. Share them in a small group with minimal teacher support.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 4				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> analyze 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate the main idea of teacher-read leveled text with vocabulary assistance.</p> <p>Activity: Draw the main idea of teacher-read, visually supported leveled text with teacher modeling and assistance.</p> <p>Vocabulary: Analyze, main idea, draw</p>	<p>Restate the main idea of a paragraph in a visually supported leveled text.</p> <p>Activity: Identify and share in short phrases the main idea of a visually supported, leveled text as a class activity with teacher modeling and support.</p> <p>Vocabulary: paragraph</p>	<p>Identify the details for a single main event from a visually supported text.</p> <p>Activity: Create a timeline of the story using details from the story as support with a partner.</p> <p>Vocabulary: Timeline, support</p>	<p>Construct an outline to analyze the elements of a modified text.</p> <p>Activity: Outline the main elements of the story-characters, setting, plot, and discuss with small group.</p>	<p>Analyze the elements of a story to comprehend grade-level text.</p> <p>Activity: Discuss attributes of characters, importance of setting and elements of plot to analyze the grade-level story with minimal teacher support.</p> <p>Vocabulary: Attributes, characters, elements, plot</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4Ou				

1 Develop and apply skills and strategies to the reading process					
H	Grade 4				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify an appropriate ending to a visually supported, leveled text.</p> <p>Activity: Locate the appropriate teacher-generated picture cards for a visually supported leveled story to make a conclusion with teacher modeling and assistance.</p> <p>Vocabulary: Draw conclusions, find, locate, picture cards</p>	<p>Illustrate and describe the ending of an open-ended visually supported leveled open-ended story.</p> <p>Activity: Draw and describe with simple words and/or short phrases the ending for a visually supported leveled open-ended story with a partner.</p>	<p>State a conclusion for a visually supported leveled text.</p> <p>Activity: State a simple, logical conclusion for a visually supported leveled text as a post-reading skill with a partner. Share conclusion with the whole group and explain.</p> <p>Example: 1) There are no leaves left on the trees. 2) The temperature is very cold. 3) Yesterday, we made a snowman. Conclusion: It must be winter.</p>	<p>Describe the conclusion of an open-ended leveled text.</p> <p>Activity: Discuss conclusions in a small group setting. Suggest conclusions for situations in the text that were left unresolved to a partner. Tell why they are logical.</p>	<p>State conclusions about related events in a grade-level text.</p> <p>Activity: Explain conclusions drawn from a grade-level text. Find evidence to validate or invalidate predictions made during pre-reading activities with minimal teacher assistance.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H Grade 4					
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> summarize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate a picture that best summarizes a leveled story read aloud to the class.</p> <p>Activity: Draw a picture that summarizes a visually supported leveled story with teacher modeling and assistance.</p> <p>Vocabulary: Summarize</p>	<p>Illustrate a picture and explain in single words or simple phrases to summarize a text from a visually supported leveled text.</p> <p>Activity: Draw a picture to summarize a visually supported leveled text. Use single words and simple phrases to describe the picture to a partner.</p>	<p>Compose simple sentences to summarize a previously discussed leveled text.</p> <p>Activity: Develop a paragraph to summarize a chapter, story, or book in a leveled text following a teacher generated model.</p>	<p>Summarize a previously discussed leveled text and respond to clarifying questions.</p> <p>Activity: Evaluate a summary of classroom text as a guided practice activity and chunk the story into “jigsaw” sizes for summary analysis in small groups.</p>	<p>Summarize a grade-level text and respond to clarifying questions with support as needed.</p> <p>Activity: Generate an outline that recaps the main ideas of the elements of a short story or novel, and then develop a paragraph to summarize text, using correct verb tense with minimal teacher support.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
H	Grade 4				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> paraphrase 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify story events from a teacher-read, visually supported leveled text. Activity: Recognize story events by sequencing pictures with teacher modeling and assistance. Vocabulary: Paraphrase, story, sequencing	Describe a picture in simple words or phrases. Activity: Tell in simple words or phrases what a picture is about after hearing teacher or peer description with a partner.	State using simple sentences an event of a leveled text. Activity: Paraphrase using simple sentences, an excerpt from a leveled text with teacher assistance or a partner.	Construct simple sentences to paraphrase an excerpt from a leveled text. Activity: Paraphrase an excerpt from a leveled text in writing using simple sentences in a small group.	Explain by paraphrasing the main idea and details of a grade-level text. Activity: Restate the main idea and details of a grade-level text using student's own words with minimal teacher assistance.
ST	CA 2, 3 1.6 & 3.5				
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4				

1 Develop and apply skills and strategies to the reading process					
I Grade 4					
Making Connections	Identify and explain connections between <ul style="list-style-type: none"> text ideas—information and relationships in various fiction and non-fiction works 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Differentiate between fiction and non-fiction text. Activity: Sort previously discussed stories into two categories: fiction and non-fiction with a partner and teacher support. Vocabulary: Fiction, made-up Nonfiction, real	Categorize pictures of fiction and non-fiction situations in a leveled text. Activity: Sort pictures of real and fantastical objects and situations into fiction and non-fiction categories with teacher modeling and assistance.	Specify between fiction and non-fiction stories and discuss the choices of the each text. Activity: Sort previously discussed texts into two categories: fiction and non-fiction and explain the choice in a small group.	Compare and contrast leveled, illustrated fiction and nonfiction text. Discuss with partner. Activity: Complete a Venn Diagram to compare and contrast fiction and non-fiction text. Explain the similarities and differences with a partner.	Construct a graphic organizer to compare and contrast elements in fiction and non-fiction grade-level text on the same topic. Activity: Construct a graphic organizer whether a student-read grade-level text is fiction or non-fiction and explain the choice with minimal teacher guidance.
ST	CA 2, 3, 7 1.5, 1.6				
FR	I 1d, 3a, 4c, h, 5b, c, 6c, II 1j, K-4				

1 Develop and apply skills and strategies to the reading process					
I Grade 4					
Making Connections	Identify and explain connections between <ul style="list-style-type: none"> text ideas and own experiences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate to make connections between text and personal experiences.</p> <p>Activity: Draw a picture pertaining text-to-self connection with teacher modeling and assistance.</p> <p>Vocabulary: Text ideas, own experiences, picture</p>	<p>Design a picture to make connections between text ideas and self, and then discuss.</p> <p>Activity: Sketch a picture relating text-to-self connections and describing it using one and two word phrases with a partner.</p>	<p>Create a Venn diagram to describe text-to-self connections using simple sentences.</p> <p>Activity: Create a Venn diagram comparing personal experiences and a story character in a leveled text in a small group.</p>	<p>Describe text-to-self connection and analyze similarities and differences with support.</p> <p>Activity: Choose a character from a leveled text and explain the similarities and differences of the character to him/her self in a small group.</p>	<p>Locate and defend differences and similarities between self and grade-level text in regards to characters, setting and experiences</p> <p>Activity: Pick a character or topic from a grade-level text and explain how that character is similar to him/her or describe their experiences with that topic as a whole class with minimal teacher guidance.</p>
ST	CA 2, 3, 7 1.5, 1.6				
FR	I 1d, 3a, 4c, h, 5b, c, 6c, II 1j, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A	Grade 4				
Text Features	Locate and <ul style="list-style-type: none"> interpret and apply specific information in title, pictures, table of contents and glossary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate by pointing to the title, author, illustrator and pictures in a visually supported leveled text.	Label title, author, illustrator and pictures of a familiar leveled text.	Identify the title, author, illustrator and table of contents in an unfamiliar leveled text.	List the title, author, and illustrator of a book. Locate and use the glossary to look up unfamiliar vocabulary in a leveled text.	Locate the title, author, illustrator and the table of contents in an unfamiliar grade-level text.
	Activity: Show by pointing to the title, author, illustrator and pictures in a previously discussed leveled text with teacher modeling and assistance.	Activity: Place labels in appropriate areas to identify the title, author, illustrator and pictures in a familiar leveled text with a partner.	Activity: Write labels to locate the title, author, illustrator, and table of contents of an unfamiliar leveled text in a small group.	Activity: Prepare a scavenger hunt using text features in an unfamiliar leveled text with a partner and/or minimal teacher guidance.	Activity: Prepare a scavenger hunt using text features in an unfamiliar grade-leveled text with minimal teacher guidance.
	Vocabulary: Title, pictures, author, illustrator				
ST	CA 2, 3 1.5, 1.6				
FR	I 1b, g, 2g, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A	Grade 4				
Text Features	Locate and <ul style="list-style-type: none"> recognize the text features of fiction, poetry and drama in grade-level text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate text features of fiction, poetry, and drama in a leveled text. Activity: Locate text features of fiction, poetry, and drama in a leveled text with teacher guidance while in a small group.	Identify text features of fiction, poetry, and drama in a visually supported leveled text. Activity: Categorize a group of familiar leveled picture supported books using text features with teacher support according to fiction, poetry, and drama.	Describe text features of fiction, poetry and drama in a visually supported leveled. Activity: Describe in simple words or phrases, differences in text features of fiction, poetry and drama as a whole class discussion with teacher assistance using a leveled visually supported text.	Distinguish text features in fiction, poetry, and drama in a leveled text. Activity: Complete a graphic organizer to compare visual and structural aspects of different forms of poetry, fiction, and drama in a small group with teacher assistance in leveled text.	Locate and recognize the text features of fiction, poetry and drama in grade-level text. Activity: Construct a graphic organizer to compare visual and structural aspects of different forms of poetry, fiction, and drama in a small group in grade-level text.
ST	CA 2, 3 1.5, 1.6				
FR	I 1b, g, 2g, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> make inferences about setting, character traits and problem and solution and story events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate basic inferences from the setting, characters and problem in a familiar leveled text.</p> <p>Activity: Point to the appropriate teacher generated inference pictures about characters, settings or problem in teacher read-aloud with teacher modeling and/or assistance.</p> <p>Vocabulary: Inference, setting, characters and problem</p>	<p>Infer elements of character, setting and problem in a leveled text.</p> <p>Activity: Choose illustrations with a simple leveled text to infer elements of character, setting and problem in a simple leveled story with a partner.</p>	<p>State basic inferences about characters, settings, events and problems in a leveled text.</p> <p>Activity: Share inferences about character, settings, events and problems in a selection of a leveled text where details have been previously identified in a small group.</p>	<p>Apply inferences in a selection on a graphic organizer to arrange ideas stating the problem and solutions in the story.</p> <p>Activity: Complete a graphic organizer listing basic inferences of text elements stating the problem and possible solutions in the story to share in a small group with minimal teacher guidance.</p>	<p>Employ basic inferences about setting, story events character traits, and problem and solution in a selection of a grade-level text.</p> <p>Activity: Complete a graphic organizer listing basic inferences of grade-level text elements with minimal teacher assistance.</p>
ST	CA 2 1.5, 1.6, 2.4, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify a predicted subsequent event after teacher reads introduction of text. Activity: Point to teacher-generated illustrations to aid in predicting a solution from a simple leveled text with teacher modeling and assistance. Vocabulary: Predict solution, point, picture	Illustrate and write a simple sentence to predict what will happen next in a visually supported leveled text. Activity: Draw a picture to predict a solution to a problem and write a simple sentence to describe what will happen next in a simple leveled text with a partner.	Describe and write 2-3 sentences that predict the story ending. Activity: Provide details from a leveled text writing 2-3 simple sentences predicting the outcome in pairs or small groups using ordinal and transition words.	Construct a reading log to record predictions as student reads leveled text. Activity: Construct a reading log to make predictions as to what will happen in the next chapter at the end of each chapter using “will” after teacher modeling with peer assistance.	Construct a reading log to record predictions and defend them as students read a grade-level text. Activity: Describe the events in a grade-level story using a reading log with the guided prediction process then orally justify the prediction with minimal teacher assistance.
ST	CA 2 1.5, 1.6, 2.4, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C		Grade 4			
Text Elements	Use details from text to <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use details from visually supported leveled text to draw conclusions.</p> <p>Activity: Select from several contextual pictures the probable cause of an event as teacher models in a small group.</p> <p>Vocabulary: Conclusion, pictures</p>	<p>Illustrate a possible conclusion using details from visually supported leveled text.</p> <p>Activity: Illustrate possible conclusions using details from a leveled visually supported text as teacher models with a partner.</p>	<p>Apply details from visually supported text to draw conclusions to complete a graphic organizer.</p> <p>Activity: Complete a graphic organizer with a partner using details from a text that lead to a stated conclusion in a small group.</p>	<p>Construct a graphic organizer using details from a modified text to draw conclusions.</p> <p>Activity: List details from a leveled text to create a graphic organizer and draw conclusions about the text using details with a partner.</p>	<p>Outline details of a grade-level text to create and complete a graphic organizer to draw a possible conclusion.</p> <p>Activity: Use details from a grade-level text to create and complete a graphic organizer to draw a possible conclusion to share in a small group with minimal teacher support.</p>
ST	CA 2 1.5, 1.6, 2.4, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> identify cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify cause or effect from a group of pictures from a visually supported leveled text.	Locate and label cause and effect from a group of picture cards from a leveled text.	Sort by matching cause with effect illustrations from a visually supported leveled text.	Describe the relationship between the cause and effect from the details in a modified text.	Explain the relationship between the cause and effect from the details in a grade-level text.
	Activity: Arrange a set of picture cards from a simple leveled text to match cause and effect with teacher modeling and assistance.	Activity: Arrange a set of picture cards from a simple leveled text to match cause and effect and label whether the card is the cause or the effect in a small group.	Activity: Match a set of picture cards in a simple leveled text to match cause and effect and give an “If/Then” statement with a partner after teacher modeling.	Activity: Tell the relationship between the cause and effect from a modified text by giving an “If/Then” statement with a partner.	Activity: Describe the relationship between the cause and effect from a grade-level text by giving an “If/Then” statement with minimal teacher support..
	Vocabulary: Cause, effect.		Vocabulary: If/Then		
ST	CA 2 1.5, 1.6, 2.4, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C		Grade 4			
Text Elements	Use details from text to <ul style="list-style-type: none"> compare and contrast various elements 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify by pointing to examples of various elements in leveled narratives, poems, and drama text.	Label examples of narratives, poems, and drama leveled text.	Sort examples of leveled narratives, poetry, and drama text by the elements of each type.	Complete a graphic organizer to compare and contrast text features of narratives, poetry, and drama.	Apply previously learned knowledge about text features of narratives, poetry, and drama to create a graphic organizer.
	Activity: Point to samples of leveled narratives, poems, and drama, text while teacher displays examples of each in a small group.	Activity: Match teacher-generated labels to samples of narratives, poems, and drama leveled text while teacher displays examples of each with a partner.	Activity: Categorize samples of leveled narratives, poems, and drama text by the elements of each type and name each of them with a partner with teacher support.	Activity: Complete a graphic organizer of narratives, poems, and drama, by the element of each type and name each of them with a partner.	Activity: Create a graphic organizer of grade-level narratives, poems, and drama, by the element of each type and name them each with minimal teacher support..
	ST	CA 2 1.5, 1.6, 2.4, 3.1, 3.5			
FR	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> identify author's purpose 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify author's purpose in a leveled text (to inform or entertain) using visual clues.	Locate author's purpose (to inform or entertain) using visual clues describing the purpose in simple words or short phrases.	Describe the author's purpose (inform, entertain, or persuade) defending student's choice from a leveled text.	Identify and defend author's purpose using details from a leveled text.	Debate author's purpose using details from the grade-level text in a class discussion.
	Activity: Point to visual samples of authors' purpose from a leveled text (to inform or entertain) while teacher displays examples of each with teacher modeling in a small group.	Activity: Point to samples of authors' purpose (to inform or entertain) while teacher displays examples of each describing the purpose in simple words or short phrases with a partner.	Activity: Identify and describe samples of authors' purpose (to inform, entertain, and to persuade) while teacher displays examples of each and defend why that purpose was selected in a small group.	Activity: Recognize and defend selection of authors' purpose (to inform, to entertain, and to persuade) by using details from leveled text in a small group.	Activity: Identify and debate the selection of authors' purpose (to inform, to entertain, and to persuade) by using details from grade-level text in a class discussion with minimal teacher support.
	Vocabulary: Authors' purpose Inform Entertain		Vocabulary: Persuade		
ST	CA 2 1.5, 1.6, 2.4, 3.1, 3.5				
FR	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
A	Grade 4				
Text Features	Apply information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to comprehend text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and name text features in a nonfiction leveled text.</p> <p>Activity: Point to pictures locating appropriate text elements with teacher modeling and assistance.</p> <p>Vocabulary: Illustrations, title, headings, captions, diagrams, charts and graphics</p>	<p>Locate and name text elements in a leveled non-fiction text.</p> <p>Activity: Choose text elements with appropriate labels in a visually supported leveled non-fiction text in a small group.</p>	<p>Label text elements and state what information each conveys in a leveled non-fiction text.</p> <p>Activity: Write labels for each text element and discuss the information in simple phrases each element conveys in a small group</p>	<p>Analyze text elements and discuss information from a leveled non-fiction text.</p> <p>Activity: Participate in a teacher-generated scavenger hunt labeling text elements and discuss findings in a leveled non-fiction text with a partner and/or with minimal teacher guidance.</p>	<p>Specify text elements and explain information from a grade-leveled text.</p> <p>Activity: Complete a graphic organizer listing text elements and explain information in a cooperative group with minimal teacher assistance.</p>
ST	CA 3 1.6				
FR	I 2g, II 2f, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> retell main ideas 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify main idea of a familiar, visually supported leveled text. Activity: Point out the main idea and details of a visually supported leveled text as the teacher models from a big book. Vocabulary – idea, main, detail, retell	Illustrate main idea with a visually support leveled text using details. Activity: Draw the main idea of the visually supported nonfiction leveled text after the teacher has read the text and pointed out the details as a small group with teacher assistance.	Restate main idea of a visually supported leveled nonfiction using provided details in small group. Activity: Using details provided by the teacher, restate the main idea of the visually supported leveled nonfiction text in a small group with teacher assistance.	Locate the details of a modified nonfiction text, and retell main ideas. Activity: Underline details from a leveled nonfiction text then use the details to state the main idea with a partner.	Identify and debate main ideas from a nonfiction text using details from the grade-level nonfiction text. Activity: Conduct a discussion to identify the main idea from a grade-level nonfiction text then divide the class to debate with minimal teacher support.
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 4				
Text Elements	Use details from text to <ul style="list-style-type: none"> organize a sequence of events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sort pictures of events from a familiar leveled text. Activity: Arrange a set of picture cards in logical sequential order in a simple leveled text with teacher modeling and assistance. Vocabulary – sequencing words – first, second, last, then, finally. . . Event, organize, put in order, details	Demonstrate by matching a set of picture cards in sequential order in a visually supported leveled nonfiction text. Activity: Match text to pictures to show the sequence of events of a nonfiction text (using single words and short phrases) in a small group.	Construct sentence strips of simple events in sequential order from a nonfiction leveled text. Activity: Organize the order up to 5 events written on sentence strips and describe the story from a visually supported nonfiction leveled text in a small group.	Describe and sequence the order of complex events in a leveled text. Activity: Restate the order of events after reading a leveled text and organizing sentences written on sentence strips with a partner.	Analyze and sequence events using transition words and complex sentences after reading a grade-level text. Activity: Complete a graphic organizer and explain the order of events in a grade-level text with minimal teacher assistance.
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 4				
Text Elements	Use details from text to <ul style="list-style-type: none"> identify cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Match pictures to identify cause and effect from a familiar leveled text.</p> <p>Activity: Arrange a set of picture cards from a simple leveled text to match cause and effect with teacher modeling and assistance.</p> <p>Vocabulary – cause, effect, because, details, identify, before, after, since</p>	<p>Identify and match the effect to a given cause from a leveled nonfiction text.</p> <p>Activity: Arrange a set of picture cards using a simple leveled text to match cause and effect and label whether the card is the cause or the effect in a small group.</p>	<p>Identify the details to show cause and effect relationship of a visually supported leveled nonfiction text.</p> <p>Activity: Complete graphic organizer to identify cause and effect relationships based on details from a familiar text in small group using short phrases and simple sentences.</p>	<p>Apply the details to show cause and effect relationships of a modified nonfiction text.</p> <p>Activity: Create a graphic organizer to identify cause and effect relationships based on details from a leveled text with a partner using simple and/or complex sentences.</p>	<p>Demonstrate the details to show cause and effect relationships of a grade-level nonfiction text.</p> <p>Activity: Create a graphic organizer to identify cause and effect relationships based on details from a grade-level text using complete, increasingly complex sentences with minimal teacher support.</p>
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 4					
Use details from text to <ul style="list-style-type: none"> draw conclusions 					
Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate a possible conclusion from events in a simple leveled text.</p> <p>Activity: Select pictures to represent correct sequence of events of a leveled text. Student illustrates a possible conclusion with teacher modeling and assistance.</p> <p>Vocabulary – beginning, middle, end, what if, maybe, perhaps, next. . .</p>	<p>Label illustrations using details from a visually supported leveled text.</p> <p>Activity: Match pictures with teacher-generated labels describing the event. State a possible conclusion using simple words and short phrases with a partner and teacher assistance.</p>	<p>Describe and complete a graphic organizer using details from a leveled text to draw a possible conclusion.</p> <p>Activity: Complete a pictorial graphic organizer to develop a possible conclusion using simple sentences to describe each event from a familiar leveled text. Student explains the outcome using short sentences in a small group and teacher assistance.</p>	<p>Discuss a possible conclusion using details from a leveled text.</p> <p>Activity: After reading a leveled text, state a possible conclusion using details from the story responding with simple and/or compound sentences in a small group.</p>	<p>Outline details of a grade-level text to create and complete a graphic organizer to draw a possible conclusion.</p> <p>Activity: Use details from a grade-level text to create and complete a graphic organizer to draw a possible conclusion to share in a small group with minimal teacher support.</p>
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> compare and contrast texts 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate and observe teacher modeling comparing/contrasting illustrations from a simple leveled text.	Review a familiar visually supported leveled text to compare and contrast events.	Construct a simple graphic organizer to compare and contrast details from a leveled text.	Create a simple graphic organizer to compare and contrast details from a leveled text.	Design a simple graphic organizer to compare and contrast events, describing the details from a grade-level text.
	Activity: Observe teacher modeling comparing/contrasting two illustrations showing different views of the same event. Student responds using non-verbal cues and/or single words with teacher support.	Activity: Complete a Venn diagram with teacher-created simple phrases and illustrations to compare and contrast a familiar leveled text with a partner and teacher assistance.	Activity: Complete a simple graphic organizer to compare and contrast details from a familiar, leveled text sharing the outcome with partner using controlled vocabulary.	Activity: Organize and complete a simple graphic organizer to compare and contrast details from a leveled text using simple and/or complex sentences to describe the outcome in a small group.	Activity: Produce and complete a graphic organizer to compare and contrast events from a grade-level text using complete sentences to describe the outcome in a small group with minimal teacher support.
Vocabulary – Same, different,	Vocabulary: Venn Diagram				
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 4				
Text Elements	Use details from text to <ul style="list-style-type: none"> make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify an illustration to indicate a possible prediction from a simple leveled text. Activity: Match a picture to indicate a possible future event based on a common situation (ex: house on fire/house in ruins) with teacher modeling and assistance. Vocabulary – guess, what if, maybe, perhaps,	Illustrate and write a simple sentence to describe a prediction from a leveled text. Activity: Draw a picture to indicate a possible future event writing a simple sentence to describe a common situation (house on fire/house in ruins) with a partner and teacher assistance.	Construct a pictorial graphic organizer with simple sentences to arrange the outcome from a leveled text. Activity: Use a visually supported graphic organizer writing simple sentences describing each event to predict the outcome of the plot in a small group with teacher assistance.	Create a reading log to record predictions as student reads a leveled text. Activity: Make a reading log to predict what will happen in the next chapter at the conclusion of each chapter with a partner and teacher assistance.	Construct a reading log to record predictions and defending them as student reads a grade-level text. Activity: Describe the events from a grade-level story using a reading log with the guided prediction process then orally justify the prediction with minimal teacher assistance.
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> make inferences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate to infer an event from a simple visually supported leveled text.	Sort illustrations on a simple graphic organizer to infer the plot from a leveled text.	State basic inferences about a visually supported leveled text.	Apply inferences on a simple graphic organizer from a leveled text to organize and share ideas.	Employ basic inferences about a selection of a grade-level text.
	Activity: Draw a picture to infer the outcome of an event from a visually supported leveled text with teacher modeling and assistance.	Activity: Use pictures to create a timeline of the plot in a leveled text. Student shares a possible inference, using simple words of an outcome with a peer and teacher assistance.	Activity: Share inferences from a visually supported leveled text where details have been previously identified in a small group with teacher assistance.	Activity: Complete a simple graphic organizer, listing basic inferences from a leveled text to share (using simple phrases) in a small group with teacher assistance.	Activity: Complete a graphic organizer listing basic inferences from a grade-level text to share in a small group (responding with complete sentences) with minimal teacher assistance
	Vocabulary: story events, picture, words	Vocabulary: timeline, plot, predict, guess, ending, story inference			
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 4				
Text Elements	Use details from text to <ul style="list-style-type: none"> distinguish between fact and opinion 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify facts from opinions when describing an item. Activity: Taste 3 kinds of ice cream. List simple facts that describe ice cream. Survey opinions; (I like/I don't like.) Complete an opinion chart with a partner and teacher assistance. Vocabulary – fact, opinion	Describe facts and survey opinions of a certain item. Activity: Taste 3 kinds of ice cream. Share (using simple words and short phrases) facts that describe the ice cream and survey opinions; Make note cards for each fact or opinion and sort each with a partner and teacher assistance.	Demonstrate the difference between fact and opinion from a leveled text. Activity: Complete a graphic organizer with short simple sentences from a leveled text. Sort the difference between facts and opinions in a small group.	Differentiate between fact and opinion from a leveled text. Activity: Use a classroom newspaper article or other leveled text to circle facts and underline opinions, then check work with partner.	Select and describe details from a grade-level text to distinguish between facts and opinions. Activity: Share details from a grade-level text describing (using complete sentences) the differences between fact or opinion in a small group with minimal teacher support.
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> identify and explain author's purpose 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify author's purpose in a leveled text (to inform, entertain, etc.) using visual cues. Activity: Show pictures of authors' purpose, teach vocabulary: Inform Entertain Persuade Connect to types of text; recipe, cartoon, etc. with teacher modeling and assistance. Vocabulary: Author's purpose	Locate author's purpose in a leveled text using visual cues. Activity: Show pictures of authors' purpose. Connect to types of text; recipe, cartoon, etc. with a partner and teacher assistance.	Describe the author's purpose (inform, entertain, persuade, etc.) and defend the choice. Activity: Share (using simple words and phrases) the author's purpose to (inform, entertain, persuade, etc) from a leveled text in a small group.	Analyze and defend author's purpose using details from a leveled text. Activity: Determine and defend the author's purpose using details from a visually supported leveled text with a partner and teacher assistance.	Select and explain the author's purpose using details from a grade-level text. Activity: Determine and explain (using complete sentences) the author's purpose using details from a grade-level text in a small group with minimal teacher support.
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 4					
Text Elements	Use details from text to <ul style="list-style-type: none"> • make inferences about problems and solutions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate inferences of problems and solutions using visual cues. Activity: Use visuals of problems to match with a choice of solutions to make a connection between the two situations with teacher modeling and assistance. Vocabulary – problem, solution, inferences,	Illustrate a problem from a visually supported leveled text, describing a possible solution. Activity: Illustrate the problem from a visually supported leveled text to orally discuss (in simple words and short phrases) a possible solution with a partner and teacher assistance.	Describe the problem and solution from a visually supported leveled text. Activity: Recognize and share the problem and a possible solution from a visually supported leveled text in a small group.	Outline details from a leveled text to complete a graphic organizer inferring a problem and solution. Activity: Complete a simple graphic organizer to arrange ideas inferring a problem and solution from a leveled text with a partner.	Create and complete a simple graphic organizer using details from a grade-level text inferring a problem and solution. Activity: Produce and complete a simple graphic organizer using details from a grade-level text inferring a problem and solution. Describe the outcome (using complete sentences) in a small group with minimal teacher support.
ST	CA 3 1.6, 2.4, 3.1, 3.5				
FR	I 3c, II 1f, III 2e-f, 3a, K-4				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D	Grade 4				
Understanding Directions	Read and follow three- and four-step directions to complete a simple task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate simple two- and three-step pictorial directions to complete a simple task.</p> <p>Activity: Follow pictorial directions to perform a two and three-step task with teacher modeling and assistance.</p> <p>Vocabulary – first, second, third, fourth, then, after, next</p>	<p>Demonstrate the comprehension of two- and three-step directions to complete a simple task.</p> <p>Activity: Follow a simple two and three-step directions to complete a simple task, given in simple words and phrases including pictorial support with a partner.</p>	<p>Apply the knowledge of two- and three-step directions to complete a simple task.</p> <p>Activity: As teacher reads oral directions to perform a familiar task, student identifies corresponding written directions in a small group.</p>	<p>Describe and follow two- and three-step directions to complete a simple task.</p> <p>Activity: Read and follow simple two- and three-step directions to perform a simple concrete task with a partner.</p>	<p>Explain and follow two- and three-step grade-level directions to complete a simple task.</p> <p>Activity: Read a grade-level text to follow simple two- and three-step directions to perform a simple concrete task with minimal teacher guidance.</p>
ST	CA 3 1.5, 1.6				
FR	I 3e, K-4				

Writing

1 Apply a writing process in composing text					
Grade 4					
Writing Process	Follow a writing process to <ul style="list-style-type: none"> • independently use a simple graphic organizer in pre-writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Label a simple graphic organizer with words and pictures generated from the teacher.	Illustrate and label a graphic organizer the beginning, middle and end of a visually supported leveled text.	Describe in words and/or short phrases the beginning, middle and end of a visually supported leveled text.	Construct a simple graphic organizer using short phrases and illustrations to show the concept from a visually supported leveled text.	Create a simple graphic organizer sentences to describe illustrations from a grade-level text.
	Activity: Copy words and pictures generated from the instructor to complete a partially finished graphic organizer with teacher modeling and assistance.	Activity: Draw pictures to illustrate the concept of the beginning, middle and end of a visually supported leveled text. Copy simple words or short phrase to label illustrations completing a simple graphic organizer with a partner.	Activity: Write simple words and/or short phrases describing the beginning, middle and end of a visually supported leveled text to complete a simple graphic organizer in a small group with teacher assistance.	Activity: Make a simple graphic organizer using short phrases to describe the concept of the illustrations from a visually supported leveled text with a partner.	Activity: Produce a simple graphic organizer using more complex sentences to describe the concept of illustrations from a grade-level text with minimal teacher guidance.
	Vocabulary: Graphic organizer, writing, cell, box, line, oval, web, connect				
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3 ^a , K-4				

1 Apply a writing process in composing text					
A	Grade 4				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> generate a draft 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate to draft the concept of a familiar visually supported leveled text.</p> <p>Activity: Draw pictures to draft the meaning of a familiar teacher-read leveled text with instructor guidance.</p> <p>Vocabulary: Draft, copy, write, pictures</p>	<p>Label a simple draft with words and pictures generated from the teacher.</p> <p>Activity: Copy words and pictures generated from the instructor to complete a simple draft conveying the concept from a visually supported leveled text with a partner.</p> <p>Vocabulary: Draft, copy, write,</p>	<p>Demonstrate with simple words and phrases to draft the concept of a visually supported leveled text.</p> <p>Activity: Complete a teacher created draft, filling in words or phrases based on content with teacher assistance in a small group setting.</p>	<p>Apply using simple phrases to draft the concept of a picture prompt.</p> <p>Activity: Produce a draft using simple phrases to convey the concept of a teacher-generated picture prompt with a partner.</p>	<p>Outline a simple draft based on an event using background knowledge and experience.</p> <p>Activity: Write a draft, using more complex sentences, of an event based on student's background knowledge and/or experience with minimal teacher guidance.</p>
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3 ^a , K-4				

1 Apply a writing process in composing text					
A	Grade 4				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> routinely revise, edit and proofread 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify Capitalization and ending punctuation errors from teacher-made sentence strips.</p> <p>Activity: Write the appropriate placement of a capital letter and ending punctuation on teacher-made sentence strips with teacher modeling and assistance.</p> <p>Vocabulary: Revise, edit, proofread, write, capital letter, punctuation</p>	<p>Locate and arrange teacher-made pictorial sentence strips to revise and edit text.</p> <p>Activity: Arrange teacher-made pictorial sentence strips in appropriate order to revise and edit text with a partner.</p>	<p>Describe in writing using simple words and phrases to convey the concept from a picture prompt.</p> <p>Activity: Write a short paragraph using simple words and phrases to describe the concept from a picture prompt. Revise and edit story with a partner and teacher assistance.</p>	<p>Construct a short story in writing using simple phrases to convey the concept from a picture prompt.</p> <p>Activity: Write a short story with a beginning, middle and end using simple phrases to describe the concept from a picture prompt. Revise and edit story with a partner and teacher assistance.</p>	<p>Compose a story based on any event using background knowledge and experience.</p> <p>Activity: Write a story, using more complex sentences, of an event based on student's background knowledge and/or experience. Revise and edit in a small group with minimal teacher guidance.</p>
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

1 Apply a writing process in composing text					
A	Grade 4				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> independently publish writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate a story to convey the concept of a familiar visually supported leveled text.</p> <p>Activity: Draw pictures to convey the meaning of a familiar teacher-read leveled text with instructor guidance. Display finished product in hallway.</p> <p>Vocabulary: Draft, copy, write, pictures</p>	<p>Label and illustrate on a simple graphic organizer concepts of a visually supported leveled text.</p> <p>Activity: Complete with simple words and pictures a simple graphic organizer to arrange the concept of a visually supported leveled text. Use words to write a simple, short story to publish with a partner and teacher assistance.</p>	<p>Construct a short story from a completed teacher-generated graphic organizer to publish text.</p> <p>Activity: Use a completed teacher-generated graphic organizer for student to write a short story using simple words and phrases to publish with a partner and teacher guidance.</p>	<p>Create a short story in writing using simple phrases to convey the concept from a picture prompt.</p> <p>Activity: Write a short story with a beginning, middle and end using simple phrases to describe the concept from a picture prompt for publication in a small group.</p>	<p>Compose a story based on any event using background knowledge and experience.</p> <p>Activity: Write a story, using more complex sentences, of an event based on student's background knowledge and/or experience in a small group with minimal teacher guidance.</p>
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4				

2 Compose well-developed text using standard English conventions					
A	Grade 4				
Handwriting	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Deliberately Blank (No GLE)				
ST					
FR					

2 Compose well-developed text using standard English conventions					
B	Grade 4				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> holidays 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify holidays using appropriate capitalization for each word.</p> <p>Activity: Place on a calendar visuals of various holidays. Copy the names of each holiday using appropriate capital letter with teacher modeling and assistance.</p> <p>Vocabulary: capital letter, lower case letter, holiday, celebration, proper noun, custom</p>	<p>Label and illustrate on a simple graphic organizer various holidays writing appropriate capital letters.</p> <p>Activity: Complete a simple graphic organizer writing holiday words with appropriate capitalization matching the illustrations with a partner.</p>	<p>Recall an illustration of a given holiday writing the correct holiday word using appropriate capitalization.</p> <p>Activity: Offer various holiday illustrations to students to name and write the appropriate label with each picture using correct capitalization with a partner.</p>	<p>Create a short story using simple phrases and appropriate capitalizations to convey the concept from a holiday picture prompt.</p> <p>Activity: Write a short story using simple phrases and appropriate capital letters to describe the concept of a holiday picture prompt in a small group.</p>	<p>Compose a story based on any holiday event using background knowledge and experience.</p> <p>Activity: Write a story, using more complex sentences with appropriate capitalizations of a holiday event based on student's background knowledge and/or experience in a small group with minimal teacher guidance.</p>
ST	CA 1 1.6, 2.2				
FR	I 1a, 6a, II 6d, g, K-4				

2 Compose well-developed text using standard English conventions					
B	Grade 4				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> names of counties and countries 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate given counties and countries in written text.	Label counties on a map using capital letters appropriately.	Identify counties and countries on a map using capital letters appropriately.	Demonstrate in writing the correct capitalization in names of counties and countries.	
	Activity: Look for counties and countries on a map as teacher models and pronounces each word. Student circles or highlights capital letters in each word with teacher cues.	Activity: Unscramble word labels arranging capital letters in the appropriate space for each county on a map. Locate the county in which the student presently resides and counties that border their county with a partner and teacher assistance.	Activity: Write labels on a map using appropriate capitalization for each name of counties and countries in a small group and teacher assistance.	Activity: Engage in a teacher-generated scavenger hunt game given clues to identify and locate counties and countries on a map. Student writes the appropriate name using correct capitalization for each label as a whole class activity with minimal teacher guidance.	
	Vocabulary: Counties, countries, circle, highlight, capital letter				
ST	CA 1 1.6, 2.2				
FR	I 1a, 6a, II 6d, g, K-4				

2 Compose well-developed text using standard English conventions					
C Grade 4					
Punctuation	In composing text, use <ul style="list-style-type: none"> • comma in a series 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate commas within a leveled text. Activity: Highlight commas within sentences in a leveled text as teacher models with assistance. Vocabulary: Comma, punctuation, listing, items, things, group	Identify and use commas appropriately within a simple sentence. Activity: Unscramble teacher-generated pictorial sentence strips, arranging commas in appropriate areas within a simple sentence in a small group with teacher assistance.	Demonstrate the appropriate use of commas within a simple sentence. Activity: Use several familiar objects to compose sentences. Place commas in appropriate areas within the written sentences in a small group with teacher assistance.	Create short sentences with compound subjects using commas in a series. Activity: Write compound subjects in a short sentence using commas in appropriate areas with a partner and teacher assistance.	Compose a paragraph with several nouns using commas appropriately in a series. Activity: Write a paragraph including nouns using commas appropriately in a series with minimal teacher assistance.
ST	CA 1 1.6, 2.2				
FR	II 4b, 6c & f-g, K-4				

2 Compose well-developed text using standard English conventions					
C	Grade 4				
Punctuation	In composing text, use <ul style="list-style-type: none"> comma between city and state 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and write local city and state with proper comma placement.</p> <p>Activity: Search for the local city and state on a map of the students. Copy the name of the city and state using a comma in the appropriate area with teacher modeling and assistance.</p> <p>Vocabulary: Comma, local, city, state, write, locate</p>	<p>Label cities and states using a comma in the appropriate area.</p> <p>Activity: Write the city and state on labels using a comma in the appropriate areas on a map with a partner.</p>	<p>Construct a list of cities and states using commas appropriately.</p> <p>Activity: Combine a list of cities and states writing the correct placement of commas in a small group.</p>	<p>Apply the correct use of comma placement between the city and state.</p> <p>Activity: Address an envelope using the correct placement of the comma between city and state with minimal teacher assistance.</p>	<p>Compose a grade-level text using proper placement of a comma between the city and state.</p> <p>Activity: Produce a grade-level text in a writing journal using proper placement of a comma between the city and state to share in a small group with minimal teacher support.</p>
ST	CA 1 1.6, 2.2				
FR	II 4b, 6c & f-g, K-4				

2 Compose well-developed text using standard English conventions					
C Grade 4					
Punctuation	In composing text, use <ul style="list-style-type: none"> apostrophe in contractions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate and match common contractions with the long written word.</p> <p>Activity: Use a short list of common contractions, match with the long written forms. Copy and say common contractions as teacher models.</p> <p>Vocabulary: apostrophe, contraction</p>	<p>Identify and match contraction with the long written form, locating the apostrophe.</p> <p>Activity: Match a list of contractions with the long written form. Circle or highlight the apostrophe in each contraction with a partner and teacher assistance.</p>	<p>Construct contractions from the long written form of the word using proper placement of apostrophes.</p> <p>Activity: Generate contractions from the long written form of the word using apostrophes in the appropriate place within a small group with teacher assistance.</p> <p>Ex: I will, I'll – you are, you're.</p>	<p>Create a simple text with a picture prompt, using contractions appropriately.</p> <p>Activity: Produce a simple text with a picture prompt, (writing more complex sentences) using contractions with appropriate apostrophe placement to share with a partner with teacher assistance.</p>	<p>Compose a grade-level text using contractions appropriately.</p> <p>Activity: Write a grade-level text in a writing journal using contractions with appropriate apostrophe placement to share with a partner to peer edit with minimal teacher support.</p>
ST	CA 1 1.6, 2.2				
FR	II 4b, 6c & f-g, K-4				

2 Compose well-developed text using standard English conventions					
C Grade 4					
Punctuation	In composing text, use <ul style="list-style-type: none"> apostrophe in singular possessives, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate the apostrophe in a singular possessive noun.</p> <p>Activity: Demonstrate ownership. (ex: “I have Carlo’s coat”) after instruction. Practice with a partner. Teacher writes student’s sentences on the board to identify and circle apostrophes.</p> <p>Vocabulary – singular, plural, apostrophe, noun, possessive, agreement</p>	<p>Sort and arrange singular possessive noun cards in appropriate areas.</p> <p>Activity: Arrange flashcards with singular nouns, an apostrophe, and the letter “s”. Place cards together to form appropriate singular possessives words with a partner and teacher assistance.</p>	<p>State the correct use of a singular possessive noun.</p> <p>Activity: Say the appropriate use of a singular possessive noun to describe an object a classmate is holding in a small group.</p> <p>Ex: Susie’s pencil or Jose’s eraser</p>	<p>Construct simple sentences using the appropriate use of an apostrophe in a singular possessive word.</p> <p>Activity: Write simple sentences using apostrophes appropriately in singular possessives words with a partner and teacher assistance.</p>	<p>Compose a grade-level text using the appropriate use of an apostrophe in a singular possessive word.</p> <p>Activity: Produce a grade-level text using a writing journal using apostrophes appropriately in singular possessives words to share in a small group with minimal teacher support.</p>
ST	CA 1 1.6, 2.2				
FR	II 4b, 6c & f-g, K-4				

2 Compose well-developed text using standard English conventions					
D Grade 4					
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> verbs that agree with compound subject 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify verbs to appropriate actions when verbally modeled by the teacher.	Sort and match appropriate verbs and compound subject words to aid in constructing simple sentences.	Construct simple compound subject/verb agreement sentences with visual cues.	Create appropriate compound subject/verb agreement sentences from a visual prompt.	Compose a short grade-level text using appropriate compound subject/verb agreement sentences.
	<p>Activity: Instructor orally produces a verb encouraging students to generate the appropriate action to match the command as a whole group with teacher assistance.</p> <p>Ex: She closed the door – He opened the book.</p> <p>Vocabulary – subject, verb,</p>	<p>Activity: Use a given list of verbs and compound subjects, match them appropriately to construct in writing short, simple sentences in a small group after teacher modeling.</p>	<p>Activity: Produce simple compound subject/verb agreement sentences from teacher-generated statements with visual support with a partner and teacher assistance.</p> <p>Ex: <u>Instructor writes:</u> Maria likes to read funny books. <u>Student writes in response:</u> She likes to read funny books.</p>	<p>Activity: Use a teacher provided picture prompt to produce appropriate compound subject/verb agreement sentences in a small group with teacher assistance.</p>	<p>Activity: Write a short grade-level story using background knowledge and experience including appropriate compound subject/verb agreement sentences to share with a partner with minimal teacher support.</p>
	ST	CA 1 1.6, 2.2			
FR	II 4b, 6c & f-g, K-4				

2 Compose well-developed text using standard English conventions					
D		Grade 4			
Use parts of speech correctly in written text <ul style="list-style-type: none"> connecting words to link ideas (conjunctions) 					
Parts of Speech	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate conjunctions in a visually supported leveled text.</p> <p>Activity: Highlight conjunction words in simple visually supported leveled text in a small group with teacher modeling and assistance. Copy sentences using connecting words to link ideas.</p> <p>Vocabulary – connect, conjunction, compound sentence, and, but, or, because, if, so...</p>	<p>Sort simple scrambled sentence strips using conjunctions appropriately.</p> <p>Activity: Arrange simple scrambled sentence strips with visual cues in appropriate order including conjunction words with a partner and teacher assistance.</p>	<p>Construct simple compound sentences selecting appropriate conjunction word.</p> <p>Activity: Combine two simple sentences into one compound sentence using an appropriate conjunction word from a given list after teacher modeling in a small group.</p>	<p>Create simple appropriate compound sentences using the correct conjunction word with a picture prompt.</p> <p>Activity: Given a picture prompt, student writes a short paragraph using simple compound sentences using correct conjunction words with a partner and teacher assistance.</p>	<p>Compose a grade-level text using compound sentences with appropriate conjunctions using background knowledge.</p> <p>Activity: Produce a grade-level text drawing on background knowledge using appropriate compound sentences with correct conjunction use with minimal teacher support.</p>
ST	CA 1 1.6, 2.2				
FR	II 4b, 6c & f-g, K-4				

2 Compose well-developed text using standard English conventions					
E Grade 4					
Spelling	In writing, use <ul style="list-style-type: none"> • correct spelling of grade-level frequently used words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate in writing, copy standard spelling.</p> <p>Activity: Copy visually supported words with teacher modeling and assistance.</p> <p>Supplies: Shaving cream, sandpaper, white board, etc.</p> <p>Vocabulary – spelling, correct, word wall</p>	<p>Sort and arrange in appropriate order, simple scrambled high-frequency words.</p> <p>Activity: Arrange in appropriate order, scrambled high-frequency words with a partner and teacher assistance.</p>	<p>Identify and use standard spelling in simple sentences.</p> <p>Activity: In simple sentences, recognize high-frequency words and circle them. Write simple sentences following teacher model, writing the high-frequency word in a different color working in a small group with teacher support.</p>	<p>Select high-frequency words from a leveled text constructing simple sentences using words from text.</p> <p>Activity: Recognize frequently used words in a leveled text, by underlining or highlighting words. Create new simple sentences using selected words from text using peer editing with teacher support.</p>	<p>Analyze and write grade-level high-frequency words to appropriately complete a “cloze” activity.</p> <p>Activity: Write grade-level high-frequency words to appropriately complete a “cloze” activity in a small group with minimal teacher support.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 3a, 6e, II 2h, K-4				

2 Compose well-developed text using standard English conventions					
E Grade 4					
Spelling	In writing, use <ul style="list-style-type: none"> spelling strategies and patterns 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate in writing, copy standard spelling. Activity: Copy visually supported words with teacher modeling and assistance. Supplies: Shaving cream, sandpaper, white board, etc.	Sort and arrange in appropriate order, simple scrambled words. Activity: Arrange in appropriate order, scrambled words with a partner and teacher assistance.	Construct a cross-word puzzle using spelling words. Activity: Produce a cross-word puzzle that incorporates spelling words to share with a partner to complete the activity with teacher assistance.	Create a word-search using grade-level spelling words. Activity: Design a word-search activity using grade-level spelling words to share in a small group or with a partner with minimal teacher support.	Apply previously taught spelling strategies to arrange scrambled words in appropriate order using a teacher-generated activity. Activity: Use a simple teacher-generated scavenger hunt activity for students to search for clues to arrange scramble words in the appropriate order along the way with a partner and teacher assistance.
ST	CA 1 1.6, 2.1, 2.2				
FR	II 3a, 6e, II 2h, K-4				

2 Compose well-developed text using standard English conventions					
E Grade 4					
Spelling	In writing, use <ul style="list-style-type: none"> classroom resources and dictionary to verify correct spelling 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate classroom resources to verify correct spelling.</p> <p>Activity: Recognize and use a word wall, spelling journal, picture dictionary, etc. to verify correct spelling with a partner and teacher modeling and assistance.</p> <p>Vocabulary – Picture dictionary, word wall, spelling journal, alphabetical order</p>	<p>Construct a simple picture dictionary with simple written descriptions of illustrations.</p> <p>Activity: Make a simple picture dictionary of selected words including simple written descriptions of illustrations with a partner and teacher assistance.</p>	<p>Analyze and correct simple teacher-generated sentences using classroom resources to correct spelling.</p> <p>Activity: Make corrections from simple teacher-generated sentences using classroom resources to verify correct spelling with a partner and teacher support.</p>	<p>Use classroom resources and dictionary to verify correct spelling when writing simple sentences.</p> <p>Activity: Given a picture prompt, write simple sentences to describe illustrations using classroom resources and dictionary to verify correct spelling while working with a partner.</p>	<p>Compose a grade-level text drawing on background knowledge using classroom resources to verify correct spelling.</p> <p>Activity: Produce a grade-level text drawing on background knowledge and experience using classroom resources to verify correct spelling to share story in a small group with minimal teacher support.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 3a, 6e, II 2h, K-4				

2 Compose well-developed text using standard English conventions					
F Grade 4					
Sentence Construction	In composing text: <ul style="list-style-type: none"> use complete declarative, interrogative, imperative and exclamatory sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and write two simple declarative sentences with picture support.</p> <p>Activity: Using pictures and a word bank to select and write the verb and noun that describes a picture with teacher modeling and assistance.</p> <p>Vocabulary: Write, picture</p>	<p>Label to identify various simple sentences generated by the teacher.</p> <p>Activity: Match and label various declarative, interrogative, imperative and exclamatory sentences generated by the teacher in a small group with teacher support.</p>	<p>Construct simple declarative, interrogative, imperative or exclamatory sentences to describe a teacher-generated picture prompt.</p> <p>Activity: Given a teacher-generated picture prompt, select and write a simple sentence to describe the illustration with a partner and teacher assistance.</p>	<p>Illustrate and write a simple declarative, interrogative, imperative or exclamatory sentence to match the illustration.</p> <p>Activity: Draw a picture writing a simple declarative, interrogative, imperative or exclamatory corresponding sentence to describe the illustration in a small group with teacher support.</p>	<p>Create a simple paragraph using a variety of sentence types to describe a picture prompt.</p> <p>Activity: Describe a picture prompt using various types of sentences to write a simple paragraph with a partner and teacher support.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4b, K-4				

2 Compose well-developed text using standard English conventions					
F Grade 4					
Sentence Construction	In composing text, identify and write sentences: <ul style="list-style-type: none"> identify and write compound sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate conjunctions (and, or, because) as signals for compound sentences.</p> <p>Activity: Highlight conjunctions in simple visually supported sentences to indicate compound sentences with a partner and teacher modeling and support.</p> <p>Vocabulary: And, or, because, highlight, words, sentence</p>	<p>Sort and arrange simple teacher-generated sentence strips to construct compound sentences.</p> <p>Activity: Arrange simple teacher-generated sentence strips to form compound sentences with picture cues in a small group with teacher support.</p>	<p>Construct a simple compound sentence describing a picture prompt.</p> <p>Activity: Write an appropriate simple compound sentence to describe a picture prompt with a partner and teacher assistance.</p>	<p>Illustrate and write a short simple paragraph including compound sentences to describe a picture.</p> <p>Activity: Draw a picture writing a short simple paragraph describing the illustration including appropriate compound sentences to share in a small group with teacher support.</p>	<p>Compose a grade-level text using appropriate compound sentences drawing from background knowledge and experiences.</p> <p>Activity: Produce a grade-level text to include appropriate compound sentences describing a previous experience to share with a partner or small group with minimal teacher support.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4b, K-4				

3 Write effectively in various forms and types of writing					
A Grade 4					
Narrative and Descriptive Writing	Write narrative text that <ul style="list-style-type: none"> • moves through a logical sequence of events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify and sequence pictures in logical order connecting illustrations to a simple leveled text. Activity: Sequence pictures connecting them to a simple leveled text with teacher modeling and assistance with a partner. Vocabulary: (First, then, so, next, lastly etc.)	Sort and arrange simple teacher-generated narrative sentence strips arranging them in a logical sequence. Activity: Arrange simple teacher-generated narrative sentence strips arranging them in a logical sequence with picture cues in a small group with teacher support.	Construct a short simple narrative text arranging ideas in sequential order describing a picture prompt. Activity: Write a short simple narrative text arranging ideas in sequential order describing a picture prompt to share with a partner with teacher assistance.	Create and illustrate a narrative short story arranging events in a logical sequence. Activity: Draw a picture and write a short narrative story arranging events in a logical sequential order (with a definite beginning, middle and end) to describe the illustration in a small group with teacher support.	Compose a grade-level narrative text written in sequential order based on background knowledge. Activity: Produce a grade-level narrative story written in a logical sequential order (with a definite beginning, middle and end) describing a personal experience to share in a small group with minimal teacher support.
ST	CA 4 1.8, 2.1				
FR	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4				

3 Write effectively in various forms and types of writing					
A	Grade 4				
Narrative and Descriptive Writing	Write narrative text that <ul style="list-style-type: none"> includes details to develop the plot, characters and setting 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use very simple sentences to write a narrative text with picture cues including a plot, characters and setting.</p> <p>Activity: Choose from a group of pictures to create a pictorial narrative. Use very simple sentences to describe pictures with teacher modeling and assistance.</p> <p>Vocabulary: Plot, characters, setting</p>	<p>Construct a short simple narrative text describing a teacher-provided picture prompt.</p> <p>Activity: Write a short simple narrative text writing details (including a plot, characters and setting) describing a teacher-provided picture prompt with a partner with teacher assistance.</p>	<p>Illustrate an event writing a simple narrative text to describe the illustration.</p> <p>Activity: Draw a picture including details of a plot, characters and setting. Write a simple short narrative text describing the details of the illustration with a partner and teacher support.</p>	<p>Categorize in a teacher-provided graphic organizer developing ideas of a plot, characters and setting for a simple narrative text.</p> <p>Activity: Complete a teacher-provided graphic organizer to arrange ideas for a plot, characters and setting. Write a simple narrative text including these details to share the story in a small group with teacher support.</p>	<p>Create a graphic organizer to generate ideas for developing plot, characters, and setting to assist writing a grade-level narrative text.</p> <p>Activity: Produce and complete a graphic organizer to develop ideas for plot, characters and setting. Write a grade-level narrative text describing the details to share the story in a small group or with a partner with minimal teacher support.</p>
ST	CA 4 1.8, 2.1				
FR	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4				

3 Write effectively in various forms and types of writing					
B					
Grade 4					
Note-Taking	Identify concepts and ideas in written text to complete an organizer				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and complete a simple pictorial graphic organizer.</p> <p>Activity: Select and use visuals to complete a simple pictorial graphic organizer as students work in a small group with teacher modeling and assistance.</p> <p>Ex: Topic “Farm Animals”- use pictures of cows, pigs, chicken etc.</p> <p>Vocabulary: Graphic organizer, pictures</p>	<p>Locate information in a leveled text to complete a graphic organizer with visuals.</p> <p>Activity: Search for ideas in a simple leveled text by highlighting information to complete a simple graphic organizer including visual cues with a partner and teacher support.</p>	<p>Select important information in a leveled text to complete a graphic organizer.</p> <p>Activity: Highlight important information in a leveled original text to complete a teacher-generated organizer with peer assistance.</p>	<p>Analyze and select important information and concepts in a leveled text to complete a graphic organizer.</p> <p>Activity: Search and choose important information and concepts to develop a graphic organizer sharing details in a small group with teacher support.</p>	<p>Create a graphic organizer from selected important information and concepts in a grade-level text.</p> <p>Activity: Produce and complete a graphic organizer from selected important information and concepts in a grade-level text sharing details in a small group or with a partner with minimal teacher support.</p>
ST	CA 2, 3, 4 1.6, 1.8				
FR	I 3h-I, II 4c, K-4				

3 Write effectively in various forms and types of writing					
C	Grade 4				
Note-Taking	Write expository and persuasive paragraphs with <ul style="list-style-type: none"> a main idea or point to prove 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use two-word simple sentences to write an expository text with a main idea.</p> <p>Activity: Using pictures, write a two-word simple sentence to express the main idea for each picture with teacher modeling and assistance.</p> <p>Vocabulary – Expository, main idea</p>	<p>Construct simple sentences to write an expository text with a main idea and visual cues.</p> <p>Activity: Highlight the main idea in a visually supported leveled text. Compose a simple sentence to express the main idea of each picture with a partner and teacher assistance.</p>	<p>Create simple sentences to convince or explain a familiar topic with visual cues.</p> <p>Activity: Write simple persuasive sentences explaining a familiar topic to convince and/or explain student's views to share in a small group with teacher support.</p>	<p>Create a simple paragraph to describe a picture prompt with a main idea.</p> <p>Activity: Describe a picture prompt writing a simple expository and persuasive paragraph with a partner and teacher support.</p>	<p>Compose a persuasive grade-level text to convince or explain a topic based on background knowledge.</p> <p>Activity: Produce a persuasive grade-level story to convey a student's views, written in a logical sequential order (with a definite beginning, middle and end) describing a personal experience to share in a small group with minimal teacher support.</p>
ST	CA 4 1.8, 2.1				
FR	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4				

3 Write effectively in various forms and types of writing					
C	Grade 4				
Note-Taking	Write expository and persuasive paragraphs with <ul style="list-style-type: none"> • three or more supporting details 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use two-word simple sentences to write expository text with two supporting details.</p> <p>Activity: Using a familiar topic, write an expository text using two-word simple sentences with two supporting details with teacher modeling.</p> <p>Ex: Recess's fun. I play. I run.</p> <p>Vocabulary – Expository, persuasive, supporting, details,</p>	<p>Construct simple sentences to write an expository text with three or more supporting details.</p> <p>Activity: Write simple sentences to support a familiar topic. Complete a graphic organizer indicating the relationship of the main idea and supporting details in a small group with teacher support.</p>	<p>Create simple sentences in a short paragraph to convince or explain a familiar topic with three or more supporting details with visual cues.</p> <p>Activity: Write simple persuasive sentences in a short paragraph to explain a familiar topic with three or more supporting details to convince and/or explain student's views to share in a small group with teacher support.</p>	<p>Construct a short, simple paragraph to describe a picture prompt using three or more supporting details.</p> <p>Activity: Describe a picture prompt writing a short, simple paragraph with three or more supporting details to share in a small group with teacher support.</p>	<p>Design a grade-level persuasive text based on background knowledge using three or more supporting details.</p> <p>Activity: Produce a persuasive grade-level text to explain a familiar topic based on background knowledge with three or more supporting details to convince and/or explain student's views to share in a small group with minimal teacher support.</p>
ST	CA 4 1.8, 2.1				
FR	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4				

3 Write effectively in various forms and types of writing					
C	Grade 4				
Note-Taking	Write expository and persuasive paragraphs with <ul style="list-style-type: none"> • a concluding sentence 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate various parts of a paragraph in a visually supported leveled text by highlighting them with various colors.</p> <p>Activity: Provide examples of various types of text to find the concluding sentence matching it with the opening sentence with a small group with teacher modeling and assistance.</p> <p>Vocabulary – Concluding sentence, beginning, middle, end,</p>	<p>Identify by highlighting the concluding sentence in various leveled text.</p> <p>Activity: Provide examples of various types of text and find the concluding sentence then match it with the opening sentence in a small group with teacher assistance.</p>	<p>Construct a short, simple paragraph to describe a picture prompt with a concluding sentence.</p> <p>Activity: Describe a picture prompt writing a short, simple paragraph with a concluding sentence to share in a small group with teacher support.</p>	<p>Create a simple concluding sentence to complete a partially persuasive paragraph with picture cues.</p> <p>Activity: Write a simple concluding sentence to complete a partially persuasive paragraph with picture cues provided by the teacher to share with a partner to clarify text with teacher assistance.</p>	<p>Compose a grade-level persuasive text based on background knowledge using an appropriate concluding sentence.</p> <p>Activity: Produce a persuasive grade-level text to explain a familiar topic based on background knowledge with a concluding sentence to convince and/or explain student's views to share in a small group with minimal teacher support.</p>
ST	CA 4 1.8, 2.1				
FR	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4				

3 Write effectively in various forms and types of writing					
D	Grade 4				
Summary Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Deliberately Blank (No GLE)				
ST					
FR					

3 Write effectively in various forms and types of writing					
E	Grade 4				
Audience and Purpose	Write informational reports, diary/journal entries, organized friendly letters, thank-you letters and invitations in a format appropriate to an intended audience and purpose				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use visuals/realia to distinguish between the various forms of writing working with a small group. Categorize writing according to type with teacher assistance working in a small group. Vocabulary – diary, journal, report, letter, invitation, thank-you, friendly, audience, purpose	Follow a teacher provided model to create a simple thank-you letter or invitation to a classmate working in a small group.	Compose phrases and simple sentence to write in the aforementioned types of text with a small group	Utilize a diary/journal as part of a daily/weekly writing activity with minimal teacher assistance Write thank-you letters and invitations to a variety of audiences with minimal teacher assistance.	Write thank-you letters and invitations to a variety of audiences. Utilize a diary/journal as part of a daily/weekly writing activity.
ST	CA 4 1.8, 2.1				
FR	I 6e & I, II 3d, K-4				

Listening and Speaking

Initial Draft 11/28/2007

1 Develop and apply effective listening skills and strategies					
A Grade 4					
Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use pictorial/ visual support to actively listen to teacher-read stories as a small group Vocabulary: characters, setting, theme, time, place	Use words and phrases to express opinions in response to teacher-read stories with pictorial support in a small group Vocabulary: like, dislike, favorite, opinion, neutral	Based on personal preference use self-select listening materials or books on tape/CD and then explain reasoning behind the preference with a peer. Vocabulary: reason, because, like, dislike, favorite, neutral, opinion, satisfying, mystery, drama, bibliography, suspense, reference, informational	Use short, self-selected, simplified listening materials or books on tape/CD to retell story highlights (favorite parts) with a partner.	Use self-selected, grade-level listening materials or books on tape/CD. To retell story highlights (favorite parts).
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A	Grade 4				
Purpose for Listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use pictorial/ visual support to actively listen for specific information with teacher-read stories in a small group Vocabulary: Who, what, when, where, why, how	Answer yes/no (true/false) questions based on teacher-read, simplified materials with pictorial/ visual support with a small group Vocabulary: Who, what, when, where, why, how, person, place, time, object, with, without, yes, no, true, false	Answer basic knowledge and comprehension questions based on teacher-read, simplified materials with pictorial/ visual support with a partner Vocabulary: Who, what, when, where, why, how, person, place, time, object, with, without, yes, no, true, false	Develop three questions designed to clarify information in response to a short selection of listening materials or books on tape/CD then exchange with a peer to complete the questions.	Summarize the information presented in grade-level listening materials or books on tape/CD.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A		Grade 4			
Purpose for listening	Listen <ul style="list-style-type: none"> • for directions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Attentively listen to and follow teacher-read directions given with pictorial/ visual support working with a small group Vocabulary: up, down, open, close, fold, tear, sit, stand, raise your hand, quiet, on, off, write, draw, listen, look, left, right, forward, back	Follow simple (3 steps or less) teacher-read directions when steps are given individually and with pictorial/ visual support with a partner Vocabulary: prepositions of place, ordinal numbers, if, then, next, last, finally, left, right, forward, back	Follow teacher-read directions to ask clarifying questions, when steps are given individually with pictorial/ visual support and prompting with a partner Vocabulary: prepositions of place, ordinal numbers, if, then, next, last, finally, left, right, forward, back	Follow simple oral directions to ask clarifying questions with a partner	Follow oral multi-step directions asking clarifying questions when necessary.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A Grade 4					
Purpose for listening	Listen <ul style="list-style-type: none"> to identify tone, mood and emotion of verbal and nonverbal communication 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use one-word statements, to determine the author's emotion of simplified, orally-presented material incorporating visuals or body language text with teacher support working in a small group Vocabulary: happy, sad, excited, angry, frightened, mad, tone, mood, emotion	Identify verbs and adjectives that demonstrate the author's mood and/or emotion with visual support or body language through teacher modeling and teacher lead classroom discussion Vocabulary: happy, sad, excited, angry, frightened, mad, tone, mood, emotion, etc...	Select the author's tone/mood/emotion from a list of possible choices after classroom discussion of an orally presented simplified/modified text in a small group Vocabulary: happy, sad, excited, angry, frightened, mad, tone, mood, emotion, etc...	Determine the mood, tone and emotion of the presentation of readers' theater and state evidence to support that claim with a partner.	Discuss student oral presentations and determine the presenter's mood, tone and emotion using details from the presentation as evidence to support that claim
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1	Develop and apply effective listening skills and strategies				
B	Grade 4				
Listening Behavior	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Copy/mirror teacher's behavior of proper listening techniques for various school related situations in a small group.</p> <p>Understand the importance of eye contact in the American culture through teacher modeling.</p> <p>Vocabulary: listen, interruption, eye contact, culture, prepare, sit, nod, raise your hand, quiet</p>	<p>Demonstrate proper behaviors for a variety of formal and informal situations with teacher support in a small group.</p> <p>Understand the importance of eye contact in the American culture as a small group.</p> <p>Vocabulary: listen, interruption, eye contact, culture, prepare, sit, nod, raise your hand, quiet</p>	<p>Demonstrate the actions necessary for listening in a specified formal or informal situation with peer support.</p> <p>Understand the importance of eye contact in the American culture practicing in a small group.</p> <p>Vocabulary: listen, interruption, eye contact, culture, prepare, sit, nod, raise your hand, quiet</p>	<p>Demonstrate the actions necessary for listening in a specified formal or informal situation with peer support.</p> <p>Understand the importance of eye contact in the American culture with a partner</p> <p>Vocabulary: interruption, culture, prepare, nod, eye contact</p>	<p>Demonstrate individual knowledge of the actions necessary for listening in a specified formal or informal situation.</p> <p>Understand the importance of eye contact in the American culture.</p> <p>Vocabulary: interruption, culture, prepare, nod, eye contact</p>
ST	CA 5, 6 1.5				
FR	I 2h, IV 1d, K-4				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 4				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> present ideas in a logical sequence 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sequence illustrations with single words or phrases prepared by the teacher to convey an idea for a specific audience working in a group. Vocabulary: presentation, sequence, idea, talk, speak, audience	Sequence a series of teacher prepared phrases or sentence for a specified audience. Practice with a small group Vocabulary: presentation, sequence, idea, talk, speak, audience	Participate in a teacher monitored discussions, with prepared ideas. Practice addressing various types of audiences on a specified topic with teacher assistance with a partner Vocabulary: discussion, presentation, sequence, idea, talk, speak, audience	Demonstrate understand of logical sequence by constructing a presentation or discussion with a partner. Practice and present to the class Vocabulary: discussion, sequence, presentation, audience	Demonstrate understand of logical sequence by constructing a presentation or discussion. Practice with a partner and present to the class. Vocabulary: discussion, sequence, presentation, audience
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 4				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> identify and apply appropriate speaking techniques such as volume control, pace and eye contact 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify common moods based on teacher examples of volume, intonation, rate of speech, inflections and facial expression in a small group Vocabulary: mood, rate, speed, expression, volume	When watching a play, drama or other oral presentation, identify through classroom discussion the mood of the characters and imitate the speech characteristics which demonstrate the mood in a small group Vocabulary: mood, rate, speed, expression, volume, eye contact, tone, fluency, inflection	During a small group role-play, use appropriate speech characteristics to express mood and emotions with discussion, practice, teacher prompting and peer assistance Vocabulary: mood, rate, speed, expression, volume, eye contact, tone, fluency, inflection	During a small group role-play or short presentation, use appropriate speech characteristics to express mood and emotions with practice and peer assistance Vocabulary: mood, rate, speed, expression, volume, eye contact, tone, fluency, inflection	During discussion, role-play or presentation, use appropriate speech characteristics to express mood and emotions with practice Vocabulary: mood, rate, speed, expression, volume, eye contact, tone, fluency, inflection
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4				

2 Develop and apply effective listening skills and strategies					
B	Grade 4				
Giving Directions	Give clear three- and four-step oral directions to complete a task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Create a pictorial representation to show steps in a three or four step process in a small group Vocabulary: directions, steps, oral (necessary vocabulary for topic)	Create and practice giving words or phrases to demonstrate a three or four step process for a teacher generated task with teacher assistance in a small group Vocabulary: directions, steps, oral (necessary vocabulary for topic)	Create and practice giving 3-4 step directions using pictures from a set of directions and core vocabulary with a partner Vocabulary: steps, oral (necessary vocabulary for topic)	Practice giving a partner oral directions to complete a 3-4 step task and answering questions to clarify information Vocabulary: steps, oral.	Present to class or small group oral directions to complete a 3-4 step task and answer questions to clarify information.
ST	CA 1, 6 2.1, 2.3				
FR	I 6e, K-4				

Reading

1 Develop and apply skills and strategies to the reading process					
A Grade 5					
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> upper- and lower- case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Point to upper and lower case letters. Activity: Observe teacher pairing of lower-case and upper case letters during class discussion (“this is an uppercase R and this is a lowercase r”). Vocabulary: big, small, upper, lower, capital, etc.	Distinguish differences between upper case and lower-case letters. Activity: Say and match upper-case letter with lower-case letter with minimal teacher or peer assistance. Vocabulary: big, small, upper, lower, capital, etc.	Write upper case and lower case letters. Activity: Copy from classroom chart the corresponding letter to a letter cue (ex: the upper-case letter A is displayed, the student copies the corresponding lower-case a) with minimal assistance		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 5				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • first and last letters in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify beginning and ending letters with support. Activity: Point, with teacher support, to first and last letters in words in response to commands. Vocabulary: first, last, letter, word	Discriminate different beginning or ending letters and sounds with support. Activity: Point to words to indicate comprehension letter/sound changes in minimal pairs in response to oral commands. I.e.: deep, beep, peep			
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

Reading

1 Develop and apply skills and strategies to the reading process					
A Grade 5					
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate left-right directionality with support. Activity: Open a book properly and point directionality of print with support. (Linguistic Note: Some languages start written forms from back to front, right to left, and bottom to top.)	Handle a book properly (right side up; opening cover; turning pages) with minimal support. Activity: In reading groups, correctly handle the book. Observe classmates for support.			
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 5				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify spaces between words with support. Activity: Point to individual words in class activities. Mark spaces between words in response to oral commands with a partner. Vocabulary: word, space, print	Identify and use spaces between words when reading. Activity: Separate sentences into individual words with a partner. (Ex. I am a student.) Vocabulary: word, space, print			
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 5				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Write simple words with support. Activity: Use letter cards to form words to match pictures. Make subject/verb/object sentences from the words with a partner. Vocabulary: first, last, middle, word, start, end. (Note: Students may come from other literacy backgrounds that do not read left to right.)	Identify word order in simple sentences with support. Activity: Demonstrate subject/verb word order in sentences and sort scrambled letters to form vocabulary words. Vocabulary: action word, person, place, and thing. (Note: Students may come from other language backgrounds that do not follow a subject-verb-object order.)	Identify word order in compound sentences with support. Activity: Sort scrambled words to form compound sentences with a partner.	Illustrate word order in simple, compound, and complex sentences with support. Activity: Use correct word order to create simple, compound, and complex sentences.	Use word order correctly in words sentences with minimal support. Activity: Identify sentence fragments in writing. Compose complete sentences with correctly spelled words with minimal assistance.
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A					
Grade 5					
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> punctuation has meaning 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify common end punctuation (period and question mark, exclamation point) while part of a whole group.	Identify types of common end punctuation with support.	Evaluate correct usage of end punctuation with a partner.		
	<p>Activity: Place end punctuation in response to intonation as part of a whole group.</p> <p>Vocabulary: period, question mark, sentence, end, question, statement</p>	<p>Activity: Sort sentences into categories: declarative, interrogative and exclamatory using end punctuation with a partner.</p> <p>Vocabulary: period, question mark, exclamation point, punctuation, sentence end, comma.</p> <p>Grammatical concept: end punctuation is the marker of a complete thought</p>	<p>Activity: Explain to a partner why a given sentence should end in a period, question mark or exclamation point.</p> <p>Grammatical concept: end punctuation is the marker of a complete thought</p>		
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 5				
Phonemic awareness	Demonstrate ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> separate and say sounds in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate letters corresponding to phonemes with support.</p> <p>Activity: Point to a letter to demonstrate comprehension of a phoneme produced by teacher as part of a whole group.</p> <p>Vocabulary: point</p> <p>Structure: Phonemes, syllabication</p> <p>(Note: Special emphasis may need to be placed on those phonemes not in 1st language.)</p>	<p>Produce individual phonemes in words with support</p> <p>Activity: Produce the individual sounds in a word from a list of previously introduced sight words during a small group activity</p> <p>Vocabulary: say, repeat,</p> <p>Structure: Phonemes, syllabication</p>	<p>Produce individual phonemes in words.</p> <p>Activity: Produce the individual sounds in a word with a partner</p> <p>Structure: Phonemes, syllabication</p>		
ST	CA 2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B Grade 5					
Phonemic awareness	Demonstrate ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Identify phonemes in simple, visually supported words.	Write letters or groups of letters in response to teacher pronounced phonemes.	Employ phonemic awareness to pronounce unfamiliar words with support.			
<p>Activity: Blend phonemes to produce visually supported words with a partner.</p> <p>Vocabulary: sound, together</p> <p>(Note: Special emphasis may need to be placed on those phonemes not in 1st language.)</p>	<p>Activity: With a partner, write simple, visually words that the teacher pronounces. Check own spelling with written word.</p> <p>Vocabulary: say, repeat</p>	<p>Activity: When reading aloud to a partner, use phonemes to pronounce words.</p>			
ST	CA 2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B Grade 5					
Phonemic awareness	Demonstrate ability to hear and say separate sounds (phonemes) in words (phonemic awareness)				
	<ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite minimal pairs with different ending and beginning sounds with support.</p> <p>Activity: Repeat minimal pairs. Point to corresponding visually supported words with support. (Ex: cat, hat, bat)</p> <p>Vocabulary: repeat, listen, beginning, ending</p> <p>Structure: minimal pairs</p>	<p>Construct new words by replacing beginning and ending phonemes with support.</p> <p>Activity: Create new words with a partner By replacing beginning and ending phonemes.</p> <p>Vocabulary: Say, listen, match</p> <p>Structure: minimal pairs</p>			
ST	CA 2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
C	Grade 5				
Phonics	Apply decoding strategies to “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall phoneme sounds with support.</p> <p>Activity: Pronounce individual letter sounds using visual materials, as a group with teacher assistance.</p> <p>Vocabulary: alphabet, letter, vowel, consonant, capital letter, small letter</p>	<p>Read visually supported words constructed from individual phonemes, blends, and syllables with support.</p> <p>Activity: Recognize and pronounce letter sounds in words, blends, and syllables, in a small group with teacher assistance</p> <p>Vocabulary: prefix, suffix, root word, base word, affix, syllables, blend, chunk, word families</p>	<p>Apply phoneme blending to unknown words with support.</p> <p>Activity: Decode simple words by recognizing blended phonemes with teacher assistance.</p> <p>Vocabulary: sentence, verb, noun, period, comma, adjective</p>	<p>Apply context clues while decoding with support.</p> <p>Activity: Apply decoding skills and context clues when reading unknown words in visually supported, leveled text with a partner</p> <p>Vocabulary: Context</p>	<p>Use multiple decoding strategies for unknown words with minimal assistance.</p> <p>Activity: Accurately decode words in grade level text using, context clues, letter sounds, and previous knowledge with minimal support.</p>
ST	CA 2, 3 1.6				
FR	I 6b, 5-8				

1 Develop and apply skills and strategies to the reading process					
D	Grade 5				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> with fluency, accuracy and expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe teacher modeling fluency, accuracy, and expression when reading a visually supported, leveled text.</p> <p>Activity: Listen to teacher reading a visually supported, leveled text as teacher models fluency, accuracy, and expression to a small group.</p>	<p>Mimic teacher modeling of fluency, accuracy, and expression in familiar visually supported, leveled text.</p> <p>Activity: Recite sentences from a familiar visually supported, leveled text along with teacher as teacher models fluency, accuracy, and expression in a small group.</p>	<p>Demonstrate fluency, accuracy, and expression in a familiar visually supported, leveled text with support.</p> <p>Activity: Read paragraphs from a familiar, visually supported, leveled text with a partner after teacher models fluency, accuracy, and expression. Participate in a classroom play as a minor character.</p>	<p>Demonstrate fluency, accuracy, and expression in reading a visually supported, leveled text.</p> <p>Activity: Read sections of a visually supported, leveled text in small group setting practicing fluency, accuracy, and expression. Participate in a classroom play as a main character with support.</p>	<p>Demonstrate fluency, accuracy, and expression when reading with support</p> <p>Activity: Apply, with support, fluency, accuracy and expression in reading grade level text. Participate in a play presented outside the classroom as a leading character.</p>
ST	CA 2, 3, 1.5				
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
D	Grade 5				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> adjusting reading rate to difficulty and type of text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate and track words in visually supported, leveled text in response to oral reading by teacher.</p> <p>Activity: Listen to visually supported, leveled text read at the correct rate by a proficient reader, while tracking words.</p> <p>Vocabulary: listen, track, follow along, finger</p>	<p>Read visually supported, leveled texts at different rates in unison with the whole group.</p> <p>Activity: Read parts of various visually supported, leveled texts in choral readings along with teacher as different reading rates are modeled.</p>	<p>Determine reading rate for familiar, visually supported, leveled text with support.</p> <p>Activity: Practice reading rates for visually supported, leveled text with partner. Discuss, in simple terms, how rate affects comprehension.</p>	<p>Assess appropriate reading rate for difficulty and type of text with assistance.</p> <p>Activity: Read and adjust reading rate for various types of visually supported, level texts when reading in small groups.</p>	<p>Adjust reading rate for difficulty and type of text with minimal support.</p> <p>Activity: Apply knowledge of reading speed and fluency to various grade level instructional texts with support.</p>
ST	CA 2, 3, 1.5				
FR	I 5a, 5-8				

Develop and apply skills and strategies to the reading process	E				
	Grade 5				
	Develop vocabulary through text, using <ul style="list-style-type: none"> • root and affixes 				
Vocabulary	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient

	<p>Locate root words in a list of words with teacher modeling</p> <p>Activity: In a small group, observe as teacher identifies and highlights root words in a list of words.</p>	<p>Identify and comprehend root words within words with support.</p> <p>Activity: Develop vocabulary of common, visually supported root words using flash cards. Practice with a partner. Group words with the same root.</p> <p>Vocabulary: root word, base word, word stem</p>	<p>Combine visually supported roots and affixes create meaningful words with peer support.</p> <p>Activity: Working with a partner, combine affixes with roots to produce new words. Illustrate meaning of the new words.</p> <p>Vocabulary: root word, suffix, prefix, combine</p> <p>Structure: morphological affixes</p>	<p>Analyze new words by identifying roots and affixes with support.</p> <p>Activity: Write a definition for words based on the meaning of their roots and affixes with a partner.</p> <p>Create a chart with a partner showing the frequency of use of various roots and affixes.</p> <p>Vocabulary: root word, suffix, prefix</p> <p>Structure: morphological affixes</p>	<p>Develop new vocabulary by analyzing roots and affixes in new words with Support.</p> <p>Activity: When reading, briefly define new words to a partner, based on their roots and affixes.</p> <p>Vocabulary: root word, suffix, prefix, deduce</p> <p>Structure: morphological affixes</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
E Grade 5					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> context clues 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Relate a word to an illustration with teacher assistance.</p> <p>Activity: After instruction and working with a partner, label pictures in a visually supported, leveled text with words from the text that name them. Pronounce them together.</p>	<p>Use context clues to define new vocabulary with support.</p> <p>Activity: Working with a partner and using visually supported, leveled text, use nouns to help determine the meaning of unknown adjectives. (Ex: elm tree. Elm is a type of tree.)</p> <p>Vocabulary: match, context clue</p> <p>Stem: This words means. ...because....</p>	<p>Use context clues related to actions to define new words with support.</p> <p>Activity: Using visually supported, leveled text and working with a partner, complete a web to define unknown actions. (Ex: Plow. Done by a farmer.:)</p>	<p>Use context clues to define new vocabulary with support.</p> <p>Activity: Make a list of unknown words with a partner. Search the visually supported, leveled text for clues to the words' meanings. Agree on the meaning of words and present the list and their definitions to the class. Make corrections based on the class'es input.</p>	<p>Develop vocabulary using context clue with support.</p> <p>Activity: In reading, use context to form temporary definitions of new words, with support. Be able to tell why the temporary definition was chosen and adjust, if necessary.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
E Grade 5					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> glossary and dictionary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate a glossary in a book and a dictionary in the classroom with support.</p> <p>Activity: Follow commands to locate a glossary and a dictionary with peer assistance. Use a native language dictionary and glossary to help student understand the their purpose.</p> <p>Vocabulary: glossary, dictionary, “back of the book” provide and use native language dictionary when appropriate</p>	<p>Define content words using picture dictionaries and glossaries with teacher assistance.</p> <p>Activity: Working with a partner, locate unknown words in a visually supported, leveled text. Look them up in a picture dictionary or the book’s glossary. Copy the word into a personal dictionary and draw a picture to show its meaning.</p>	<p>Locate definitions from a visually supported, leveled text’s glossary with a partner.</p> <p>Activities: Working with a partner, replace unknown words in a visually supported, leveled text with the definition from the glossary or a visually supported, leveled dictionary. Evaluate the definition in context.</p>	<p>Develop vocabulary using visually supported, leveled glossaries and dictionaries with support.</p> <p>Activity: Create a glossary or a dictionary using illustrations or words to define key vocabulary in a visually supported, leveled text with support.</p>	<p>Develop vocabulary through text using glossaries and dictionaries, with support.</p> <p>Activity: When reading, use a glossary or dictionary to understand words that cannot be defined by context with support.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 5					
Pre-Reading	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use prior knowledge to understand visually supported, leveled text with support.	Apply prior knowledge to understand visually supported, leveled text with support.	Use prior knowledge to aid comprehension when reading a visually supported, leveled text with support.	Apply prior knowledge to reading visually supported, leveled texts to aid comprehension with support.	Routinely activates prior knowledge to aid in comprehension of grade level text with support.
	Activity: Student observes as teacher demonstrates how to use a KWL chart with a small group.	Activity: Student shares what they already know about a topic while the class completes KWL chart with teacher assistance.	Activity: After a preview of a visually supported, leveled text, students work in pairs to complete a web about the topic of the text. In a small group, students tell why they were able to complete the web. Later, they compare their reading experience with one done without activating prior knowledge and tell which worked better and why.	Activity: Student completes a pre-reading checklist in which he/she identifies their prior knowledge of a topic.	Activity: Student devises his/her own pre-reading checklist and uses it before reading to increase comprehension. The teacher records observation of this behavior.
	Vocabulary: know, want to know, learned				
ST	CA 2,3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 5					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Preview a visually supported, leveled text before reading with teacher support.</p> <p>Activity: Preview cover page, pictures, and headings with the teacher and the whole as the teacher introduces new visually supported, leveled text.</p>	<p>Preview visually supported, leveled text with teacher support.</p> <p>Activity: Teacher previews cover page, pictures, headings, and captions orally with all students. Students use the same book and demonstrate to partners how to preview a visually supported, leveled book.</p>	<p>Preview a visually supported, leveled text with support.</p> <p>Activity: Choose a visually supported, leveled text and preview the cover page, illustrations, headings, captions, and new vocabulary with partner</p>	<p>Preview a visually supported, leveled text with support.</p> <p>Activity: Preview cover page, pictures, text, headings, illustrations, captions, new vocabulary and record ideas on a graphic organizer with a partner. Present organizer to the class and tell why previewing is useful in reading.</p>	<p>Preview a grade level text to increase comprehension with support.</p> <p>Activity: Before reading (or when selecting) a text, preview major features. Teacher observes and records this behavior and, in conference, student is able to say how previewing aids reading.</p>
ST	CA 2,3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 5					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension				
	<ul style="list-style-type: none"> predict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use pictures to predict what a text will be about with support.	Use pictures to predict what a text will be about with support.	Preview a visually supported, leveled text to make predications about the text with support.	Use predicting to aid comprehension with support.	Make predications about a grade level text to aid in comprehension with support.
	<p>Activity: Illustrate possible outcomes based on a picture preview of a text with support.</p> <p>Stem: I think that ... Vocabulary: draw</p>	<p>Activity: Respond to a series of agree/disagree statements by the teacher about the text based on a picture preview of text with support.</p> <p>Stem: I think that ... Vocabulary: agree, disagree</p>	<p>Activity: Working in a small group, list three predictions about the text. Then, read the text together and evaluate the accuracy of the predictions.</p> <p>Vocabulary: predict, prediction</p>	<p>Activity: Examine a visually supported leveled text with a partner. Record predictions about the text and note the reasons for the predictions. After reading, make corrections and explain to each other why the predictions were correct or incorrect.</p>	<p>Activity: Explain to a partner what a prediction is, what evidence can be used to make it, and why predicting aids comprehension.</p>
ST	CA 2,3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 5					
Develop and apply pre-reading strategies to aid comprehension					
○ set a purpose and rate for reading					
Pre-Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify purpose and reading rate for visually supported leveled text with support.</p> <p>Activity: Use pictures to indicate the purpose for reading several visually supported, leveled texts for the whole group. Role-play different reading rates for different texts as part of a small group.</p> <p>Vocabulary: fast, slow, speed</p> <p>Stem: What is... Who is...</p>	<p>Differentiate reading rate and identify purpose for reading various types of visually supported, leveled texts with support.</p> <p>Activity: Working in a small group, students select pictures from the texts to support their choice for purpose. Then they match purposes to reading rates and explain to another small group why they chose the purpose and rate they did for the text.</p> <p>Vocabulary: slowly, quickly, rate</p> <p>Stem: How is...</p>	<p>Set a purpose and a rate for reading a visually supported, leveled text before reading with support.</p> <p>Activity: Record, with a partner, purposes for reading and appropriate reading rates for various types of visually supported reading material using a chart provided by the teacher</p>	<p>Analyze pictures, diagrams, graphs, and scan text to determine a reading purpose and rate before reading with support.</p> <p>Activity: Complete teacher-generated graphic organizers to determine the purpose for reading and appropriate reading rate for various visually supported, leveled texts.</p> <p>Vocabulary: leisure, pleasure, learning, persuasion</p> <p>Stem: what, who, how, what</p>	<p>Determine a purpose for reading and a rate for reading grade level materials before reading with support.</p> <p>Activity: Categorize pictures, diagrams, and graphs and scan text for vocabulary words and subject headings to determine a purpose and rate for reading. Compare decisions with a partner.</p>
ST	CA 2,3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
G		Grade 5			
During Reading	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe self-questioning and self-correction as part of a whole group during teacher modeling.</p> <p>Activity: Listen to teacher model self-questioning and correction using visually supported and manipulative.</p> <p>Vocabulary: who, what, when, where, why, and how</p>	<p>Self question and correct during reading with support.</p> <p>Activity: Selects appropriate self-questions about a visually supported, leveled text from a list with a partner. Read together to find answer. Correct answer, if necessary.</p> <p>Vocabulary: who, what, when, where, why, how</p>	<p>Demonstrate, with support, self-questioning and self-correction while a visually supported, leveled text</p> <p>Activity: Write simple questions to ask about visually supported, leveled texts with a partner. Use questions when reading as part of a whole group. Correct as necessary with teacher support.</p> <p>Vocabulary: who, what, when, where, why, how</p>	<p>Construct and correct self-questions about visually supported leveled texts with partner</p> <p>Activity: Write questions to address text using sticky notes, reading log or think pair share. (Ex. Why is Justin scared of the dark?)</p> <p>Vocabulary: who, what, when, where, why, how</p>	<p>Develop questions and answers while reading grade level text materials and self-correct errors with support.</p> <p>Activity: While reading, use sticky notes to ask questions about grade level text. Use other sticky notes to locate answers. Discuss with class how questioning and correcting helped understanding of the test.</p>
ST	CA 2,3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G Grade 5					
During Reading	During reading utilize strategies to				
	<ul style="list-style-type: none"> infer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use pictures to make inferences with support.	Use questions to make inferences about visually supported leveled text with support.	Make inferences while reading visually supported, leveled text with a partner.	Make inferences with support when reading visually supported, leveled text.	Make inferences as a reading strategy when reading grade level text.
	<p>Activity: Respond with yes/no to teacher generated questions based on a visually supported, leveled text that require inferences as part of a whole group</p> <p>Stem: is he/she/it (happy, sad)</p>	<p>Activity: Respond to guided questions that require inference about a visually supported leveled text as part of a small group.</p> <p>Vocabulary: Mood, feeling, character, motivation, purpose, hidden, meaning</p> <p>Stem: How does ___ feel? Why is ___ wet</p>	<p>Activity: Respond to written teacher generated questions to make inferences about visually supported, leveled text with peer support</p> <p>Structure: conditionals</p> <p>Vocabulary: Mood, feeling, character, motivation, purpose, guess</p> <p>Stem: How do you know? Details and support</p>	<p>Activity: Working with a partner, use sticky notes to record inferences about a visually supported, leveled text. Share inferences and when, where and why they were made with a small group with teacher support.</p> <p>Structure: conditionals</p> <p>Vocabulary: Mood, feeling, character, motivation, purpose</p> <p>Stem: How do you know? Details and support</p>	<p>Activity: While reading, make inferences about grade level text that aid comprehension. Share these with the whole group during group discussion.</p> <p>Vocabulary: Mood, feeling, character, motivation, purpose</p> <p>Stem: Give me evidence and details and examples</p>
ST	CA 2,3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G	Grade 5				
During Reading	During reading utilize strategies to				
	<ul style="list-style-type: none"> Visualize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Visualize the characters from a visually supported, leveled text with support.</p> <p>Activity: Draw a picture of the characters from a visually supported, leveled text in a setting indicated in the text but not shown with teacher modeling and support.</p> <p>Vocabulary: Draw, picture, act out, close your eyes In your head</p>	<p>Visualize an inference from a visually supported, leveled text with support.</p> <p>Activity: Draw pictures with support to visualize previous inferences made from visually supported, leveled text. Label and post.</p> <p>Vocabulary: Draw, picture, act out, close your eyes In your head: Visualize Visual Illustrate</p>	<p>Visualize story elements from a visually supported, leveled text with support.</p> <p>Activity: Draw pictures of story elements from a visually supported, leveled text and display completed pictures and discuss similarities and differences with a cooperative group</p> <p>Vocabulary: Visual Visualize Illustrate</p>	<p>Use visualization with support to aid comprehension in reading visually supported, leveled texts.</p> <p>Activity: Prior to reading, close eyes and listen as the teacher previews the text. Draw a picture that expresses their understanding of the text after the preview. Read the text and draw a picture that expresses their post-reading understanding. Compare the two pictures with a partner.</p>	<p>Visualize, with support, to aid reading comprehension and fluency</p> <p>Activity: Use visualization to aid comprehension in reading grade level text. Report to the whole class how visualization helped in understanding the text</p>
ST	CA 2,3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G		Grade 5			
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> • predict and check using cueing systems <ul style="list-style-type: none"> ○ meaning ○ structure ○ visual 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use visual cues to during reading visually supported, leveled text with support. Activity: Working as part of a whole group, participate as teacher models using visual cues in reading. Ex: “I see two tall letters together. This could be a blend.” “I see this word is capitalized. It could be a name.” Vocabulary: Look Yes No Answer check think right wrong	Use visual and meaning cues during reading visually supported, leveled texts with support. Activity: In a small homogeneous group, use pictures, word structure, known words and punctuation as cues during reading with teacher support. Read text aloud.	Use meaning, structure and visual cues during reading visually supported, leveled text with support. Activity: Use a visually supported leveled text in a small group. Students read and record words that are new in one column and words that are difficult in another column. Together, students use cues to decode these words and record the cues they use. Then, they read the text to the teacher for verification. Vocabulary: Visualize, predict, correct, incorrect.	Use meaning, structure and visual cues during reading visually supported, leveled text with support. Activity: While reading a visually supported, leveled text, high light words that are new or difficult. Later, return to the sentences containing these words and apply visual, meaning and structural cues to decode them. Check with the teacher to see if they have been correctly decoded. In a whole group, share ways they were able to decode the words.	Apply meaning. Structure and visual cues to read grade level text with support. Activity: Read grade level text using MSV cueing systems with occasionally support.
ST	CA 2,3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H Grade 5					
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Answer clarifying questions after listening to a visually supported, leveled book with support.	Ask clarifying questions after reading a visually supported, leveled text with support.	Ask clarifying questions after reading a visually supported, leveled text with support.	Ask clarifying questions after reading a visually supported, leveled text with support.	Ask clarifying questions after reading grade level text with support.
	Activity: Respond to a yes/no question about a visually supported, leveled text after reading with teacher support. Strategy: I don't understand (Note: Not all cultures answer questions in the western fashion of head nod, yes, no, utterances. i.e. Indians head shakes back and forth means yes)	Activity: In a small group, generate a list of yes/no questions that clarify events from a visually supported, leveled text. Ask them in the whole group with teacher support.	Activity: In a small group generated WH clarifying questions after reading a visually supported leveled text. Each student should write one question each on a card. Teacher collects the cards and reads the questions to the group, which answers them to clarify the reading.	Activity: After reading a visually supported, leveled text, ask a partner questions to clarify understanding. Discuss answers and questions in the whole group.	Activity: Read grade level text and ask clarifying questions after reading with support. Teacher observes this behavior in a small group, when the student come to group discussion with clarifying questions already formulated.
	ST	CA 2, 3 1.6 & 3.5			
FR	I 3c,e, I 4c, I 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 5				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to a visually supported, leveled text being read and make a reflective statement in a small group.</p> <p>Activity: Use I like or I didn't like to reflect on some aspect of a visually supported, leveled text that the teacher has read.</p> <p>Stems: "I did not like..." "I do not like..."</p>	<p>Read a visually supported, leveled text and make a reflective statement in a small group.</p> <p>Activity: After reading a visually supported, leveled text with teacher support, students make statements about the text using the stems below.</p> <p>Stems: "I did not like because _____" "I do not like because _____"</p>	<p>Apply reflection after reading a visually supported, leveled text with support.</p> <p>Activity: Read a visually supported, leveled book with a partner. Listen to each partner reflect on the text telling what he or she liked, what he or she learned, what helped him or her and what didn't help or what he or she didn't like. Use a conversation matrix to record answers.</p> <p>Vocabulary: Details</p>	<p>Apply reflection after reading a visually supported, leveled text with support.</p> <p>Activity: Write dialectic journal with your opinion and why response.</p> <p>Vocabulary: Transitional words Supporting evidence</p>	<p>Apply reflection after reading a grade level text with support.</p> <p>Activity: All students in a small group read the same grade level text or passage. Afterward, they meet to reflect on what they have read with the teacher acting as a moderator.</p> <p>Vocabulary: Supporting evidence</p>
ST	CA 2,3 1.6 & 3.5				
FR	I 3c,e, I 4c, I 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 5				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> analyze 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe teacher analyzing a visually supported, leveled text for story elements.</p> <p>Activity: Select, with a partner, words/pictures to represent the elements of a visually supported leveled text that has been read by the teacher.</p>	<p>Analyze story elements from a visually supported, leveled text with support.</p> <p>Activity: Complete a graphic organizer of story elements from a visually supported, leveled text with pictures, drawings or words while working with a partner.</p>	<p>Analyze, after reading, elements from a visually supported, leveled text with support</p> <p>Activity: In a small group, compose a play based on a visually supported, leveled text. Perform the play for the class. Discuss whether the necessary parts were included</p>	<p>Analyze, after reading, elements from a visually supported, leveled text with support</p> <p>Activity: With a partner, determine the part of a visually supported, leveled text. If fiction, prepare a poster based on story elements. If non-fiction, prepare a poster based on heading or steps. Display in the classroom.</p>	<p>Analyze, after reading, elements from a grade level text with support</p> <p>Activity: Read grade level text and describe the parts to a classmate with support.</p>
ST	CA 2,3 1.6 & 3.5				
FR	I 3c,e, I 4c, I 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 5				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen as teacher reads a visually supported, leveled text and makes conclusions about what has been read.	Draw a conclusion from a visually supported, leveled text read by the teacher.	Draw a conclusion after reading a visually supported, leveled text with support.	Draw a conclusion after reading a visually supported, leveled text with support	Draw a conclusion after reading, a grade level text with support
	Activity: Listen to a visually supported, leveled text being read and then to conclusions that are drawn. Observe as classmates represent their conclusions with pictures. Vocabulary: first, second, third. Structure: Ordinals	Activity: Listen to the visually supported, leveled text being read. Listen as students and teachers draw conclusion and illustrate them. Contribute one conclusion by drawing or speaking.	Activity: Draw conclusions using of pictures created from text illustrations with a partner Vocabulary: conclusions, past actions, future actions, events.	Activity: After reading a visually supported, leveled text, discuss it in a small group. Teacher observes the conclusions students draw and evaluates them for accuracy and the quality of evidence they are based upon. Structure: Teach modals with emphasis on most.	Activity: After reading a grade level text, students interview classmates to see what conclusions they have drawn and what information they have used to support their conclusion. The information is recorded in a conversation matrix.
	ST	CA 2,3 1.6 & 3.5			
FR	I 3c,e, I 4c, I 6a,c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H Grade 5					
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> summarize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to the teacher read a visually supported, leveled text and summarize with support.</p> <p>Activity: Develop a single word summary of text-related visual (emotions, events, etc.) with teacher modeling.</p> <p>Vocabulary: beginning, middle, end, summary</p>	<p>Summarize a visually supported, leveled text with support.</p> <p>Activity: Draw a visual summary of the events from a visually supported, leveled text with a partner. Compare to other visual summaries.</p> <p>Vocabulary: summary, main ideas</p>	<p>Summarize a visually supported, leveled text with support.</p> <p>Activity: Use an inverted pyramid graphic organizer to summarize information from a visually supported, leveled text while working with a partner. Use the graphic organizer to write a paragraph as summary. Post summaries in the room.</p> <p>Vocabulary: take out, pull out, remove</p>	<p>Summarize a visually supported, leveled text with support.</p> <p>Activity: Use the main ideas of paragraphs to help summarize a visually supported leveled text. Record these as a list and then re-write in paragraph form using the student's own words. Apply peer editing to the rough draft.</p>	<p>Summarize a grade level text with support.</p> <p>Activity: Use summarizing as a study tool. In a small group, read a section of grade level text and write a summary. Use the summaries for a jigsaw to reduce out of class study time.</p> <p>Vocabulary: eliminate, delete, omit</p>
ST	CA 2,3 1.6 & 3.5				
FR	I 3c,e, I 4c, I 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H		Grade 5			
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> paraphrase 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Select a picture that tells the story of a visually supported leveled text read by the teacher.</p> <p>Activity: Find pictures in a magazine to demonstrate an idea from a visually supported, leveled text read by the teacher.</p> <p>Vocabulary: same, your own words</p>	<p>Tell what a visually supported, leveled text was about in student's own words with support.</p> <p>Activity: Participate in a small group discuss in which the teacher and students show various books the class has read and tell in their own words what they were about.</p> <p>Vocabulary: rewrite, replace, restate</p>	<p>Paraphrase parts of a visually supported, leveled text with support.</p> <p>Activity: Use synonyms to modify sentences from a visually supported, leveled text with a peer. Choose only important sentences and paraphrase them.</p>	<p>Paraphrase parts of a visually supported, leveled text with support.</p> <p>Activity: Explain, in different words than the text, something a classmate is trying to understand. This could be done in connection to asking questions for clarification.</p> <p>Vocabulary: paraphrase, synonym, substitute</p>	<p>Paraphrase parts of a grade level text with support.</p> <p>Activity: Student paraphrase speech by main characters in recently read grade level texts in writing and post around the room. Other students guess who is being paraphrased.</p>
ST	CA 2,3 1.6 & 3.5				
FR	I 3c,e, I 4c, I 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
I	Grade 5				
Making Connections	Compare, contrast, and analyze connections between <ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Compare and contrast information and relationships in fiction and non-fiction visually supported, leveled texts read by the teacher.</p> <p>Activity: Complete a Venn diagram with drawings to compare and contrast previously read visually supported leveled texts on the same topic with support.</p> <p>Vocabulary: real, not real, yes/no responses Note: Compare fiction-to-fiction, non-fiction-to-non-fiction for all levels as well as fiction and non-fiction.</p>	<p>Compare and contrast information and relationships in fiction and non-fiction visually supported, leveled texts with support.</p> <p>Activity: Use words to complete a Venn diagram comparing and contrasting relationship and information from two visually supported, leveled fiction and non-fiction texts with a partner.</p> <p>Vocabulary: true, not true, alike</p>	<p>Analyze information and relationships to compare and contrast fiction and non-fiction visually supported, leveled texts with support.</p> <p>Activity: Compare and contrast information and relationships in fiction and non-fiction visually supported, leveled texts on the same topic in a small group. Present information to a small group and look for commonalities such as fictional animals can talk.</p> <p>Vocabulary: contrast, fiction, non-fiction</p>	<p>Analyze information and relationships to compare and contrast fiction and non-fiction visually supported, leveled texts with support</p> <p>Activity: Compare and contrast information and relationships in fiction and non-fiction visually supported, leveled texts on the same topic in a small group. What are the most common differences and similarities? Discuss these with teacher support.</p>	<p>Analyze information and relationships to compare and contrast fiction and non-fiction grade level texts with support</p> <p>Activity: When comparing and contrasting fiction and non-fiction on the same topic, what general differences and similarities are often seen? Use these to generalize the differences between fiction and non-fiction with support.</p>
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b, e, II 1c,f, III 2d IV, 5-8				

1 Develop and apply skills and strategies to the reading process					
I Grade 5					
Compare contrast and analyze connections between <ul style="list-style-type: none"> text ideas and own experiences 					
Making Connections	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Connect personal experiences to visually supported, leveled text read by the teacher.</p> <p>Activity: Chose a visually supported, leveled text about a topic that students share, such as a birthday. Students draw a picture of their own birthday celebration and compare visually to a picture from the text.</p> <p>Vocabulary: my, mine, personal pronouns</p>	<p>Connect personal experiences to visually supported, leveled text with support.</p> <p>Activity: Use an illustration from the text to compare and contrast with a picture drawn by the student of a similar experience. Discuss with a partner.</p> <p>Vocabulary: relate</p>	<p>Connect personal experiences to visually supported, leveled text with support.</p> <p>Activity: Use a double entry journal to record experiences from own life and experiences from a visually supported, leveled text. Discuss with a partner.</p> <p>Vocabulary: connect</p>	<p>Connect personal experiences to visually supported, leveled text with support.</p> <p>Activity: Use a double entry journal to record experiences from own life and experiences from a visually supported, leveled text. Discuss with a partner. Write a paragraph telling how one's own experience is connected to the experiences found in the text.</p> <p>Vocabulary: structure, coordinating conjunctions, and, but, or, nor, for, yet</p>	<p>Connect personal experiences to grade level text with support.</p> <p>Activity: Create a paragraph to compare and contrast information from the text with life experiences. Post these about the room for students to read.</p> <p>Vocabulary: compound sentences</p>
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b, e, II 1c, f, III 2d IV, 5-8				

1 Develop and apply skills and strategies to the reading process					
I	Grade 5				
Making Connections	Compare, contrast, and analyze connections between <ul style="list-style-type: none"> text ideas and the world by responding to a literature that reflects a culture and historic time frame 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify the setting of a visually supported, leveled text with support.</p> <p>Activity: With a partner, find the place of the setting on a world map. Locate the time of the setting on a timeline of world events. Find an illustration from the text that reflects the time and events occurring in the world at that time.</p> <p>Vocabulary: writer, map, find</p>	<p>Identify the time and place of a visually supported, leveled text and connect to ideas prevalent in the world at the time with support.</p> <p>Activity: Locate features related to text on globe or map. Label timeline with historic dates and events in relationship to text with support.</p> <p>Vocabulary: locate, label, author</p>	<p>Place information and events in visually supported, leveled texts on timelines with teacher support.</p> <p>Activity: Make a double entry timeline for events from the visually supported, leveled text and events occurring in the world at the time with a partner. Events must be supported with visuals.</p> <p>Vocabulary: future, past</p>	<p>Compare and contrast information and events from a visually supported, leveled text with world events with a partner.</p> <p>Activity: Use a double entry journal to record events from the visually supported, leveled text and events world with support.</p>	<p>Analyze information and events to compare and contrast grade level text with world events with support.</p> <p>Activity: Write two paragraphs, one to describe events in the text and another to describe events in the world occurring at the same time. Do research as necessary to support writing. Connect paragraphs using the expression “At the same time”. Publish. Seek support as needed.</p>
ST					
Content ELP Stds.					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A Grade 5					
Text Features	Locate <ul style="list-style-type: none"> interpret and apply information in title, pictures, table of contents and glossary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate title, pictures, table of contents and glossary with support. Activity: Identify, in a small group, with post-it notes the following text features: title author table of contents chapter headings copyright date illustrator's name number of pages	Locate and interpret text features with support. Activity: Identify with post-it notes and explain to a peer text features such as: title author table of contents chapter headings copyright date illustrator captions diagrams charts glossaries indices	Locate, interpret text features with support. Activity: Organize on a chart, in a small group, the text features from several different texts such as: title author table of contents chapter headings copyright date illustrator captions diagrams charts glossaries indices	Locate, interpret and apply text features with support Activity: Use the following text features to write note cards for a short informal research paper with support. title author table of contents chapter headings copyright date illustrator captions diagrams charts glossaries indices	Locate interpret and apply text features with support. Activity: Compare various texts focusing on specific information such as title, pictures, table of contents and glossary using a teacher prepared graphic organizer. Apply information by writing a short, informal research paper with note cards with support.
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, 2 d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A Grade 5					
Text Features	Locate <ul style="list-style-type: none"> recognize the text features of fiction, poetry and drama in grade-level text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate basic text features in fiction, poetry and drama in visually supported, leveled texts with support.	Locate basic text features in fiction, poetry and drama in visually supported, leveled texts with support.	Locate text features in fiction, poetry and drama in visually supported, leveled texts with support	Locate text features in fiction, poetry and drama in student writing with support	Locate text features in fiction, poetry and drama in grade level text with support
	Activity: Observe as teacher compares the visual aspects of visually supported, leveled selections of fiction of poetry and drama as part of a whole group.	Activity: Sort, with a partner, visually supported, leveled texts of fiction, poetry and drama into those categories based on visual cues.	Activity: Locate and identify text features from visually supported, leveled texts of poetry, fiction and drama with a partner, during a scavenger hunt.	Activity: Examine short pieces of student writing published in the classroom binder for text features that distinguish poetry, fiction and drama with a partner. Report findings to the class.	Activity: Locate text features in fiction, drama, and poetry as needed to support comprehension or production with support.
		Vocabulary: Dialogue, parts	Vocabulary: indent, stanza, sections, characters	Vocabulary: punctuation, formatting, spacing, semicolon, colon	Vocabulary: italicized, parenthesis, ellipsis, genre
ST	CA 2, 3 1.5 & 1.6				
FR	I 1a, 2 d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C					
Grade 5					
Text Elements	Use details from text to <ul style="list-style-type: none"> make inferences about setting, character traits and problem and solution and story events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make inferences about setting, characters, problem and solution using details from visually supported, leveled texts with support.</p> <p>Activity: Observe as teacher makes inferences about setting, character traits and problems and solution from visually supported, leveled texts (fiction poetry or drama) as part of a whole group.</p>	<p>Make inferences about setting, characters, problem and solution from visually supported, leveled texts with support.</p> <p>Activity: Create posters based on visually supported, leveled texts describing characters and setting and use pictures to create a timeline of events with a peer.</p>	<p>Make inferences about setting, characters, problem and solution using details from visually supported, leveled texts with support.</p> <p>Activity: Use details from various types of visually supported, leveled texts to make inferences about setting, character traits, problem and solutions (as appropriate) to write short descriptions with a partner.</p>	<p>Make inferences about setting, characters, problem and solution using details from visually supported, leveled texts with support.</p> <p>Activity: Use a web to make an inference. Support these inferences with details taken from visually supported, leveled texts as appropriate. Post and walk about to view others' work.</p>	<p>Make inferences about setting, characters, problem and solution using details from grade level texts with support.</p> <p>Activity: Write, with a partner, new solutions to problems add a new character to a play, change the setting in a poem and present to the class. Changes or additions must be based on details from the texts and must be logical extensions of this information.</p>
ST	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 5					
Literary Devices	Use details from text to <ul style="list-style-type: none"> make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use details from visually supported, leveled text read by the teacher to make predictions with support.	Use details from visually supported, leveled text to make predictions with support.	Use details from visually supported, leveled text to make predictions with support	Use details from visually supported, leveled text to make predictions with support	Use details from grade level text to make predictions with support
	Activity: Observe as teacher previews and reads a visually supported, leveled text, make predictions and shows why as part of a whole group.	Activity: After reading a visually supported, leveled text, use a variety of pictures to show possible outcomes of the plot. Students choose the most likely. Assist them in writing single words or short phrases to describe visuals.	Activity: Provide details from visually supported, leveled texts and various make predictions, with support, while participating in class discussions.	Activity: Use a reading log to make prediction as to what will happen in the next chapter, act, or stanza at the end of each chapter act, or stanza. Share with a partner.	Activity: Keep a reading log of own predictions about a text based on details. Correct predications as new information or outcomes are realized. In class discussions, use reading log to make contributions such as “In the beginning, I though . . . but later . . .
			Vocabulary and grammar: Various transitional words and “going to”	Grammar: future tenses	
ST	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 5					
Literary Devices	Use details from text to <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use details from visually supported, leveled texts read by teacher to draw conclusion with support.</p> <p>Activity: Read a visually supported, leveled text in one of the genres to students. Provide a variety of pictures that show possible conclusions and have students choose the most likely, then assist them in writing single words or short phrases to describe visuals in a small group</p>	<p>Use details from visually supported, leveled texts to draw conclusion with support.</p> <p>Activity: Provide details from visually supported, leveled texts and model drawing conclusions. Students contribute details and conclusions, as they are able in class discussion.</p> <p>Grammar: Simple past tense.</p>	<p>Use details from visually supported, leveled texts to draw conclusion with support.</p> <p>Activity: Provide details from visually supported, leveled text to support conclusions in reading journals. Share with a partner.</p> <p>Grammar: Clauses with because</p>	<p>Use details from visually supported, leveled texts to draw conclusion with support.</p> <p>Activity: Write conclusions for each chapter in a reading log supporting them with details from the text. Exchange reading logs with a partner. Give partner written feedback about his/her conclusions and supporting details.</p> <p>(Language note: Supporting details often answer the question “Why”)</p>	<p>Use details from grade level texts to draw conclusion with support.</p> <p>Activity: Use sticky notes to make predications during previews, while reading, and after reading. Share with partner or class, giving reasons (details) from text.</p>
ST	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C					
Grade 5					
Literary Devices	Use details from text to <ul style="list-style-type: none"> identify cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use details from visually supported, leveled texts read by the teacher to identify cause and effect with support.	Use details from visually supported, leveled texts to identify cause and effect with support.	Use details from visually supported, leveled texts to identify cause and effect with support.	Use details from visually supported, leveled texts to identify cause and effect with support.	Use details from grade level texts to identify cause and effect with support.
	Activity: Provide a variety of pictures that show possible causes/effects in a visually supported, leveled text. Students choose the most likely. Assist them in writing single words or short phrases to describe visuals.	Activity: Develop story specific flash cards with student generated single sentences for sequencing and then connect to teacher generated “if-then” sentences with a partner	Activity: Complete a fish bone graphic organizer to isolate causes and effects in visually supported, leveled text. Use the graphic organizer to tell a partner about the causes and effects in the texts. Compare information. Structure: If . . .then	Activity: Draw arrows to show the relationship between the cause and the effect in a sentences and paragraphs from visually supported, leveled texts. Share with a peer	Activity: Illustrate the relationship between cause and effect by drawing arrow in the text to connect the cause with its effect. Consult with teacher. Copy this to chart paper and present to the class, explaining his or her reasoning. Answer questions.
	ST	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7			
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times						
C						
Grade 5						
Literary Devices	Use details from text to <ul style="list-style-type: none"> compare and contrast various elements 					
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient	
	Use details from visually supported leveled poetry, fiction or drama texts read by the teacher to compare and contrast elements with support. Activity: Using visually supported, leveled text find examples of a device (such as alliteration) that is present in all three. Record in a three-column chart as students observe. Contrast frequency.	Use details from visually supported leveled poetry, fiction and drama texts to compare and contrast elements with support. Activity: Observe teacher compare and contrast an element from poetry, drama, and fiction using a three circle Venn diagram. Take examples directly from visually supported, leveled texts that students know well. Students can contribute to discussion.	Use details from visually supported leveled poetry, fiction and drama texts to compare and contrast elements with support. Activity: Complete, with a partner, a three circle Venn diagram to compare and contrast three devices used in all genres, copying specific examples from visually supported, leveled texts. Post diagrams for a gallery walk. Grammar: comparative and superlatives	Use details from visually supported leveled poetry, fiction and drama texts to compare and contrast elements with support. Activity: Fill small paper bag with text copied directly from students' reading. Use a different colored paper for each type of text. With a partner, form triads of example of the same element occurring in different types of text. Use the triads to make posters, titling them "Examples of _____ in poetry, fiction and drama."	Use details from grade level poetry, fiction and drama texts to compare and contrast elements with support. Activity: Use a Venn diagram or reading log to compare and contrast one element throughout a fiction, poetry and drama text. Share information with the class.	
	ST	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7				
	FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C					
Grade 5					
Literary Devices	Use details from text to <ul style="list-style-type: none"> explain author's purpose 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify author's purposes in visually supported, leveled texts read by the teacher with support.</p> <p>Activity: Student observes teacher use several visually supported leveled texts to provide contrast between author's purposes. Keep topics the same. Use pictures to illustrate purposes and match picture to text.</p>	<p>Identify author's purposes in visually supported, leveled texts with support.</p> <p>Activity: Develop vocabulary that describes author's purpose such as: entertain, inform, persuade by providing pictures of people doing these things. Role-play these purposes using a single topic. Relate to texts by placing the picture with the text.</p>	<p>Identify author's purposes in visually supported, leveled texts with support</p> <p>Activity: Use an ongoing chart (on the wall) with the headings: entertain, inform, and persuade, ect. As class reads various visually supported, leveled texts, they record the title of each under the author's purpose, after the class has discussed and identified it.</p>	<p>Explain the author's purposes in visually supported, leveled texts with support</p> <p>Activity: Explain, by speaking, an author's purposes in a visually supported, leveled text. Give specific details from the text to support his interpretation of the author's purpose. Contribute this to a group discussion determining the author's purpose.</p>	<p>Explain the author's purposes in grade level texts with support.</p> <p>Activity: Give an oral presentation explaining how an author's purposes effects different elements of writing. Give specific examples from previous read texts. For example, details from texts intended to persuade will often refute major opposing arguments.</p>
ST	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
A Grade 5					
Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas					
Text Features	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify text features in visually supported, leveled nonfiction texts with support.</p> <p>Activity: Identify with post-it notes text features, with teacher assistance, such as: title author's table of contents chapter headings copyright date illustrator number of pages in a small group.</p>	<p>I Identify text features in visually supported leveled nonfiction texts with support.</p> <p>Activity: Identify text features such as: title author table of contents chapter headings copyright date illustrator captions diagrams charts glossaries indices and explain to a peer.</p>	<p>Identify text features in visually supported, leveled nonfiction texts with support.</p> <p>Activity: Organize on a chart in a small group the text features from several different texts such as: title of book the author's name table of contents chapter headings copyright date illustrator's name captions diagrams charts glossaries indices</p>	<p>Identify text features in visually supported, leveled nonfiction texts with support and apply the information they contain.</p> <p>Activity: Explain to a peer the relationship between the text and a graph or caption within the text. Make inferences about why the author chose to use these text features. Contribute these inferences to a small group discussion on the topic. Write note cards and a bibliography.</p>	<p>Identify text features and apply information from them in grade level nonfiction texts with support</p> <p>Activity: Write with support, a short, informal research paper with note cards and bibliography. Use specified text features as part of the research. Features must provide logical support for the text.</p>
ST	CA 3 1.6				
FR	I 6a, 3g, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
B					
Grade 5					
Identify and explain figurative language in nonfiction text (emphasize simile, metaphor and personification)					
Literary Devices	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify descriptive language in visually supported, leveled nonfiction text with support.</p> <p>Activity: Provide a list of visually supported, sensory vocabulary. Students highlight vocabulary in newspaper or biography with teacher assistance in a small group.</p> <p>(Avoid idiomatic expressions at this level)</p>	<p>Identify simile, metaphor and personification in visually supported leveled nonfiction text with support.</p> <p>Activity: Graph the number of similes, metaphors, and personifications that use sensory words in various nonfiction materials with teacher assistance in small groups.</p>	<p>Identify and explain simile, metaphor and personification in visually supported, leveled nonfiction text with support.</p> <p>Activity: Restate ideas from identified similes, metaphors, and personifications using sensory details and figurative language found in various visually supported, leveled non-fiction text with a peer.</p>	<p>Identify and explain simile, metaphor and personification in visually supported, leveled nonfiction text with support.</p> <p>Activity: Find and discuss figurative language in various types of visually supported, leveled biographies, newspapers, and technical manuals with teacher assistance in small groups.</p>	<p>Identify and explain simile, metaphor and personification in grade level nonfiction text with support .</p> <p>Activity: Using a reader's journal, explain, with support, figurative language and the use of sensory details in non-fiction literature. Use this information in group discussion.</p>
ST					
FR					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 5				
Text Elements	Use details from text to <ul style="list-style-type: none"> restate main idea and supporting details 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate main idea in a visually supported, leveled text read by the teacher.</p> <p>Activity: Find main idea and supporting details with teacher assistance in a visually supported, leveled text in a small group</p> <p>Vocabulary: idea, main, detail, retell</p>	<p>Locate and restate main idea in a visually supported, leveled text with support.</p> <p>Activity: Draw pictures to illustrate main idea practicing vocabulary with teacher assistance after read a visually supported, level text. Use a graphic organizer to show a supporting detail for the main idea and label the picture with single words.</p>	<p>Locate and restate main idea with supporting details in a visually supported, leveled text with support.</p> <p>Activity: Restate orally main idea of a visually supported, leveled nonfiction text using provided details in small group setting.</p> <p>Use simple sentence structure in a small group</p>	<p>Locate and restate main idea with supporting details in a visually supported, leveled text with support.</p> <p>Activity: Underline details from visually supported, leveled newspaper, or text articles to support retelling main idea to a partner.</p> <p>Use simple to complex sentences with a partner</p>	<p>Locate and restate main idea with supporting details in a grade level text with support.</p> <p>Activity: Identify details from newspaper, biographies, in a grade level text to retell main idea with support.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 5				
Text Elements	Use details from text to <ul style="list-style-type: none"> sequence events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sequence pictures of events, with support, from familiar, visually supported, leveled nonfiction text read by teacher. Activity: Sequence by locating and placing pictures of events from a visually supported, leveled nonfiction text in order with assistance. Vocabulary: sequencing words – first, second, last, then, finally . . . Event, organize, put in order, details	Sequence pictures of events, with support, from visually supported, leveled nonfiction text with support. Activity: Sequence and attach vocabulary and text to pictures of events in visually supported, leveled nonfiction text, using single words and short phrases to describe them in a small group	Sequence pictures of events, with support, from visually supported, leveled nonfiction text with support. Activity: Sequence and attach vocabulary and text to pictures that show events in visually supported, leveled nonfiction text, using phrases and simple sentences with a partner	Sequence events, with support, from visually supported, leveled nonfiction text with support. Activity: Sequence events from visually supported, leveled nonfiction text described in writing on sentence strips with a partner	Sequence events, with support, grade level nonfiction text with support. Activity: Sequence events from grade level nonfiction text using a graphic organizer. Complete using transition words and more complex sentences with support.
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 5				
Text Elements	Use details from text to <ul style="list-style-type: none"> identify and explain cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify cause and effect in visually supported, leveled nonfiction text read by the teacher. Activity: Match pictures to identify cause and effect to visually supported vocabulary in a familiar, visually supported, leveled nonfiction text with teacher assistance. Vocabulary: cause, effect, “wh” question words, because, did, do, past tense, details, identify, before, after, since	Identify cause and effect in visually supported, leveled nonfiction text with support. Activity: Identify events as cause or effect from pictures showing details from a visually supported, leveled text. Use single words and short phrases in group settings with teacher assistance, to describe pictures.	Identify cause and effect in visually supported, leveled nonfiction text with support. Activity: Complete a fish bone or other graphic organizer to show cause and effect relationships based on details from visually supported, leveled nonfiction text in small group.	Identify and explain cause and effect in visually supported, leveled nonfiction text with support. Activity: Create a graphic organizer to show cause and effect relationship based on details from a visually supported, leveled nonfiction text with a partner. Use the graphic organizer to produce sentences using because.	Identify and explain cause and effect in grade level nonfiction text with support Activity: Create graphic organizer to show cause and effect relationships based on details from nonfiction text with support. Use information in class discussion.
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 5					
Text Elements	Use details from text to <ul style="list-style-type: none"> compare and contrast 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use pictures to compare and contrast events from a visually supported, leveled nonfiction text read by the teacher.</p> <p>Activity: Compare two pictures showing different views of the same event with single words and teacher assistance in a small group</p> <p>Vocabulary: adjectives, comparatives, superlatives, same, different, Venn diagram</p>	<p>Compare and contrast events from a visually supported, leveled nonfiction text with support.</p> <p>Activity: Complete a Venn diagram that uses teacher created, visually supported simple phrases to compare and contrast details from a familiar visually supported, leveled text with teacher assistance in a small group</p>	<p>Compare and contrast events using details from a visually supported, leveled nonfiction text with support.</p> <p>Activity: Complete a Venn diagram to compare and contrast information from a familiar, visually supported, leveled nonfiction text with a small group using controlled vocabulary.</p>	<p>Compare and contrast events using details from a visually supported, leveled nonfiction text with support</p> <p>Activity: Write a short paragraph with a partner comparing and contrasting events from a visually supported, leveled text. Use details from the text in the comparison and post for classmates to read.</p>	<p>Compare and contrast events using details from grade level nonfiction text with support</p> <p>Activity: Interpret a Venn diagram that compares and contrasts a grade level text, with support during class discussion.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 5					
Text Elements	Use details from text to <ul style="list-style-type: none"> make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make a prediction from teacher-generated visuals with peer support.</p> <p>Activity: Use teacher created visuals from text to match an event with a possible future event with teacher assistance in a small group using controlled vocabulary.</p> <p>Vocabulary: guess, what if, maybe, perhaps,</p>	<p>Make a prediction from teacher-generated sentences with visual and peer support.</p> <p>Activity: Match teacher chosen predictions from text to pictures and written text with a partner.</p> <p>Vocabulary: predict</p>	<p>Make a prediction from teacher-generated phrases and sentences with text and peer support.</p> <p>Activity: Identify teacher created predictions from text using phrases or short sentences in a small group.</p> <p>Vocabulary: predict, prediction</p>	<p>Make a prediction in writing with text and peer support.</p> <p>Activity: Use isolated events from text to create a prediction using a short sentence with a partner.</p>	<p>Make a prediction orally with text and peer support.</p> <p>Activity: Orally predict what could happen next in a partially read text with a partner using more complex vocabulary.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times						
C						
Grade 5						
Text Elements	Use details from text to <ul style="list-style-type: none"> make inferences 					
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient	
	Use pictures, with support, to make inferences about visually supported leveled nonfiction text read by the teacher. Activity: Use pictures from visually supported, leveled nonfiction text to practice creating questions that lead to making an inference with teacher assistance using keywords and phrases with a small group	Use pictures, with support, to make inferences about visually supported leveled nonfiction text. Activity: Read a visually supported leveled nonfiction text with the whole group. With a partner, make guesses about motivation or outcome and choose pictures to represent these inferences. Vocabulary: Wh questions, circle, underline, keywords, background knowledge, skim, scan, infer, read between the lines	Use pictures, with support, to make inferences about visually supported leveled nonfiction text. Activity: Use teacher labeled pictures from visually supported leveled nonfiction text showing main ideas and keywords leading to inferences. Work in small groups to develop questions and answers.	Make inferences about visually supported leveled nonfiction text with support. Activity: Circle keywords and underline sentences that raise questions in visually supported leveled nonfiction text with a peer.	Use details to make inferences about grade level nonfiction text with support. Activity: Circle keywords and underline sentences that raise questions in grade level text. Make inferences about possible answers supported by details. Compare with a partner.	
	ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
	FR	I 1-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times						
C	Grade 5					
Text Elements	Use details from text to <ul style="list-style-type: none"> evaluate the accuracy of the information 					
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient	
	Use realia based on visually supported, leveled nonfiction texts read by the teacher to evaluate accuracy of information with support. Activity: Use real and imitation objects to illustrate the difference between true and false information. Students choose objects that accurately represent information from the text with support.	Use pictures from visually supported, leveled nonfiction texts and historically accurate pictures to evaluate accuracy of information with support. Activity: Use pictures from a visually supported, leveled text and historically accurate pictures. Categorize, Work in a small group with teacher assistance, pictures from the text as accurate or inaccurate based on this comparison. Vocabulary: true, false, right, wrong, can, could	Use pictures from visually supported, leveled nonfiction texts and historically accurate pictures to evaluate accuracy of information with support. Activity: Use pictures from visually supported, leveled non-fiction texts and compare to actual photography taken at the time or other real, accurate objects. With a partner, list details that show accuracy and/or inaccuracy between the artifacts. Together, write a paragraph explaining their investigations.	Use visually supported, leveled nonfiction texts and historically accurate information in a visually supported form to evaluate accuracy of information with support. Activity: Complete a Venn diagram comparing and contrasting details from a visually supported, leveled text and similar information directly from the source. With support, compare and contrast the accuracy of the information in writing with a partner.	Evaluate the accuracy of details in a grade level nonfiction text with support. Activity: Compare details from a primary source with details from a grade level text. Create a graphic organizer to contain the comparisons. With a partner, prepare a short oral presentation, with a visual aid, to explain their findings to the class.	
	TESOL Stds.					
	Content ELP Stds.					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 5					
Use details from text to <ul style="list-style-type: none"> identify and interpret author's ideas and purpose 					
Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use pictures, with support, to identify author's purpose in visually supported, leveled nonfiction texts read by the teacher. Activity: Use visually supported, leveled nonfiction texts on the same topic but written for different purposes to illustrate the point. Use pictures to show different purposes (inform, persuade, entertain and so forth). Sort texts using a picture of the author's purpose as a heading as a small group activity.	Use actions, with support, to identify author's purpose in visually supported, leveled nonfiction texts with support. Activity: After reading a visually supported, leveled nonfiction text, adapt it as a short play with several different author's purposes. In a small group, students perform each play and discuss how they are different according to the author's purpose. Vocabulary: author, purpose, wh questions, inform, entertain, acknowledge, justify, persuade, reason, categorize	Identify author's purpose in visually supported, leveled nonfiction texts with support. Activity: Categorize visually supported, leveled texts by author's purpose practicing to inform, to entertain, and to persuade with a partner. Stating simple reasons to justify choices based on details from the texts.	Identify and interpret author's purpose in visually supported, leveled nonfiction texts with support Activity: Interpret an author's purpose using a variety of teacher selected visually supported, leveled nonfiction texts, underlining key phrases. With a partner, use these phrases to support their choice of author's purpose. Post for a gallery walk.	Identify and interpret author's purpose in grade level nonfiction texts with support Activity: Preview a grade level text with a whole group. Make an inference regarding the author's purpose based on the information contained in the preview. After reading, evaluate the accuracy of his inference with a partner.
ST	CA 3 1.6, 2.4, 3.1, 3.5				

FR	I 3c, II 1f, III 2e-f, 3a, K-4
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3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 5				
Text Elements	Use details from text to <ul style="list-style-type: none"> make inferences about problems and solutions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make inferences about problems and solutions in a visually supported, leveled nonfiction text read by the teacher.</p> <p>Activity: Use visuals from the text to show a problem and a variety of solutions. Students match a picture of the problem to a visual solution as part of a small group.</p>	<p>Make inferences about problems and solutions in a visually supported, leveled nonfiction text with support.</p> <p>Activity: Identify problems, with support, in a visually supported, leveled nonfiction text. Illustrate the problem then share it with small group to orally discuss possible solutions.</p> <p>Vocabulary: problem, solution, inferences, wh questions, visualize. connect, mind pictures, important ideas</p>	<p>Make inferences from details about problems and solutions in a visually supported, leveled nonfiction text with support.</p> <p>Activity: Identify problems and solutions in visually supported, leveled nonfiction text. Illustrate the problem and solutions, then share them with small group. Give specific examples from visual and written part of the text to support inferences.</p>	<p>Make inferences from details about problems and solutions in a visually supported, leveled nonfiction text with support.</p> <p>Activity: Infer problems and solutions in visually supported, leveled nonfiction text. Organize information taken from the text regarding the problem and its solution. Share organizer with a classmate and explain.</p>	<p>Make inferences from details about problems and solutions in a grade level nonfiction text with support</p> <p>Activity: Find evidence for inferences made about problems and solutions in grade level text with a partner. Create a graphic organizer that organizes that evidence.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D	Grade 5				
Understanding Directions	Read and follow multi-step directions to complete a task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Follow visuals to complete a simple multi-step task with teacher modeling.</p> <p>Activity: Follow oral directions, read by the teacher, to complete a task with visuals and modeling in a small group.</p> <p>Vocabulary: first, second, third, fourth, then, after, next</p>	<p>Follow visuals to complete a simple multi-step task with teacher directions and peer support.</p> <p>Activity: Follow oral and written directions, read by the teacher to complete a task with visuals with a partner.</p>	<p>Connect oral directions with written directions in a small group.</p> <p>Activity: Follow oral and written directions, read by the teacher to complete a task with visuals with a partner.</p>	<p>Follow steps to assemble a small project with a partner.</p> <p>Activity: Follow steps with a partner in a grade-level technical manual containing visual support.</p>	<p>Follow steps to assemble a small project with a partner.</p> <p>Activity: Follow steps with a partner in a grade-level technical manual containing visual support.</p>
ST	CA 3 1.5, 1.6				
FR	I 6a, 5-8				

Writing

1 Apply a writing process in composing text					
Grade 5					
Writing Process	Follow a writing process to <ul style="list-style-type: none"> • organize information in a graphic organizer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Organize, with support, information from a visually supported, leveled text read by the teacher.	Organize, with support, information from a visually supported, leveled text.	Organize, with support, information to use in writing.	Organize, with support, information to use in writing.	Organize, with support, information to use in writing.
	<p>Activity: Complete, using pictures, a partially completed graphic organizer based on a visually supported, leveled text with teacher assistance in a small group.</p>	<p>Activity: Complete a teacher created graphic organizer based on a visually supported, leveled text with a partner.</p> <p>Vocabulary: graphic organizer, writing, cell, box, line, oval, web, connect</p>	<p>Activity: Complete a graphic organizer, choosing from limited items of information (in a bank) for writing a short composition. Discuss information in the organizer with a partner and explain how to use it in writing.</p>	<p>Activity: Read an anchor paper and, as a class, analyze it to determine what kind of graphic organizer was used in planning and how it was completed. Do the same thing with a different anchor paper in pairs. Each pair reports to the class and shows their organizer. Generate a simple graphic organizer independently to be used in pre-writing.</p>	<p>Activity: Select, or create, and complete a graphic organizer as a plan for writing, with support.</p> <p>Choose among a variety of graphic organizers, one suited to the topic, comparing different elements that might make it easier to collect ideas for writing with a partner.</p>
	ST	CA 1, 4 1.8, 2.1, 2.2			
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

1 Apply a writing process in composing text					
A		Grade 5			
Writing Process	Follow a writing process to <ul style="list-style-type: none"> apply writing process to write effectively in various forms and types of writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sort visually supported, leveled text read by the teacher by type with support. Activity: Match single words to different types of writing that are clearly different based on visual cues with teacher as part of a small group.	Sort visually supported, leveled text by type and correlate to the writing process with support. Activity: Use visuals to show the steps in the writing process. Match single words to steps in the writing process and show steps for each type of writing. Give pictures to students and have them reformulate the presentation. Vocabulary: prewriting, draft, rough draft, edit, essay, paragraph, word, sentence, phrase, final copy, publish, produce, revise, improve	Identify different types of writing and steps in the writing process for each with support. Activity: Give students visually supported anchor papers of different types (friendly letter, personal narrative, first person biography, and so forth) written by students. In pairs, list the steps in the writing process that would have been used. Make a list and share it with the class in class discussion.	Identify different types of writing and steps in the writing process for each with support. Activity: Apply writing process to write a variety of type of writing. Use an anchor paper for each. Then have students select a type and apply the writing process to write the same type of writing. Publish each paper in the classroom library with notes about how it was composed.	Identify different types of writing and steps in the writing process for each with support. Activity: Use the appropriate writing process when writing any type of writing produced up to this point.
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

2 Compose well-developed text using standard English conventions					
A	Grade 5				
Handwriting	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Deliberately Blank (No GLE)				
ST					
FR					

2 Compose well-developed text using standard English conventions					
B	Grade 5				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> titles (books, stories, poems) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use capitalization in titles with support. Activity: Identify capital letters in titles by circling the capitals following a teacher model with a small group.	Use capitalization in titles with support. Activity: Use uncapitalized titles for previously read, visually supported levels texts (books, stories, poems) students working in pairs capitalize the necessary words. Refer to classroom library for support.	Use capitalization in titles with support. Activity: Capitalize all titles within a text with peer assistance. Explain why each capitalization was used to a peer.	Use capitalization in titles with support. Activity: Capitalize titles correctly within a text in peer edit	Use capitalization in titles with support. Activity: Consistently capitalize all titles within a text.
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
B Grade 5					
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> proper nouns (departments of government, school subjects) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Capitalize proper nouns with support.	Capitalize proper nouns with support.	Capitalize proper nouns with support.	Capitalize proper nouns with support.	Capitalize proper nouns with support.
	<p>Activity: Use a visually supported, leveled text to located different types of proper nouns. Names, places, days and months. Together, make a list for each. Ask students what is the same about every word in the list.</p>	<p>Activity: Add holidays, names or organizations, geographical features and so forth. Repeat previous activity.</p>	<p>Activity: Add additional categories such as personal and professional titles, names of businesses, movies, and so forth. Repeat activity.</p> <p>(Note: The issue is not the capitalization; it is knowing what is a proper noun and what is not. This requires extensive vocabulary and familiarity with the language.)</p>	<p>Activity: Continue previous activity, adding different categories as they arise. Expect to see previously discussed categories capitalized in student's writing.</p>	<p>Activity: Consistently capitalize all proper nouns in own writing with support.</p>
	ST	CA 1 1.6, 2.2			
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 5					
Punctuation	In composing text, use <ul style="list-style-type: none"> comma in compound sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate commas in compound sentences with support.</p> <p>Activity: Locate and circle commas in a compound sentence with teacher assistance in a small group. Show how two sentences are joined with conjunctions to form a compound sentence.</p> <p>(Note: Again, the problem is not the comma, but identifying a sentence as compound.)</p>	<p>Compose and punctuate with a comma a compound sentence with support.</p> <p>Activity: Using sentence strip for each simple sentence join two together with a conjunction and a comma, with support. Use only words students know in composing the sentences.</p> <p>Vocabulary: compound, comma, noun, punctuation, conjunctions, and, listing, items, things, group</p>	<p>Compose and punctuate with a comma a compound sentence with support.</p> <p>Activity: Use a simple sentence bank. Make as many compound sentences as possible using conjunction and punctuating correctly. Work with a partner. Sentences that don't make sense are disqualified.</p>	<p>Compose and punctuate with a comma a compound sentence with support.</p> <p>Activity: Write short paragraphs using commas in compound sentences. Correctly peer edit writing for comma in compound sentences, with support.</p>	<p>Compose and punctuate with commas compound sentences with support.</p> <p>Activity: Use correctly punctuated compound sentences in own writing. Seek support as needed.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 5					
Punctuation	In composing text, use <ul style="list-style-type: none"> apostrophe in singular possessives 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate apostrophes in singular possessives with assistance.	Use apostrophes in singular possessives with assistance.	Use apostrophes in singular possessives with assistance.	Use apostrophes in singular possessives with assistance.	Use apostrophes in singular possessives with assistance.
	Activity: Collect a variety of different objects from students. Put them in a bag and pull one out at a time, saying “John’s pencil” Write this on chart paper and circle the apostrophe in a different color. Invite students to play. They can point to the phrase on the chart.	Activity: Create flashcards with singular nouns, an apostrophe, and the letter “s” and put them together to form singular possessives. Copy phrases in groups. Vocabulary: singular, plural, apostrophe, noun, possessive, agreement	Activity: Use, with a partner, flashcards to place the apostrophe and s or es in the correct location in a singular possessives in visually supported leveled text, or student writing following a teacher model.	Activity: Use and write singular possessives correctly in own writing. Edit correctly in peer edits. Seek support when unsure.	Activity: Use and write singular possessives correctly in own writing. Edit correctly in peer edits. Seek support when unsure.
	ST	CA 1 1.6, 2.2			
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
D	Grade 5				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> verb tense 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use simple verb tenses in writing with support.	Use simple verb tenses in writing with support.	Use simple and progressive verb tenses in writing with support.	Use simple, progressive, and perfect verb tenses in writing with support.	Use simple, progressive and perfect verb tenses in writing with support.
	Activity: Use a calendar or clock to indicate time. Associate an activity to a word and a form or phrase to the time. Use only simple past, present and future. Model each. Show walk. Show time. Show walked, Show walk, Show will walk. Use headings and copy each under the appropriate heading.	Activity: Repeat previous activity. Use only regular verbs, but add more vocabulary.	Activity: Repeat previous activity but add the concept of an exact time in the present, past and future. Formulate the verb tense and apply. Record in writing under time headings.	Activity: Repeat but use two activities, or a continuing an activity to show the meaning of the perfect tenses. Record under appropriate headings and note verb parts. Introduce irregular verbs.	Activity: In student's own writing, observe the correct use of a variety of verb tenses.
					(Note: As there are 16 tenses in English and variety of different ways to use these tenses, not to mention the necessary vocabulary and types of verbs, full, correct usage is developmental.)
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
D Grade 5					
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> adjective forms 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate and comprehend adjectives in writing with support.</p> <p>Activity: Use flash cards to introduce visually supported adjectives in a small group. Provide examples of sentences using adjectives. Have students circle visually supported adjectives in sentences with teacher assistance in a small group.</p>	<p>Locate and comprehend adjectives in writing with support.</p> <p>Activity: Repeat previous activity, extending the number of visually supported adjectives. Use them to modify a variety of visually supported nouns. Make and copy sentences using the target vocabulary and grammar.</p>	<p>Use adjectives correctly in writing with support.</p> <p>Activity: Using text written by students model how using adjectives correctly can enhance writing. In pairs, students review their own writing to add adjectives from a list generated by the class. Check with the teacher to be sure they have been used correctly.</p>	<p>Use adjectives correctly in writing with support.</p> <p>Activity: Continue to identify adjective from visually supported, level texts and define in a student dictionary. Observe the use of these in student's own writing. Set a goal of using three or four new adjectives in each paper.</p>	<p>Use adjectives correctly in writing with support.</p> <p>Activity: Continue to study adjectives and add to vocabulary. Practice changing nouns to adjectives.</p> <p>Recognize adjective clauses in sentences and begin to use them in writing.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
E Grade 5					
Spelling	In writing, use				
	<ul style="list-style-type: none"> correct spelling of grade-level frequently used words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Spell high frequency words correctly when writing with support.	Spell high frequency words correctly when writing with support.	Spell high frequency words correctly when writing with support.	Spell high frequency words correctly when writing with support.	Spell high frequency words correctly when writing with support.
	<p>Activity: Use a list of teacher selected, frequently used words that the student comprehends. Trace the word on the back of a peer, trace in the air, or use magnetic letters to practice spelling and pronouncing in a small group. Maintain a list of core words.</p> <p>(Note: Do not use words that the student does not understand or cannot use grammatically.)</p>	<p>Activity: Use magnetic letters to practice spelling word families by changing beginning, middle, or ending letters of words with a partner. Student must be able to use generated words.</p> <p>Illustrate the spelling words and practice pronunciation with a partner. Maintain a list of core words.</p> <p>Vocabulary: spelling, correct, frequently, practice, Word wall, list, spelling test</p>	<p>Activity: Give a spelling test to a peer using a “fun” medium to spell the words (magnetic letters, shaving cream, white boards).</p> <p>Create flashcards of spelling words and match to definitions or pictorial representations, then use for a memory (concentration) game with a peer. Maintain a list of core words. Use in peer editing.</p>	<p>Activity: Locate frequently used words in town writing. Underline them, and use in a new sentence. Use peer editing to check.</p> <p>Use spelling words to create a word search and then switch with a partner</p>	<p>Activity: In writing use and maintain a list of frequently used words. These words must always be spelled correctly for writing to be at the final draft stage.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6a, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
E Grade 5					
Spelling	In writing, use <ul style="list-style-type: none"> spelling strategies and patterns 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use spelling strategies and patterns with support.</p> <p>Activity: Change beginning or end of a spelling word to create a new, visually supported, meaningful word with a peer or teacher.</p>	<p>Use spelling strategies and patterns with support.</p> <p>Activity: Make a chart, with teacher modeling, showing various ways to spell a sound. In pairs, students generate words containing the sound, try to spell it and check it in a student dictionary or with the teacher.</p> <p>Vocabulary: strategies, patterns, create, blends, sounds, pronunciation, same, different, noun, verb, pronoun, adjective, adverb</p>	<p>Use spelling strategies and patterns with support.</p> <p>Activity: Visualize spelling words through a think aloud with a partner.</p> <p>Memorize spelling rules such as “i before e except after c”</p>	<p>Use spelling strategies and patterns with support.</p> <p>Activity: Write a friendly letter with all words spelled correctly. Make a list of strategies used to spell new words or words that the student was unsure of. Share successful work with a partner.</p> <p>Use jingles to remember spelling rules and sing them with the peers.</p>	<p>Use spelling strategies and patterns with support.</p> <p>Activity: Correctly spell words in own writing. Notice any words one does not know how to spell and add to personal dictionary. Continue to build spelling ability through different strategies with support.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6a, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
E Grade 5					
Spelling	In writing, use <ul style="list-style-type: none"> classroom resources and dictionary to verify correct spelling 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use classroom resources to verify correct spelling with support.</p> <p>Activity: Place newly acquired vocabulary words on a word wall. Support words with pictures.</p>	<p>Use classroom resources to verify correct spelling with support.</p> <p>Activity: Use word wall and spelling journal to assist in spelling correctly when writing simple sentences. Create a picture dictionary file of selected words. Divide each card into quarter. Write the word, draw a picture, write a synonym and use in a sentence with support.</p> <p>Vocabulary: dictionary, entry, alphabetical order, meaning, definition, guide words, pronunciation, spell-check</p>	<p>Use classroom resources to verify correct spelling with support.</p> <p>Activity: Practice using guidewords and alphabetical order by participating in dictionary games with a small group.</p>	<p>Use classroom resources to verify correct spelling with support</p> <p>Activity: Make a list of ways to verify correct spelling. Include using the text a word came from and the question the word was used in. Practice using guidewords and alphabetical order by participating in dictionary games with peers.</p>	<p>Use classroom resources to verify correct spelling with support</p> <p>Activity: Use all available classroom resources to spell correctly. Generate an increasingly high number of spelling error free papers with support.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6a, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F Grade 5					
Sentence Construction	In composing text: <ul style="list-style-type: none"> Write compound sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Combine simple sentences to generate compound sentences with support.</p> <p>Activity: Identify coordinate conjunctions. Use to compose compound sentences. Support with visuals. Write on chart paper. Students copy.</p>	<p>Compose compound sentences with support.</p> <p>Activity: Combine simple, visually supported sentences to make compound with support. Separate a compound sentence into simple sentences with support.</p>	<p>Write compound sentences with support.</p> <p>Activity: Identify conjunctions in compound sentences with teacher assistance Write simple sentences independently and use those sentences to create compound sentences with teacher assistance.</p> <p>Write compound sentences in own writing.</p>	<p>Write compound sentences with support.</p> <p>Activity: Use compound sentences regularly and correctly in own writing. Edit correctly for compound sentences when engaged in peer editing. Seek support if unsure.</p>	<p>Write compound sentences with support.</p> <p>Activity: Use compound sentences regularly and correctly in own writing. Edit correctly for compound sentences when engaged in peer editing. Use comma correctly in compound sentences. Seek support if unsure.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F Grade 5					
Sentence Construction	In composing text, identify and write sentences: <ul style="list-style-type: none"> identify and eliminate fragments in writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify complete sentences with support.</p> <p>Activity: Use visuals to show a complete SVO sentence that is written on a strip. Cover parts of the sentences and picture to show things omitted. Create a chart with two headings: Complete Sentences and Sentence Fragments. Students observe. Use symbols to show good and bad.</p>	<p>Identify complete sentences with support.</p> <p>Activity: Use simple sentences from visually supported, leveled text to identify complete sentences with teacher assistance. Remove parts of the sentence (words) and the corresponding parts of the visual to make a fragment. Give students a list of complete and fragment sentences. Sort into categories in pairs.</p>	<p>Identify complete sentences with support.</p> <p>Activity: Write a paragraph. With a peer, illustrate the parts (SVO) of each sentence. When all parts are not present, the sentence is a fragment. Rewriting fragments as complete sentences. Recopy paragraph and reread.</p>	<p>Identify complete sentences with support.</p> <p>Activity: Peer edit writing to identify fragments. Change own writing to reflect only complete sentences.</p>	<p>Write complete sentences in composition with support.</p> <p>Activity: Peer edit another student's work to correctly identify fragments. In own work, revise fragments identified by editor into complete sentences. Seek support when unsure.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

3 Write effectively in various forms and types of writing					
A Grade 5					
Narrative and Descriptive Writing	Write personal narrative text that <ul style="list-style-type: none"> chronicles a sequence of events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use pictures to tell a story in chronological order with support.</p> <p>Activity: Create a common experience. Model, using pictures, the story of that experience. Have students use the pictures to recreate their experience with support. Remove and replace pictures not correctly sequenced.</p>	<p>Use pictures to tell a personal story in chronological order with support.</p> <p>Activity: Use pictures to retell a personal event, such as a birthday party, with support. Identify transitional words to indicate sequence (first, then, so, next, lastly etc.) with teacher assistance and visuals in a small group. With a partner, write a personal narrative in response to the pictures.</p>	<p>Write a personal narrative in chronological order with support.</p> <p>Activity: Write a personal narrative with a partner, put the events in the narrative in chronological order. Reread and remove and/or replace any events that do not correspond to a timeline for the narrative. Use a timeline as a pre-writing planner for this activity. Seek support from partner and teacher as needed.</p>	<p>Write a personal narrative in chronological order with support.</p> <p>Activity: Compose a story with a definite beginning, middle and end that is expressed through text and visuals with peer editing,</p>	<p>Write a personal narrative in chronological order with support.</p> <p>Activity: Write a personal narrative in correct chronological order. The narrative must have a beginning, middle and end. Check by peer editing. Publish in classroom binder.</p>
ST	CA 4 1.8, 2.1				
FR	II 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
A	Grade 5				
Narrative and Descriptive Writing	Write personal narrative text that <ul style="list-style-type: none"> focuses on the development of a single event 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify personal events with support. Activity: Introduce question words of who, what, when, and where along with visuals to identify a personal event in a small group Write single words in response to questions concerning a personal event in a small group.	Identify personal events with support. Activity: Write simple sentences in response to questions concerning a single life event with teacher assistance. Have pictures available to assist.	Write a personal narrative that focuses on a single event with support. Activity: Write simple sentences about a particular personal event illustrated with a photograph with minimal teacher assistance. Use a web with the picture embedded in the center as a pre-writing activity.	Write a personal narrative that focuses on a single event with support. Activity: Use the writing process to plan, draft, revise, edit, and finalize a personal narrative based on a single event with peer support.	Write a personal narrative that focuses on a single event with support. Activity: Use the writing process to plan, draft, revise, edit, and finalize a personal narrative based on a single event with peer support. Develop reader interest as much as possible.
ST	CA 4 1.8, 2.1				
FR	II 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
B	Grade 5				
Note-Taking	Use a note-taking system to organize information from written text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe note taking.</p> <p>Activity: Use teacher modeling and visuals to identify concepts and ideas in visually supported, leveled text by highlighting in the original text and then reproducing a teacher or class generated T-list with main ideas represent visually on the left side and details represented by pictures on the right side.</p>	<p>Use note taking to organize information from a visually supported, leveled text with support.</p> <p>Activity: Complete the previous activity, using pictures, to complete a T-chart about a visually supported, leveled text with a partner.</p>	<p>Use note taking to organize information from a visually supported, leveled text with support.</p> <p>Activity: Teacher models to identifying concepts and ideas by highlighting in a visually supported leveled and then students complete an organizer with support.</p>	<p>Use note taking to organize information from a visually supported, leveled text with support.</p> <p>Activity: Identify main ideas and supporting by highlighting in the original text, then complete an organizer and compare with a peer to check accuracy.</p>	<p>Use note taking to organize information from a grade level text with support.</p> <p>Activity: Identify main ideas and supporting details from text to complete an organizer as a study guide in an expert group. Share with a peer.</p>
ST	CA 2, 3, 4 1.6, 1.8				
FR	I 3d, II 4a, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 5					
Expository and Persuasive Writing	Write expository and persuasive paragraphs (emphasizing compare/contrast) with <ul style="list-style-type: none"> • an effective topic sentence or a point to prove 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use pictures to show a topic and supporting details with assistance.</p> <p>Activity: Draw a topic, such as a stick figure. Write the name of the stick figure (The man works.) Then add visual details and label each. Add details to the topic. (hard all day long). Have students do the same with support for labeling. Teach topic and supporting details.</p>	<p>Use pictures to show a topic and supporting details with assistance.</p> <p>Activity: Use visually supported, leveled advertisements to show persuasion. Identify the main idea and details used to persuade. In pairs, have students do the same with similar advertisements.</p> <p>Vocabulary: advertisement, editorial, essay, slogan, logical argument, data, evidence, different, alike, same as, problem, expository, persuasive</p>	<p>Identify a topic and supporting details meant to persuade with assistance.</p> <p>Activity: Use visually supported, leveled texts. Have students highlight the topic sentence in one color and persuasive details in another. Have students use this as an example for composing their own persuasive paragraph with a partner.</p>	<p>Write a paragraph to persuade using a topic sentence and persuasive details with support.</p> <p>Activity: Create a poster to advertise something with support. Write a paragraph at the bottom of the poster to explain why a person should purchase this product. Use convincing details. Post for a gallery walk. In class discussion, tell which products you would buy and how you were convinced.</p>	<p>Write a paragraph to persuade using a topic sentence and persuasive details with support.</p> <p>Activity: Chose an idea that interests you but that you know other people may not feel as you do about. Use a Venn diagram to compare and contrast ideas. Take the information from the diagram to write a paragraph to persuade with support. Use real life topics and details.</p>
ST	CA 4 1.8, 2.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 5					
Expository and Persuasive Writing	Write expository and persuasive paragraphs with <ul style="list-style-type: none"> three or more supporting sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use pictures to show persuasive supporting sentences for a topic with support.</p> <p>Activity: Brainstorm places students would like to go from pictures. Chose one a find supporting visuals to explain why. Write the sentences that correspond to the pictures chosen. Students observe and help select pictures. Read sentences together.</p>	<p>Identify persuasive supporting sentences for a topic in visually supported, leveled texts with support.</p> <p>Activity: Find a topic and identify three supporting sentences meant to persuade in a visually supported, leveled text. Highlight these with different colors. Using other visually supported, leveled texts and working in pairs, find more examples.</p> <p>Vocabulary: different, alike, same as, problem, expository, persuasive, supporting, details, supporting details</p>	<p>Identify persuasive supporting sentences for a topic in visually supported, leveled texts with support.</p> <p>Activity: Repeat the previous activity. Choose a topic of interest and write a topic sentence and three supporting sentences intended to persuade your audience, with a partner. Read your paragraph with expression to your partner.</p>	<p>Write a persuasive paragraph with three or more supporting sentences with support.</p> <p>Activity: Choose a topic of interest, draw a picture expressing your point of view, and write a topic sentences and at least three supporting sentences trying to persuade others to adopt your point of view, with support. Post for a gallery walk. Then do thumbs up, thumbs down to indicate whether or not the paragraph has persuaded classmates.</p>	<p>Write a persuasive paragraph with three or more supporting sentences with support.</p> <p>Activity: Write a topic sentence and at least three supporting sentences in a paragraph to persuade with support.</p>
ST	CA 4 1.8, 2.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C					
Grade 5					
Expository and Persuasive Writing	Write expository and persuasive paragraphs with <ul style="list-style-type: none"> • a concluding sentence 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use pictures to show persuasive concluding sentences for a topic with support.	Identify concluding sentences for a persuasive paragraph in visually supported, leveled texts with support.	Write a concluding sentence to persuasive paragraphs with support.	Write a concluding sentence persuasive paragraph with support.	Write a concluding sentence persuasive paragraph with support.
	Activity: After doing previous activity about favorite places. Write concluding the sentence that summarizes the pictures chosen. Draw lines to show how important information is included Students observe and help select pictures. Read sentences together.	Activity: Highlight concluding sentences in visually supported, leveled texts written to persuade. Draw lines to connect ideas in the paragraph to items mentioned in the concluding statement. Find other examples and apply the same procedure with a partner. Vocabulary: expository, persuasive, concluding sentence, beginning, middle, end, topic sentence	Activity: Write a persuasive paragraph with a clear topic, at least three supporting sentences and a concluding sentence that restates the main idea and important support. Trade paragraphs with a partner and analyze to determine if the paragraph has all the necessary parts. Seek support as needed.	Activity: Apply peer editing locate and identify effective concluding sentences or the absence thereof. If paragraphs lacks a concluding sentence, conference with partner to help write one. Explain why one is needed and the elements necessary, with support.	Activity: Use concluding sentences when writing paragraphs with support.
	ST	CA 4 1.8, 2.1			
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
D Grade 5					
Summary Writing	Write a summary/re-tell the main ideas of written text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use pictures to summarize a visually supported, leveled text read by the teacher.</p> <p>Activity: Select pictures from the visually supported, leveled text to retell the story. Only the most important pictures can be selected and there must be many fewer than in the original text. Students observe and participate in picture selection.</p>	<p>Use single words connected to pictures to summarize a visually supported, leveled text with support.</p> <p>Activity: Repeat the previous activity, labeling pictures with words or short phrases. Model putting the words and phrase together to form a paragraph that tells what the text was about.</p>	<p>Use phrases and simple sentences from visually supported, leveled text to write a summary.</p> <p>Activity: Locate sentences (usually the topic sentences) in a visually supported, leveled text that can be used to summarize it. Model modifying the list of sentences to make a paragraph. Have partners do the same procedure with another text. Read summaries to the class.</p>	<p>Write a summary of a visually supported, leveled text with support.</p> <p>Activity: Read a visually supported, leveled text. With a partner, highlight the main ideas of the text. Compose a short summary using the main ideas.</p>	<p>Write a summary of a visually supported, leveled text with support.</p> <p>Activity: Use summarizing as a study technique. With a partner, summarize a section of the material being studied. Share summaries as part of a jigsaw.</p>
ST	CA 2, 3, 4 1.6, 2.1, 3.5				
FR	II 1a, 2a, b, 5-8				

3 Write effectively in various forms and types of writing					
E Grade 5					
Audience and Purpose	Write well-organized communications in a selected form appropriate to a specific audience (e.g., parents, friend, younger child) and purpose				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Correlate audience to form of written communication using visuals with support.</p> <p>Activity: Match samples of written forms of communications to visuals representing the audience. Then, label. Students observe and help match written forms with audience. Ex: note with picture of a classmate. Letter with picture of Grandmother.</p> <p>Vocabulary: letter, note, audience, parent, friend, teacher, formal, informal, purpose, information, communication</p>	<p>Write a short communication to a specified audience with support.</p> <p>Activity: Make an invitation to a party for a classmate, a teacher and a neighbor. Work with a partner. Use drawings to support information. Discuss why each invitation is different although it contains the same information.</p> <p>Vocabulary: letter, note, audience, formal, informal, purpose, information, communication</p>	<p>Write an informal letter for a specific purpose for to a specified audience with a partner</p> <p>Activity: Use pictures of different audiences. Address letter to three different audiences, using the same information, but different tone to address different audiences with a partner. Present the three letters to the class and explain some of the choices you made.</p> <p>Vocabulary: letter, note, audience, formal, informal, purpose, information, communication</p>	<p>Write a formal letter to a specified audience requesting information with support.</p> <p>Activity: Imagine that you have a defective bicycle and need to replace a part. Write a letter to the company explaining your problem and asking them to help you solve it. Then write another letter to your aunt, who gave you the bicycle on the same topic. Check with a partner to determine if both letters are appropriate for the audience.</p>	<p>Write a formal letter to express an opinion or point of view.</p> <p>Activity: Read the “Letters to the Editor” section a grade level, classroom newspaper. Write your own letter to the editor on a topic you choose. Write another on the same topic to your mother. Seek support as needed.</p>
ST	CA 4 1.8, 2.1				
FR	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8				

Listening and Speaking

1 Develop and apply effective listening skills and strategies					
A Grade 5					
Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate listening behaviors with support.</p> <p>Activity: Compare listening behavior in the classroom with listening behavior at home. How are they the same and different? Use pictures of different kinds of listening behavior to express ideas.</p> <p>Vocabulary: characters, setting, theme, time, place</p>	<p>Demonstrate listening behaviors with support.</p> <p>Activity: Use words and phrases to express opinions (likes, dislikes, favorites) in response to teacher-read visually supported, leveled stories in a small group. Discuss and model how to show listening.</p> <p>Vocabulary: like, dislike, favorite, opinion, neutral</p>	<p>Demonstrate listening behaviors with support.</p> <p>Activity: Choose listening material from previously read, visually supported, leveled texts. Explain why it is a favorite. Show listening behaviors as teacher reads the selection for the class.</p> <p>Vocabulary: reason, because, like, dislike, favorite, neutral, opinion, satisfying, mystery, drama, bibliography, suspense, reference, informational</p>	<p>Demonstrate listening behaviors with support.</p> <p>Activity: After listening to visually supported, leveled text express enjoyment verbally. Describe other things you enjoy listening to, to a partner. Role-play listening behavior when one enjoys what they hear, with support. Consider the effect of culture on listening.</p>	<p>Demonstrate listening behaviors with support.</p> <p>Activity: Use self-selected, grade-level listening materials. Retell highlights or express how and why you enjoyed listening to the selection, with support.</p>
ST	CA 5,6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A		Grade 5			
Purpose for Listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate listening behaviors with support. Activity: Use visual support to actively listen for specific information in teacher-read visually supported, leveled texts in a small group. Raise picture when its name is heard.	Demonstrate listening behaviors with support. Activity: Answer yes/no (true/false) questions based on teacher-read, visually supported, leveled texts in a small group Vocabulary: Who, what, when, where, why, how, person, place, time, object, with, without, yes, no, true, false	Demonstrate listening behaviors with support. Activity: Answer basic comprehension questions based on teacher-read, visually supported, leveled texts with a peer.	Demonstrate listening behaviors with support. Activity: Develop three questions designed to clarify information after listening to visually supported, leveled text read by a partner.	Demonstrate listening behaviors with support. Activity: Summarize the information presented in grade-level text after hearing a partner read a selection aloud.
ST	CA 5,6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A Grade 5					
Purpose for listening	Listen <ul style="list-style-type: none"> • for directions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen for directions with support.</p> <p>Activity: Listen to and follow teacher-read directions that result in a product or require physical response with visual support in a small group.</p> <p>Vocabulary: up, down, open, close, fold, tear, sit, stand, raise your hand, quiet, on, off, write, draw, listen, look, left, right, forward, back</p>	<p>Listen for directions with support.</p> <p>Activity: Follow simple (3 steps or less) teacher-read directions when steps are given individually with visual support or require physical response in a small group</p> <p>Vocabulary: prepositions of place, ordinal numbers, if, then, next, last, finally, left, right, forward, back</p>	<p>Listen for directions with support.</p> <p>Activity: Follow teacher-read directions with four or five steps, when steps are given individually with visual support or requiring physical response.</p> <p>Vocabulary: prepositions of place, ordinal numbers, if, then, next, last, finally, left, right, forward, back</p>	<p>Listen for directions with support.</p> <p>Activity: Follow oral directions to perform tasks in context. Ask clarifying questions, if necessary to complete task.</p>	<p>Listen for directions with support.</p> <p>Activity: Follow oral multi-step directions asking clarifying questions when necessary.</p>
ST	CA 5,6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1 Develop and apply effective listening skills and strategies					
A Grade 5					
Purpose for listening	Listen <ul style="list-style-type: none"> to identify tone, mood and emotion of verbal and nonverbal communication 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to identify tone of voice with support.</p> <p>Activity: Listen as teacher reads visually supported, leveled text, emphasizing feeling in the text. Hold up one of two cards with a visual representation of an emotion to show tone.</p> <p>Vocabulary: happy, sad, excited, angry, frightened, mad etc...</p>	<p>Listen to identify tone, mood or emotion with support.</p> <p>Activity: Listen to an oral reading of a visually supported, leveled text. Use exaggerated facial expressions to respond to the emotions in the story within a small group. Connect vocabulary to student expressions.</p>	<p>Listen to identify tone, mood or emotion with support.</p> <p>Activity: Attend a classroom play. As part of the audience, discuss the feeling of the characters and how these feeling were conveyed. Post a classroom chart showing different emotions and corresponding vocabulary as a student reference.</p>	<p>Listen to identify tone, mood or emotion with support.</p> <p>Activity: Listen to a partner read statements in different tones of voice with different nonverbal cues. State which emotion he is expressing.</p>	<p>Listen to identify tone, mood or emotion with support</p> <p>Activity: After listening to grade level text being read, tell what emotions the reader expressed. As part of a small group, review the text to find cues that indicate to the reader which emotions they should express when reading.</p>
ST	CA 5,6 1.5, 1.6, 1.10				
FR	I 1f, II 5b, III 1b, K-4				

1	Develop and apply effective listening skills and strategies				
B	Grade 5				
Listening Behavior	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Copy/mirror teacher's behavior of proper listening techniques for various school related situations.</p> <p>Understand the importance of eye contact in the American culture in a small group.</p> <p>Vocabulary: listen, interruption, eye contact, culture, prepare, sit, nod, raise your hand, quiet, respect</p>	<p>Demonstrate proper behaviors for a variety of formal and informal situations with teacher support.</p> <p>Understand the importance of eye contact in the American culture in a small group</p> <p>Vocabulary: listen, interruption, eye contact, culture, prepare, sit, nod, raise your hand, quiet, respect</p>	<p>Demonstrate the actions necessary for listening in a specified formal or informal situation with teacher support.</p> <p>Understand the importance of eye contact in the American culture.</p> <p>Vocabulary: listen, interruption, eye contact, culture, prepare, sit, nod, raise your hand, quiet, respect</p>	<p>Demonstrate the actions necessary for listening in a specified formal or informal situation with peer support.</p> <p>Understand the importance of eye contact in the American culture.</p>	<p>Demonstrate individual knowledge of the actions necessary for listening in a specified formal or informal situation.</p>
ST	CA 5, 6 1.5				
FR	II 5b, III 1c, IV 1e, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 5				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> • give organized presentations that demonstrate a clear viewpoint 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use teacher prepared illustrations with single words or phrases to convey a specific point of view. Practice presenting in a small group with teacher assistances Vocabulary: discussion, presentation, organize, talk, speak, viewpoint	Choose a viewpoint on a teacher prepared topic to organize phrases or simple sentence with a partner. Vocabulary: discussion, presentation, organize, talk, speak, viewpoint	Demonstrate a viewpoint on a specified topic by participating in a class discussion. Vocabulary: presentation, organize, talk, speak, viewpoint	Demonstrate a viewpoint by participating in a class discussion or prepared presentation with some teacher assistance. Vocabulary: presentation, organize, viewpoint	Demonstrate a viewpoint by participating in a class discussion or prepared presentation Vocabulary: presentation, organize, viewpoint
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 5				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> • select and use appropriate public speaking techniques such as rate, pace and enunciation 				
	<p style="text-align: center;">Basic Beginner</p> <p>Use rate, pace and enunciation in speaking with support.</p> <p>Activity: Repeat three to five word sentences (with meaning) using fingers to designate words. Speak words slowly and clearly.</p> <p>Vocabulary: rate, speed, expression, volume, enunciation,</p>	<p style="text-align: center;">High Beginner</p> <p>Use rate, pace and enunciation in speaking with support.</p> <p>Activity: Repeat longer sentences or use fingers to help express own thoughts. Finger cues help pace, rate and enunciation by allowing students to separate words in speech.</p>	<p style="text-align: center;">Low Intermediate</p> <p>Use rate, pace and enunciation in speaking with support.</p> <p>Activity: During a small group role-play, use appropriate speech characteristics and enunciation with teacher guidance</p>	<p style="text-align: center;">High Intermediate</p> <p>Use rate, pace and enunciation in speaking with support.</p> <p>Activity: During short presentation, use appropriate speech characteristics and enunciation with peer assistance.</p>	<p style="text-align: center;">Advanced/Proficient</p> <p>Use rate, pace and enunciation in speaking with support.</p> <p>Activity: Give oral presentations using effective rate, pace and enunciation. With support, understand and use corrections related to presentation</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8				

2 Develop and apply effective listening skills and strategies					
B	Grade 5				
Giving Directions	Give clear and concise multi-step oral directions to complete a task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create a pictorial representation (comic strip) to show steps in a process in a small group.</p> <p>Vocabulary: directions, steps, oral (necessary vocabulary for topic)</p>	<p>Create a simple recipe including numbered directions (ex. peanut butter sandwich) through classroom discussion.</p> <p>Vocabulary: oral directions, steps, (necessary vocabulary for topic)</p>	<p>Create multi-step directions in a cooperative group given pictures from a set of directions and core vocabulary with teacher assistances.</p> <p>Vocabulary: directions, steps, oral (necessary vocabulary for topic)</p>	<p>Practice giving a partner oral directions to complete a task (ex: creating Lego design, drawing a picture, finding location on a map) and answering questions to clarify information.</p>	<p>Present to class or small group oral directions to complete a task (ex: creating Lego design, drawing a picture, finding location on a map) and answer questions to clarify information.</p>
ST	CA 1, 6 2.1, 2.3				
FR	II 6d, IV 1d, 5-8				

1 Develop and apply effective research process skills to gather, analyze and evaluate information					
A	Grade 5				
Research Plan	Develop research questions in order to establish a focus and purpose for a project				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Ask a yes/no question with support. Activity: Using a group of pictures, ask a yes/no question about each following a pattern for Is or Do questions. Supply as much support as necessary in a small group.	Ask wh questions with support. Activity: Using grammatical patterns, ask wh questions in a small group about pictures from a visually supported, leveled text read by the teacher. Give as much support as necessary Vocabulary: who, what, when, where, why, how	Ask wh questions whose answers are not readily apparent with support. Activity: In a small group, ask a wh question about a recently read visually supported, leveled text. Teacher records the questions. Speculate with the group about how the answer to the question could be found and what one does when they don't know an answer to a question. As a group, find the answer in the text. Vocabulary: research, focus, inquiry, question, "wh" other question words (do, is, does)	Ask a question suitable for research with support. Activity: Conduct a classroom experiment or activity. At the conclusion, ask students what more they would like to know. Record and refine as a group. Choose a question to begin researching. Vocabulary: research, focus, inquiry	Develop a question to focus a research project with support. Activity: Brainstorm and record possible research questions. As a small group, evaluate each for its research potential.
	ST				
FR					

1 Develop and apply effective research process skills to gather, analyze and evaluate information					
B		Grade 5			
Locate and use various resources to acquire information to answer questions					
Acquire Information	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate and use classroom resources to answer questions with support.</p> <p>Activity: Post and visually support weekly and daily classroom schedules, helpers and other information. Ask questions in a small group such as “What time is music?” Allow students to point to the answers.</p>	<p>Locate and use classroom resources to answer questions with support.</p> <p>Activity: Provide several visually supported reference materials. Review each with students. Post questions and ask students to show which reference could be used to answer the question. Do as much miming as necessary.</p> <p>Vocabulary: keyword, question, resources, sources</p>	<p>Locate and use resources to answer questions with support.</p> <p>Activity: Visit the library and use a library data-base (online catalog) to locate information on a specified topic. Compile the resources that students locate and, in a small group, evaluate each for its accessibility, relevance, and so forth, asking, “Is this a good resource to answer our question?”</p>	<p>Locate and use resources to answer questions with support</p> <p>Activity: Use a library data-base (online catalog) to locate information to use as resources for research with a partner.</p> <p>Use approved internet sites to find relevant resources on a content-related topic with a partner.</p>	<p>Locate and use resources to answer questions with support</p> <p>Activity: Use a library data-base (online catalog) to locate grade level materials on a content-related topic</p> <p>Use approved internet sites and internet search engines to find relevant resources on a content-related topic.</p>
ST					
FR					

1 Develop and apply effective research process skills to gather, analyze and evaluate information					
C Grade 5					
Record Information	Use a specified note-taking format to record relevant information				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use a T-list to take notes with support.</p> <p>Activity: Demonstrate how to use a T-list. Read a visually supported, leveled text to students. Discuss what the main idea is and record on the left side of the T-list. Find two or three supporting details and record on the right side. Use pictures labeled with words.</p> <p>Vocabulary: Main idea, important details</p>	<p>Use a T-list to take notes with support.</p> <p>Activity: Read, in a small group, a visually supported, leveled text. Use a T-list to record the main idea and a few supporting details with support. Students may draw pictures, if necessary. Place T-lists in student note taking binders.</p>	<p>Use note cards to take notes for research with support.</p> <p>Activity: Demonstrate note card form and clarify why one makes note cards. Post examples. Using a student posed question, show students how to find information and record on note. With a partner, students should do the same and post the result for a gallery walk. Return to the library as necessary.</p>	<p>Use note cards to take notes for research with support.</p> <p>Activity: Return to the library and conduct the previous the previous activity, requiring partners to make three note cards. Review cards for accuracy. Accurate cards cannot be based on irrelevant or inaccessible information.</p>	<p>Use note cards to take notes for research with support.</p> <p>Activity: Accurately take notes to be used from various resources. Seek support as needed and reference classroom resources and previous work for form and focus.</p>
ST					
FR					

1 Develop and apply effective research process skills to gather, analyze and evaluate information					
D Grade 5					
Give credit for others' ideas, images and information by listing sources used in research					
Sources Consulted	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Credit others for their work with support.</p> <p>Activity: When making a T-list for note taking, always record the title and author of the resource at the top of the T-list. Model this for students and have them copy it onto their own T-lists.</p>	<p>Credit others for their work with support.</p> <p>Activity: Make a conversation matrix on a topic recently used in class. Have students interact to obtain answers from a variety of classmates, recording their name at the top of the column. In the whole group, report answers, giving credit (naming) the person who gave the answer.</p>	<p>Credit others for their work with support.</p> <p>Activity: Demonstrate footnotes. Use chart paper to show how information from note cards is used in a text and how the source of that information is credited. Post the chart in the room as a resource. As students draft their research paper in pairs, have them include a footnote for each resource they use.</p>	<p>Credit others for their work with support.</p> <p>Activity: Continue previous activity, showing how to document different kinds of resources. Continue to post the resulting chart for continued reference. Introduce bibliography and post a chart showing how to make entries. Continue to have students work in pairs throughout the research project.</p>	<p>Credit others for their work with support.</p> <p>Activity: Use footnotes and bibliographies to credit others for their ideas in research with support.</p>
ST					
FR					

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media					
A	Grade 5				
Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)					
Media Messages	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Analyze messages conveyed by different media with support.</p> <p>Activity: Look at a set of pictures. Choose a picture from another set to show the message received from the first set. Demonstrate and then invite students to participate. Teach vocabulary related to pictures.</p>	<p>Analyze messages conveyed by different media with support.</p> <p>Activity: Use a list of previously introduced words and phrases to identify a message a visual media source as part of a small group with teacher support.</p>	<p>Analyze messages conveyed by different media with support.</p> <p>Activity: Use a list of previously introduced words to explain in sentences the message from a visual media source. Use form to help recognize the message. Advertisements want to persuade us, and so forth.</p>	<p>Analyze messages conveyed by different media with support.</p> <p>Activity: In a small group, participate in the analysis of messages conveyed by various media. Develop a guide of things to look for when analyzing media messages. Working in pairs, analyze the message from a new source using the guide. Present finding to the class.</p>	<p>Analyze messages conveyed by different media with support.</p> <p>Activity: Explain the intended message from a grade level media resource to a partner using established criteria.</p>
ST					
FR					

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate basic concepts of print upper- and lower- case letters				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify individual letters. Activity: Use flash cards, letter tiles, and/or other manipulative when provided by the teacher. Vocabulary: letter, upper-case, lower-case, capital	Differentiate between upper- and lower-case letters in words. Activity: Use flash cards, letter tiles, and/or other manipulative in a small group. Vocabulary: word, upper-case, lower-case, capital	Create in writing upper-case and lower case letters of the alphabet. Activity: Practice writing upper and lower case letters in a writing activity with a partner.		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate handling a book properly. Activity: Give a closed book upside down and backwards, open according to teacher commands ie: Turn the book over to the front Vocabulary: (right side up; opening cover; turning pages) with visual and oral teacher cues (Cultural Note: Some cultures start from back to front, right to left, and bottom to top.)	Demonstrate appropriate directionality. Activity: Give command to put your finger on the left side of the page and take your finger to imitate reading left to right. Vocabulary: (right side up; opening cover; turning pages) without teacher cues			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> print tells story 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate and recognize classmates' names. Activity: Match their own and their classmates' names in print with a teacher.	Recognize objects in print within the room. Activity: Connect print with objects in classroom and/or visuals in with teacher modeling.	Recognize leveled text in print. Activity: Use leveled text to connect print to story in small group.		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

A Grade 6

Demonstrate basic **concepts of print**

- word by word matching

Print Concepts	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Mimic pointing to words in print.</p> <p>Activity: Observe teacher reading from a big book and pointing to each word.</p>	<p>Illustrate matching words to print.</p> <p>Activity: Follow along and repeat pointing to each word in student book while teacher reads and points out words from big book.</p>	<p>Identify words in print responding to oral instructions.</p> <p>Activity: Point to and identify known words in student book with a partner.</p>		

ST CA2, 3 1.5, 1.6

FR I 1a, K-4

1 Develop and apply skills and strategies to the reading process					
A		Grade 6			
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> • upper- and lower-case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify upper and lower case letters. Activity: Identify upper and lower case letters using manipulatives when provided by the teacher. Vocabulary: letter, upper-case, lower-case, capital	Recognize between upper- and lower-case letters in words. Activity: Use flash cards, letter tiles, and/or other manipulatives with teacher modeling.	Differentiate between upper- and lower-case letters in words. Activity: Pair upper-case with lower-case letters during class practice with a partner. Vocabulary: Match, pair, put together, same letter		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A		Grade 6			
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> • first and last letters in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify letter position at the beginning and end or words. Activity: Use flash cards, letter tiles, and/or other manipulative when provided by the teacher. Vocabulary: beginning, first, last, final, ending	Demonstrate by writing beginning and ending letters from pictures or words. Activity: Select words and write words that start or end with the same letter with a partner Circle words from provided list that share the same first and/or last letters Stem: “The first and last letter are” Vocabulary: beginning, first, initial, last, final, ending	Recognize letter position in words within a sentence. Activity: Use sentence strips and/or other manipulative attaching letters to words in sentence to complete the spelling of the word with a partner. Stem: “The ba_ hi_ the _all.”		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify individual words in sentences. Activity: Circle or highlighting them with teacher modeling. Vocabulary: word, space, separate, before, after	Recognize individual words in paragraphs Activity: Circle or highlight spaces between words independently. Vocabulary: space, individual, separate			
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

A Grade 6

Print Concepts	<p>Demonstrate basic concepts of print</p> <ul style="list-style-type: none"> letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify letter and word.</p> <p>Activity: Trace and copy letters, unscramble letter and word by matching teacher sample with teacher support.</p> <p>Vocabulary: beginning, first, last, middle, word, start, end.</p> <p>(Note: Students may come from other literacy backgrounds who do not read left to right.)</p>	<p>Recognize word order in simple sentences with visual support.</p> <p>Activity: Color-code in a simple text noun and verb in sentence as modeled by the teacher.</p> <p>Vocabulary: subject (person, place, thing) action word, 'to be', pronouns</p> <p>Structure: Subject-verb word order</p> <p>(Note: Students may come from other language backgrounds that do not follow a subject-verb-object order.)</p>	<p>Identify subject and verb in compound sentence structures.</p> <p>Activity: Color-code subject and predicates in a more complex text with small group.</p> <p>Vocabulary: subject, predicate, pronouns, preposition, adjective and adverb location (other parts of speech)</p> <p>Structure: English syntax, grammar</p>	<p>Illustrate word order in simple, compound, and complex sentences.</p> <p>Activity: Reorder a sentence with complex structures (prepositional phrases, appositives, complex-compound) with teacher modeling and peer assistance.</p> <p>Vocabulary: subject, predicate, pronouns (other parts of speech)</p>	<p>Analyze sentence word order for fragments and complete sentences.</p> <p>Activity: Recognize garbled syntax versus correct word order Reorder a sentence with complex structures (prepositional phrases, appositives, complex-compound) with support as needed.</p> <p>Vocabulary: subject, predicate, pronouns (other parts of speech).</p>
ST	A 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> punctuation has meaning 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify basic punctuation marks with visual support.</p> <p>Activity: Use flash cards, posters, tiles, and/or other manipulative with teacher support.</p> <p>Vocabulary: period, question mark, exclamation point or mark</p>	<p>Identify punctuation marks and their purpose within groups of words and/or sentences.</p> <p>Activity: Give sentences and apply appropriate punctuation using visual support with teacher modeling</p> <p>Vocabulary: period, question mark, exclamation mark/exclamation point, comma, and quotation marks.</p>	<p>Identify punctuation marks and their purpose with leveled text using minimal support.</p> <p>Activities: Recognize tone related to sentence types, i.e. upper ending tone indicates questions.</p> <p>Give sentences or paragraphs and apply appropriate punctuation using visual support in small groups or with teacher modeling.</p> <p>(Cultural note: Many cultures do not use tone to indicate sentence types.)</p>		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 6				
Phonemic awareness	Demonstrate ability to hear and say separate sounds in words separate and say sounds in words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize and recite beginning, medial and final sounds in words.</p> <p>Activity: Point to a letter at the beginning, in the middle or at the end of the word to demonstrate comprehension of a phoneme as modeled by teacher.</p> <p>Vocabulary: point. Beginning, middle, end Structure: Phonemes, syllabication</p> <p>(Note: Special emphasis may need to be placed on those phonemes not in first language.)</p>	<p>Identify and say sounds of words in familiar text.</p> <p>Activity: Produce the individual sounds in a word from a list of previously introduced sight words during classroom activity</p> <p>Vocabulary: say, repeat</p>	<p>Identify and say sounds of words in a variety of contexts, i.e. social studies vocabulary.</p> <p>Activity: Produce the individual sounds in a word from a list of familiar or sight words with a partner.</p> <p>Structure: Phonemes, syllabication</p>		
ST	CA 2,3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 6				
Phonemic awareness	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Blend individual letter sounds to create words. Activity: Point to the letters and say the isolated sounds (c-a-t) then blend back together to create the word following teacher example. Structure: syllabication	Produce individual sounds to decode unknown words. Activity: Make individual sounds orally and blend them into words with a partner. Vocabulary: listen, say, repeat,	Demonstrate individual sounds to decode unknown words. Activity: Produce orally blends from a list of unknown words independently. Note: Some cultures do not decode phonetically but learn more effectively through whole word (sight word) approach		
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

B

Grade 6

Phonemic awareness

Demonstrate ability to hear and say separate sounds in words

- replace beginning and ending sounds to form new words

Basic Beginner

High Beginner

Low

Intermediate

High Intermediate

Advanced/Proficient

Create new words in a given word family by substituting the initial or final letter.

Apply beginning and ending sounds to new words from a leveled text.

Activity:

Use letter tiles, make new words by substituting initial and/or final letters with teacher modeling and say the sounds aloud as they build the word.

Activity:

Use letter tiles, make new words as the teacher dictates with minimal support. In a pair-activity match illustrations with minimal pairs.

Vocabulary: Say, listen, look, repeat, replace

Vocabulary: word family, beginning, ending, sound, replace, repeat, match

Structure: minimal pairs

ST CA 2, 3 1.5, 1.6

FR I 1a, K-4

1 Develop and apply skills and strategies to the reading process					
C Grade 6					
Phonics	Apply decoding strategies to “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and pronounce individual letter sounds of survival words.</p> <p>Activity: Use flash cards, letter charts, or other visuals. Practice decoding unknown words using initial, medial, and final letter sounds with teacher support.</p> <p>Vocabulary: alphabet, consonants, vowels</p>	<p>Identify and pronounce letter sounds and word chunks found in individual vocabulary words.</p> <p>Activity: Identify and pronounce letter sounds and word chunks found in individual written words in leveled texts. Use flash cards, letter charts, or other visuals as a class.</p>	<p>Generalize decoding strategies to unfamiliar words in unfamiliar leveled texts.</p> <p>Activity: Use previously learned decoding strategies such as letter sounds, blends and word chunks in leveled content text etc. with a partner. Use sentence strips or simplified sentences from content text with a group.</p>	<p>Demonstrate a variety of strategies to decode unknown vocabulary in words connected with paragraphs.</p> <p>Activity: Use modified content summaries with a partner.</p>	<p>Demonstrate a variety of strategies to decode unknown vocabulary words for a modified text.</p> <p>Activity: Use in classroom activities based on grade-level text with support as needed.</p>
ST	CA 2, 3 1.6				
FR	I 6b, 5-8				

1 Develop and apply skills and strategies to the reading process					
D		Grade 6			
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> with fluency, accuracy and expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recite words fluently and accurately from previously known words.	Recite sentences of a known text and basic vocabulary with fluency, accuracy, and expression.	Read and recite paragraphs from a familiar text with fluency, accuracy, and expression.	Read accurately, fluently and with expression from various forms of leveled text. i.e. poems, plays, etc.	Read accurately, fluently and with expression from various forms of modified text. i.e. poems, plays, etc.
	Activity: Listen to parts of basic vocabulary that are known to the learner as teacher models fluency, accuracy, and expression	Activity: Recite sentences of basic vocabulary in a familiar text and along with teacher as teacher models fluency, accuracy, and expression in a small group.	Activity: Read paragraphs and basic vocabulary of familiar text with a partner after teacher models fluency, accuracy, and expression with a partner.	Activity: Read sections of familiar text in small group setting with teacher while practicing fluency, accuracy, and expression.	Activity: Apply knowledge of speed, punctuation, decoding skills, and inflections/expression in text materials. Use support as needed.
	Vocabulary: choral reading, fluency, expression, accuracy	Vocabulary: choral reading, fluency, expression, accuracy			
ST	CA 2,3 1.5,				
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
D	Grade 6				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> adjusting reading rate to difficulty and type of text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to text read at a normal rate.</p> <p>Activity: Listen to a simplified text read at correct rate by proficient reader, while tracking words with teacher.</p> <p>Vocabulary: listen, track, follow along, finger</p>	<p>Practice reading leveled texts with various rates.</p> <p>Activity: Read parts of various texts along fluent English speaking peers with different reading rates for various texts in a small group.</p>	<p>Demonstrate reading modified texts using various rates.</p> <p>Activity: Practice reading rates with partner in modified texts of varying difficulty after teacher models the various texts.</p> <p>i.e. social studies texts are read at a slower reading rate than fictional texts.</p>	<p>Differentiate appropriateness of reading rates from different types of modified texts.</p> <p>Activity: Read and adjust reading rate of various types of texts in small groups.</p>	<p>Assess appropriate reading rates of peers reading different types of grade-leveled texts.</p> <p>Activity: Apply knowledge of reading speed and fluency as it relates to the difficulty of various independent reading material. Supply support as needed.</p>
ST	CA 2, 3, 1.5				
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
E	Grade 6				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • root and affixes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Develop vocabulary of simple common root words. Activity: Develop vocabulary of common root words/affixes using pictures, flash cards, word lists, and/or photographs with teacher modeling. Vocabulary: root word, suffix, prefix	Identify a list of common affixes and how they change the word meaning. Activity: Categorize words according to roots and affixes with graphic support. Structure: morphological affixes	Make new words using root words and affixes. Activity: Combine roots and affixes of target vocabulary to create meaningful words with peer support. Vocabulary: combine	Categorize words into parts of speech according to affixes. Activity: Write a definition of new target words that share roots and affixes using an affix chart with peer support.	Revise a paragraph for incorrect affixes. Activity: Write a definition of new target words that share roots and affixes using an affix chart independently or with support as needed. Vocabulary: deduce
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process

E Grade 6

Develop vocabulary through text, using

- context clues

Vocabulary	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify context clues in sentences with visual support.</p> <p>Activity: Matching a word with the illustrations or photographs with teacher assistance in small groups.</p> <p>Vocabulary: match,</p> <p>Stem: This word matches ...</p>	<p>Identify context clues in sentences with visual and oral support.</p> <p>Activity: Define new vocabulary of target word by identifying context clues embedded in a simple sentence.</p> <p>Vocabulary: match, context clue</p> <p>Stem: This word meansbecause....</p>	<p>Use context clues in controlled paragraphs to infer meaning.</p> <p>Activity: Give a choice between two oral and/or visual definitions with teacher modeling.</p>	<p>Explain strategies used to infer meaning through context clues.</p> <p>Activity: Connect paragraphs or text summaries, which may include visual support with a partner.</p>	<p>Apply strategies to infer meaning in modified text.</p> <p>Activity: Identify content-related word meanings found in grade-level content text, which includes visual support. Use teacher support as needed.</p>

ST CA 2, 3 1.5, 1.6

FR I 6b, d, 5-8

1 Develop and apply skills and strategies to the reading process					
E	Grade 6				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> glossary, dictionary and thesaurus 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate unknown vocabulary words in text.</p> <p>Activity: Use a picture or student dictionary and glossary and with teacher support.</p> <p>NOTE: For all proficiency levels provide and use native language dictionaries when appropriate</p>	<p>Organize dictionary and glossary entries into categories.</p> <p>Activity: Match a list of vocabulary words with an entry example in a group.</p> <p>ie: Entry words Bank Basket Words found on page would be</p> <p>Bar Barrier Base</p>	<p>Create a glossary with simplified text.</p> <p>Activity: Use illustrations or words from a simplified text to define key vocabulary with a partner.</p>	<p>Demonstrate knowledge of vocabulary meanings by creating a glossary or dictionary.</p> <p>Activity: Use illustrations, words, or phrases to define key vocabulary from a leveled text with a partner.</p>	<p>Compare and contrast vocabulary.</p> <p>Activity: Use meanings from dictionaries, glossaries, and thesauruses when reading text. Support as needed.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
F	Grade 6				
Pre-Reading	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Discuss known words to help understanding.</p> <p>Activity: Preview visual aides and/or vocabulary lists to find already familiar words and concepts before introduction of content with native language support and/or with the teacher.</p>	<p>Demonstrate already known language with previous experience to increase comprehension.</p> <p>Activity: Share ideas and prior knowledge as the teacher records responses on KWL chart or other graphic predictor in a small group.</p>	<p>Differentiate between known and unknown words using previous experiences to aid in knowledge.</p> <p>Activity: Share ideas and prior knowledge on KWL chart or other graphic predictor in a small group.</p>	<p>Categorize known and unknown words with systems of classifications.</p> <p>Activity: Share ideas and prior knowledge on KWL chart or other graphic predictor with a partner.</p> <p>i.e.: Systems for grouping could be synonyms, antonyms, action verbs, nouns etc.</p>	<p>Combine new unknown words with already known words to aid in further comprehension.</p> <p>Activity: Record prior knowledge on KWL chart or other graphic predictor individually and with support as needed.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F	Grade 6				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify concepts by previewing text features in a highly illustrated text with minimal words.</p> <p>Activity: Label book headings, captions, illustrations, and new vocabulary in a picture book with a teacher. Use related visuals prior to reading.</p>	<p>Discuss concepts by previewing book features in a simplified text.</p> <p>Activity: Point to features heading, captions, illustrations, and new vocabulary in a group Use text-related visuals prior to reading.</p>	<p>Describe content concepts by previewing a modified text.</p> <p>Activity: Use modified content materials prior to reading and use headings, captions, illustrations, and new vocabulary in a group to tell the story.</p>	<p>Elaborate content of a leveled text through previewing book features.</p> <p>Activity: Create pictures, diagrams, and graphs with a partner of a book in order to better understand the meaning of the story.</p>	<p>Analyze and predict content of grade level text through text features.</p> <p>Activity: Assess text features and vocabulary words to identify key concepts that are presented in order to better comprehend the story. Use teacher support as needed.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F	Grade 6				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • predict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate possible outcomes given through text features.	Respond to a series of agree/disagree statements about pictures and features in a pictured text.	Create predictions about a simplified text.	Compose predictions with a partner from a modified text.	Defend predictions about the text based on pictures and text features.
	Activity: Draw a picture preview of a text guided with teacher instruction.	Activity: Interview opinions about possible predictions by the teacher about a text based on a picture preview.	Activity: Make up possible scenarios for the text based on a picture and feature preview with a group.	Activity: Infer predictions based on pictures, text features, and known vocabulary and with a partner buddy write a paragraph to tell the end.	Activity: Choose multiple possible story endings by using features for clueing. Once a story ending is selected, create a debate exchange with those in the class that have opposing point of views. Use minimal support.
	Stem: “I think that ...” Vocabulary: draw	Stem: “I think that ...” Vocabulary: agree, disagree	Stem: “I predict . . .” Vocabulary: predict, prediction	Stem: “I anticipate. . . “ I expect	
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F		Grade 6			
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> ○ set a purpose and rate for reading 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe as the teacher demonstrates reading rates.</p> <p>Activity: Listen to various types of text to a small group.</p> <p>Vocabulary: speed, fast, slow, even, uneven, choppy,</p>	<p>Share as large group the purpose of reading various types of material with various rates.</p> <p>Activity: Choral read text with the teacher.</p> <p>Vocabulary: purpose, rate, information, entertainment, leisure/pleasure, learning, persuasion, etc.</p>	<p>Determine the purpose for reading by previewing features with teacher support.</p> <p>Activity: Preview the text features in a teacher led discussion.</p>	<p>Analyze pictures, diagrams, graphs, and scan text with a partner in modified content materials.</p> <p>Activity: Use teacher-generated graphic organizers to determine the purpose in reading and an appropriate reading rate for simplified/modified, connected paragraphs or text summaries</p>	<p>Categorize pictures, diagrams, graphs, and scan text for vocabulary words and subject headings.</p> <p>Activity: Create graphic organizers to assist in determining the purpose in reading content and an appropriate reading rate in grade-level texts. Teacher support as needed.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
G	Grade 6				
During Reading	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to teacher model self-questioning and correcting.</p> <p>Activity: Use pictures, flip books and/or other visuals and manipulatives.</p> <p>Vocabulary: Questions appropriate for all proficiency level Who What When Where</p>	<p>Recognize and select appropriate self-questions and begin to self-correct errors.</p> <p>Activity: Audio record question and go back to listen for errors with teacher input and discuss corrections with a partner.</p> <p>Vocabulary: Why How</p>	<p>Demonstrates use of self-questions and self-correction within a simplified text.</p> <p>Activity: Write simple questions to address text read in a small group and give them to a partner to answer. Check and compare answers to see if they are the same.</p> <p>Stem: “Who is in this story?”</p>	<p>Construct self-questions about a modified text.</p> <p>Activity: Write complex questions with a partner to address text with activities such as sticky notes, reading log, and think-pair-share. Pass the questions around in a group and compare group answers to see who are same/different or need correcting.</p> <p>Stem: “Why is Justin scared of the dark?”</p>	<p>Generate questions and self-correction of errors when reading a grade-level text.</p> <p>Activity: Write questions with errors and give to a partner to identify and correct the errors. Guided by teacher if needed.</p> <p>Stem: “When John did go with the show?”</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G	Grade 6				
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> infer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond to simple questions that require inference for the answer.</p> <p>Activity: Use visual support modeled by the teacher. Hold up the picture of a wet dog and ask “Is it raining?” Answer with simple yes or no.</p> <p>Stem: “Is he/she/it ____?”</p>	<p>Respond to guided questions that require inference from simplified text.</p> <p>Activity: Answer orally in simple one or two word response to a simple inference question. (Use adjectival or adverbial clauses for answers.)</p> <p>Stem: “How does, _____ feel? Karen feels happy about her baby. Why is he/she____? Why does ____?”</p>	<p>Create complete answers to inference questions from a modified text.</p> <p>Activity: Answer teacher-generated inference questions orally in a simple response; then write a simple sentence to parallel the oral answer with a partner.</p> <p>Vocabulary: Author’s purpose, Reading between lines, Guess</p> <p>Stem: “I know _____ because? What do you think? If _____ then _____”</p>	<p>Make complete answers that infer and comprehend a leveled text.</p> <p>Activity: Respond orally to student-generated questions. Check answered inference questions in a group. Compare and contrast answers with a partner.</p> <p>Vocabulary: Infer, Details, Evidence</p> <p>Stem: “How do you know ____? I know _____ because...”</p> <p>Structure: Conditionals tense</p>	<p>Create inference questions about a grade-level text.</p> <p>Activity: Write complex questions that could have one or two possible inferences. Analyze why the questions could have multiple answers. Debate which answer is the best. Support as needed.</p>
ST	CA2, 3 1.5, 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process

G Grade 6

During reading utilize strategies to
 ○ visualize

During Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Envision a word or phrase.</p> <p>Activity: Label, illustrate, or act out a word or phrase from a picture text presented by the teacher.</p> <p>Vocabulary: Draw Picture Act out Close your eyes In your head</p>	<p>Describe or illustrate a sentence from a simple text.</p> <p>Activity: Draw an image of what the teacher describes. Show the picture to a peer and see if the partner agrees with the image of the matched picture.</p> <p>Vocabulary: Draw Picture Act out Close your eyes In your head</p>	<p>Construct sentences that create a visual support of a modified text.</p> <p>Activity: Display the completed pictures and discuss similarities and differences of each group member’s illustration.</p> <p>Vocabulary: Visual Visualize Illustrate</p>	<p>Design a scene or paragraph in a leveled text.</p> <p>Activity: Display the completed pictures and compare and contrast with a partner shared characteristics and those that are different.</p> <p>Vocabulary: Pretend Imagine Make-believe</p>	<p>Compose a scene from a grade-level text.</p> <p>Activity: Act out the scene or play the game where a classmate re-enacts the clue or strategy supplied for understanding. Support as needed.</p>

ST CA 2, 3 1.5 & 1.6

FR I 6a-c, 5-8

1 Develop and apply skills and strategies to the reading process

G Grade 6

During reading utilize strategies to

- predict and check using cueing systems
 - meaning
 - structure
 - visual

During Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate visual cues to assist while reading visually-supported text.</p> <p>Activity: Focus on beginning letters and picture cues when encountering unfamiliar basic vocabulary.</p> <p>Vocabulary: Look Think Right Wrong Yes No Answer In check</p>	<p>Identify visual and meaning cues to assist while reading.</p> <p>Activity: Highlight punctuation and key vocabulary (meaning cues) to assist when reading leveled text or isolated sentences.</p>	<p>Interpret visual, meaning, and structural clues to assist while reading.</p> <p>Activity: Use meaning and English syntax in determining correctness of what is read when reading a leveled text.</p> <p>Vocabulary: Visualize Predict Correct incorrect</p>	<p>Assess and select appropriate cueing system when reading leveled text.</p> <p>Activity: Read a passage of modified text and record your use of visual (punctuation), structural and meaning cues on a teacher-generated graphic organizer or set of questions with a partner.</p>	<p>Apply appropriate cueing system when reading grade level text.</p> <p>Activity: Utilize correct cuing system with minimal assistance.</p> <p>Vocabulary: Assumption</p>

ST CA 2, 3 1.5 & 1.6

FR I 6a-c, 5-8

1 Develop and apply skills and strategies to the reading process					
H	Grade 6				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond to yes/no questions.</p> <p>Activity: Respond verbally to simple questions in teacher led activity after reading a visually supported text.</p> <p>Vocabulary: True False Yes/no</p> <p>Cultural Note: All cultures do not respond to yes/no questions in the same fashion.</p>	<p>Identify or recognize simple <i>wh</i>-questions.</p> <p>Activity: Match the teacher’s oral questions to their written equivalent with a partner about a leveled text.</p> <p>Vocabulary: I don’t understand, do you understand? Who What Where When Why How</p>	<p>Generate and respond to <i>wh</i>-questions.</p> <p>Activity: Write and respond to simple questions in a small group about a modified text with teacher support.</p> <p>Vocabulary: I don’t understand, do you understand? Who What Where When Why How</p>	<p>Create and respond to a variety of questions.</p> <p>Activity: Create and answer questions about a modified text with a partner and teacher support.</p> <p>Vocabulary: I don’t understand, do you understand? Who What Where When Why How</p>	<p>Compose and respond to a series of questions to clarify meaning.</p> <p>Activity: Answers questions from a variety of texts with minimal teacher support.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 6				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State opinion of likes and dislikes in response to a visually supported leveled text.</p> <p>Activity: Match visual representations (faces) of opinion statements to agree/disagree or yes/no with teacher modeling.</p> <p>Stem: “I did (not) like...” “I do (not) like”...</p>	<p>Indicate a preferred response in reflection to a teacher read leveled text.</p> <p>Activity: Complete a Stem response with provided options/opinions in a small group.</p> <p>Stem: “I did (not) like because...” “I do (not) like because...”</p>	<p>Create simple, reflective responses to a simplified text.</p> <p>Activity: Write a reflective journal with supporting evidence as a class</p> <p>Vocabulary: Reflect, evidence, details, examples, dialectic journals</p>	<p>Create a constructive response with supportive evidence to a modified text.</p> <p>Activity: Use highlighters to identify evidence/details of a previous prompt or question while reading; use sticky notes for additional comments. Write a CR with a partner.</p> <p>Vocabulary: Transitional words Supporting Evidence</p>	<p>Create a constructive response to reflect with supportive evidence on grade level text.</p> <p>Activity: Write a dialectic journal to justify your reflection of reading</p> <p>Vocabulary: Transitional words Supporting Evidence</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process

H Grade 6

Apply post-reading skills to comprehend text

- analyze

Post-Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story events by analyzing events using a pictorial representation of text.</p> <p>Activity: Select words/pictures from a group that analyze details in modified materials with teacher modeling and support.</p>	<p>Discuss story events and analyze through the use of picture cards created from text illustrations.</p> <p>Activity: Brainstorm a list of words to analyze details/events in a modified text as a group.</p> <p>Stem: “This picture shows ...” “I thought/felt ... about the story.”</p>	<p>Organize events of a story for discussion.</p> <p>Activity: Use graphic organizers to categorize or sequence events (timeline) based on modified text with a partner.</p> <p>Vocabulary: sequence, plot, setting, etc.</p>	<p>Debate analysis of story events.</p> <p>Activity: Discuss prompts with a partner of a modified text.</p> <p>Stem: Discussion prompt: “Why did the author choose the particular setting for the story?”</p>	<p>Defend analysis of story events based on personal analysis.</p> <p>Activity: Demonstrate personal reflections based on grade-level text with minimal support.</p>

ST CA 2, 3 1.6 & 3.5

FR I 3c, e, 4c, 6a, c, 5-8

1 Develop and apply skills and strategies to the reading process					
H	Grade 6				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story by drawing conclusions from events using a pictorial representation of text.</p> <p>Activity: Chart sequence of story events as a class and illustrate the conclusion using transitional words (first, second, third...).</p>	<p>Discuss story events and draw conclusions of a visually supported leveled text.</p> <p>Activity: Chart sequence of story events from a provided list of possible conclusions and transitional words (before, after, in conclusion, at the end, finally) with a partner.</p>	<p>Write a new conclusion to a previously-read leveled text.</p> <p>Activity: Complete or rewrite a new text in small groups by composing a final paragraph.</p> <p>Vocabulary: ending, conclusion</p>	<p>Discuss conclusions.</p> <p>Activity: Create a new ending to a modified story with a partner and/or answer questions regarding modified text.</p>	<p>Defend conclusions of story events based on facts.</p> <p>Activity: Answer text questions in complete sentences that are labeled “Drawing Conclusions” after class discussion of the chapter/material.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process

H Grade 6

Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> summarize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall text by summarizing events using a pictorial representation or a visually supported text.</p> <p>Activity: Compose a pictorial summary of a shared reading with the teacher.</p> <p>Vocabulary: Beginning Middle End Summarize Main idea Summary</p>	<p>Discuss text and summarize the story using sentences from the modified text.</p> <p>Activity: Compose summary using sentence strips a shared reading, with teacher prompting and writing.</p> <p>Vocabulary: Beginning Middle End Summarize Main idea Summary Details Shorten form</p>	<p>Restate events of text by using a graphic organizer.</p> <p>Activity: Develop an outline of a modified text in a small group.</p> <p>Vocabulary: Delete Remove Outline</p>	<p>Compose a short summary of text.</p> <p>Activity: Write, in pairs, a 40-word summary (transition words; nouns and verbs that express key information) of a modified text after highlighting key information.</p> <p>Vocabulary: Eliminate Delete Omit</p>	<p>Compose a summary of text.</p> <p>Activity: Write a 100-word summary (transition words; nouns and verbs that express key information) of a text after highlighting key information.</p> <p>Vocabulary: Eliminate Delete Omit Vocabulary: Eliminate Delete Omit</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process

H Grade 6

Apply post-reading skills to comprehend text

- paraphrase

Post-Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story by clustering main events using a pictorial representation of text.</p> <p>Activity: Match pictured events (beginning, middle, and end) with corresponding sentence strips.</p> <p>Vocabulary: Match</p>	<p>Restate leveled text orally using key words/short phrases.</p> <p>Activity: Highlight key words as a class, write a sentence to paraphrase in small groups, share with class and select the best phrase</p> <p>Vocabulary: Same Different Own words Synonyms Paraphrase</p>	<p>Compose an oral and/or written summary using simple sentences from a modified text.</p> <p>Activity: Use synonyms/thesaurus to modify sentences from a text with minimal assistance</p> <p>Vocabulary: Synonyms Restate thesaurus Rewrite Another way Substitute</p>	<p>Paraphrase reading selections from modified texts.</p> <p>Activity: Use outline to write, in pairs, a paraphrased paragraph (transition words; nouns and verbs that express key information) of a leveled-text after highlighting key information.</p> <p>Vocabulary: Paraphrase</p>	<p>Paraphrase reading selections from grade-level text in own words with minimal support.</p> <p>Activity: Write a paraphrase essay (transition words; nouns and verbs that express key information) of a grade leveled-text after highlighting key information. with minimal teacher support</p> <p>Vocabulary: Paraphrase</p>

ST CA 2, 3 1.6 & 3.5

FR I 3c, e, 4c, 6a, c, 5-8

1 Develop and apply skills and strategies to the reading process					
I	Grade 6				
Making Connections	Compare contrast and analyze connections between <ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify fiction and non-fiction works using a graphic organizer.	Demonstrate differences and similarities of leveled text.	Compare and contrast two leveled texts on a same topic.	Analyze modified texts on the same topic.	Analyze grade-level texts.
	Activity: Create illustrations to complete a Venn comparing previously read, visually supported texts as a class.	Activity: Use graphic organizer to compare information/events of a same event from two sources in small groups	Activity: Use a graphic organizer and write a paragraph with a partner.	Activity: Write a paragraph comparing/contrasting two texts using a graphic organizer.	Activity: Compare/contrast two texts and explain the reasoning with minimal teacher support.
	Vocabulary: Similar to, Different from, Same, Real/Not real True/Not true	Vocabulary: Fiction Nonfiction Alike Same	Vocabulary: Compare Contrast		
Note: fiction to fiction non-fiction to non-fiction fiction to non-fiction	Structure: coordinating conjunctions: and, but	Structure: coordinating conjunctions: and, but, or, nor, for, yet; compound sentence structure		Structure: coordinating conjunctions: and, but, or, nor, for, yet; compound sentence structure, complex sentences	
ST	CA 2, 3 1.5, 1.6, 3.5, 1.9				
FR	I 1b, e, II 1c, f, III 2d, 5-8				

1 Develop and apply skills and strategies to the reading process

I Grade 6

Compare contrast and analyze connections between

- text ideas and own experiences

Making Connections	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recount personal experiences to visually supported text.</p> <p>Activity: Describe own experience using visuals to access background knowledge with teacher support and oral repetition.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate I//Me/My/Mine He/him She/her You/we/us They /them</p>	<p>Relate personal experiences to leveled text using a graphic organizer.</p> <p>Activity: Use Venn Diagram to compare and contrast individuals/situations in leveled text and personal experience using visual representations and simple sentences with teacher support.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate Connect I//Me/My/Mine He/him She/her</p>	<p>Connect personal experiences to leveled text using a graphic organizer.</p> <p>Activity: Compare and contrast modified materials and those from own experiences and analyze events of each in small groups with teacher support.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate Connect I//Me/My/Mine He/him She/her You/we/us They /them</p>	<p>Compare, contrast and analyze own experiences to a leveled text.</p> <p>Activity: Use a graphic organizer to make connections, write comparative sentences with a partner and teacher modeling.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate Connect And/but/or Nor/for/yet</p>	<p>Compare and contrast grade level text with own experiences and analyze events of each.</p> <p>Activity: Write a comparative analysis with minimal support.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate Connect And/but/or Nor/for/yet</p>

ST CA 2, 3 1.5, 1.6, 3.5, 1.9

FR I 1b, e, II 1c, f, III 2d, 5-8

1 Develop and apply skills and strategies to the reading process					
I	Grade 6				
Making Connections	Compare contrast and analyze connections between <ul style="list-style-type: none"> text ideas and the world reflected within a cultural and historic time frame 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify setting of a visually supported text.	Interpret information and events in leveled text connecting world issues.	Categorize information and events in leveled text connecting world matters.	Analyze information and events in leveled text.	Analyze information and events in a grade level text.
	Activity: Locate <i>place</i> on a world map and look at visual timeline of events during that time period as a class.	Activity: Locate features related to text on globe and/or map, label timeline with historical date in relationship to text in small groups.	Activity: Use graphic organizer to discuss cultural and/or historical significance of text to its time frame and to present with a partner.	Activity: List events from timeline on a Venn Diagram to compare the differences of the two time periods and write and/or discuss similarities and differences with a partner.	Activity: Use graphic organizer for details to include in compare/contrast writing.
	Vocabulary: Writer Map Find world	Vocabulary: Author Locate Label world events	Vocabulary: Future Past Repeat	Vocabulary: Venn Compare Contrast	
ST	CA 2, 3 1.5, 1.6, 3.5, 1.9				
FR	I 1b, e, II 1c, f, III 2d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A	Grade 6				
Text Features	Locate <ul style="list-style-type: none"> interpret and apply information in title, pictures, table of contents and glossary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the title, picture, table of contents and glossary of text.	Label title, picture table of contents and glossary.	Locate the title/picture to identify books, categorize by type (i.e. fiction, non-fiction) to infer content.	Locate the title/pictures to identify books, categorize them and infer content. Use glossary and table of contents with teacher prompting.	Explain the importance of the information found in title, pictures, table of contents, and glossary from two different texts
	Activity: Identify text features as a class:	Activity: Identify, discuss and match text features with teacher assistance such as:	Activity: Locate with a partner or group and Organize on a chart text features from different texts such as:	Activity: Explain the relationship between the text and a graph or caption within the text and why the author chose to use that text feature.	Activity: Compare various texts focusing on specific information such as title, pictures, table of contents and glossary using a teacher prepared graphic organizer.
	Title of book The author's name Table of contents Chapter heading Copyright date Illustrator's name Number of pages	Title of book The author's name Table of contents Chapter heading Copyright date	Title of book The author's name Table of contents Chapter heading Copyright date Illustrator's name		
Vocabulary: Find Point	Vocabulary: Match Connect	Captions Diagram/charts Glossaries/indices			
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, 2 d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A Grade 6					
Text Features	Locate <ul style="list-style-type: none"> recognize the text features of fiction, poetry and drama in grade-level text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify a short poem, play, or fictional work of visually modified texts.	Identify literary genres (i.e. fiction, poetry, play) based on text features.	Locate and recognize the text features of poetry, drama in modified text.	Identify literary genres based on modified text features and explain reasoning.	Identify literary genre and explain reasoning based on text features.
	Activity: Label examples of text features from fiction, poetry and drama as a class	Activity: Match examples of text features from fiction, poetry and drama with the genre as a class.	Activity: Identify differences in punctuation rules and formatting among modified fiction poetry and drama with a partner.	Activity: Use graphic organizer to compare aspects of different forms of poetry, fiction, and drama with minimal assistance.	Activity: Revise short passages from a fiction text into a drama or poetic form
	Vocabulary: Fiction Drama Poetry	Vocabulary: Indent Stanza Sections Characters Parts Dialogue	Vocabulary: Indent Stanza Sections Characters	Vocabulary: Punctuation Formatting Spacing Semicolon Colon	Vocabulary: Italicized Parenthesis Ellipses Genre
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, 2 d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 6					
Text Elements	Use details from text to <ul style="list-style-type: none"> analyze the influence of setting on characters, plot and resolution (conflict and climax) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify setting and in a visually supported modified text.	Identify basic plot elements a modified text.	Describe setting and characters in a modified text to explore a relationship between the two.	Analyze the relationship that exists between setting and plot in a modified text.	Compose a summary of which the influence of setting on characters, plot, and resolution are explained.
	Activity: Copy a plot diagram or setting graphic organizer to label setting and characters as a class.	Activity: Use a plot diagram to chart plot elements while reading the story as a class.	Activity: Complete a cause/effect graphic organizer to describe setting and how time/place/mood/atmosphere affect characters' thoughts, actions, behaviors with a partner.	Activity: Write a dialectic journal about setting details and how they influence plot progression with teacher modeling.	Activity: Use dialectic journals to write about setting influences; peer edit, read aloud in small groups with minimal support.
	Vocabulary: Setting Time Place Character	Vocabulary: Setting Characters Conflict Problem	Vocabulary: Characteristics Behaviors Influence Cause/effects Turning point Resolution Problem solved	Vocabulary: Dialectic journal (DJ)	
ST	CA 2, 1.6, 2.4, 3.1, 3.4, 3.5, 3.7				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C Grade 6

Text Elements	Use details from text to <ul style="list-style-type: none"> explain cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Match cause and effect relationships.</p> <p>Activity: Match pictorial relationships in a small group, labeling key vocabulary.</p> <p>i.e. a picture of a tornado and another picture of destruction; rain-rainbow, etc.</p> <p>Vocabulary: Cause Effect</p>	<p>Identify cause and effect using a visually supported modified text.</p> <p>Activity: Complete a graphic organizer as a class while reading text aloud.</p> <p>Vocabulary: Cause Effect Graphic organizer</p>	<p>Explain a cause and effect relationship using modified text.</p> <p>Activity: Complete Stems with details about the cause of an event/behavior with a partner.</p> <p>i.e. The boy ran away because.....</p> <p>Vocabulary: Cause because Effect</p> <p>Structure: conjunctions</p>	<p>Write a paragraph about cause/effect from a modified text.</p> <p>Activity: Use details from a graphic organizer to write/explain to a partner about events in a text. Cooperative “Rallyrobin” for sharing.</p>	<p>Describe cause/effect events from a grade-level text.</p> <p>Activity: Fill out graphic organizer and/or write a paragraph using conjunctions and details to explain relationship with minimal support.</p>
ST	CA 2, 1.6, 2.4, 3.1, 3.4, 3.5, 3,7				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C Grade 6

Use details from text to

- identify **point of view and mood**

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify examples of mood.</p> <p>Activity: Observe teacher act out scenarios related to mood; students mimic scenario and/or choose a face icon to express a feeling. i.e. sad, angry, happy, scared</p> <p>Vocabulary: Feeling emotion</p>	<p>Identify point of view in a leveled text.</p> <p>Activity: Locate personal pronouns in modified text that indicate point of view in small group.</p> <p>Stem: Who is telling this story? How do you know?</p> <p>Vocabulary: Pronouns: I, she, he... Point of View mood</p>	<p>Illustrate examples of mood from a leveled text.</p> <p>Activity: Complete stems to describe details about mood with teacher modeling.</p> <p>Stem: This story makes me feel _____ because _____.</p> <p>What is the feeling of the passage? How do you know?</p> <p>Vocabulary: Feeling Mood Adjectives Descriptions</p>	<p>Identify examples of point of view from a grade level text.</p> <p>Activity: Highlight examples of pronouns and/or word phrases which would determine author's point of view.</p> <p>Stem: Who is telling this story?</p> <p>Vocabulary: Pronouns Point of View 1st person 3rd person Omniscient Limited Omniscient</p>	<p>Identify point of view and/or analyze mood by finding evidence in the grade level text.</p> <p>Activity: Explain author's POV and reader's mood using supporting details with minimal support.</p> <p>Note: Cultural story telling varies with point of view, often times they are told from 3rd person perspective.</p>

ST CA 2, 1.6, 2.4, 3.1, 3.4, 3.5, 3,7

FR I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C Grade 6

Use details from text to

- identify the problem-solving processes of characters and the effectiveness of solutions

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify the character in a visually supported modified text.</p> <p>Activity: Complete a character graphic organizer as a class to collect information about character’s actions, thoughts, quotes, etc.</p> <p>Vocabulary: Character</p>	<p>Identify the character and conflict (problem) and in a modified text.</p> <p>Activity: Use character graphic organizer and/or plot diagram as a class to discuss possible solutions to character’s conflict.</p> <p>Stems: “What does the character do, say, think?” What do others say about him?”</p> <p>Vocabulary: Plot Main Character Conflict Problem Solution</p>	<p>Explain how the character solved the problem in a modified text.</p> <p>Activity: Complete a plot graphic organizer with a partner and discuss/summarize the falling action to the resolution.</p> <p>Stems: “Who is in this story? What’s wrong? “What are some possible solutions?”</p> <p>Vocabulary: Plot Rising action Falling action Resolution</p>	<p>Identify the conflict and characters’ actions in a modified text.</p> <p>Activity: Use a graphic organizer/outline to collect information on character’s actions and the results/consequences of his actions.</p> <p>Vocabulary: Character Problem Solution Effective</p>	<p>Specify the processes that the character used to resolve the conflict and analyze the effectiveness of the solution in grade level text.</p> <p>Activity: Use an action/reaction graphic organizer and discuss/write a summary of the resolution with minimal support.</p> <p>Vocabulary: Character Problem Solution Effective</p>

ST CA 2, 1.6, 2.4, 3.1, 3.4, 3.5, 3.7

FR I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

A Grade 6

- Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas

Text Features	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/ Proficient
	<p>Locate examples of text features in various texts.</p> <p>Activity: Point to examples of nonfiction text features as teacher displays each feature.</p> <p>Vocabulary: Point Graphics Map Key Diagram Chart</p>	<p>Match text feature to various text captions.</p> <p>Activity: Connect separated text features (graphics, maps, etc. to their corresponding captions/headlines as a class.</p> <p>Vocabulary: Graphics Map Key Diagram Chart Caption Highlighted Bold</p>	<p>Match text feature to main idea in modified text.</p> <p>Activity: Replace missing text features to main idea summaries with a partner. (i.e. match “<i>The Mexico-American war began....</i>” with a timeline)</p> <p>Vocabulary: Graphics Map Key Diagram Chart Caption Highlighted Bold</p>	<p>Explain to a peer the relationship between the text and a graph, diagram, etc. within the modified text and why the author chose to use it.</p> <p>Activity: Compare text features such as headlines, headings, diagrams and charts between local and second language news paper and summarize why which features are more appropriate than others.</p>	<p>Create an appropriate text feature for various texts.</p> <p>Activity: Design a text feature to help illustrate main idea from a text. (i.e. timeline sequence, map, etc.)</p>

ST CA 3 1.6

FR I 6a, 3g, 5-8

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 6					
Text Features	Use details from text to <ul style="list-style-type: none"> Paraphrase author's stated ideas 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify main ideas from visually supported modified text. Activity: Construct a sequential pictorial representation of a text as a class. Vocabulary: Construct Draw a picture Put in order	Match restated details to author's main idea from a visually supported modified text. Activity: Match and rewrite phrases which correspond to images depicting the text with a partner. Vocabulary: Construct Restate Author's idea	Restate author's idea/information in modified text. Activity: Complete sentence stems using a wordlist to restate a main idea with a partner. Vocabulary: Complete Restate Author's idea Paraphrase	Restate ideas from modified text in own words. Activity: Reword author's ideas using a thesaurus/dictionary with teaching modeling. Vocabulary: thesaurus	Paraphrase author's stated ideas from grade-level text. Activity: Restate author's main idea using thesaurus/dictionary with minimal support.
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1d, 3a-c, f, III 3e, 5c				

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 6				
Text Features	Use details from text to <ul style="list-style-type: none"> • Make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate visual cues in various texts to predict meaning/message.</p> <p>Activities: Put illustrations to a technical manual in order with a partner. Draw a prediction (outcome event) based on a newspaper image/caption. (i.e. “<i>Tsunami strikes</i>”)</p> <p>Vocabulary: Look Think Guess Predict What happens next?</p>	<p>Match simplified predictions to text-related visuals to make predictions of modified text.</p> <p>Activity: Match teacher-generated predictions to text-related visuals as a class.</p> <p>Vocabulary: Match Guess Predict What happens next</p>	<p>Connect predictions to headlines/captions.</p> <p>Activity: Choose from a list of teacher-generated predictions and match with headline/caption focusing on key/target words with a partner.</p> <p>Vocabulary: Guess Predict What happens next?</p>	<p>Analyze pictures, diagrams and graphs in text to make predictions about concepts/ideas in modified text with a partner</p> <p>Activity: Create and use an appropriate graphic organizer to record predictions with a partner.</p>	<p>Analyze pictures, diagrams, and graphs in text to make predictions about concept/ideas in grade-level text.</p> <p>Activity: Preview text for vocabulary words and subject headings to make predictions about topics/concepts in the text.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1d, 3a-c, f, III 3e, 5c				

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 6

Text Features	Use details from text to <ul style="list-style-type: none"> • Make inferences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond to simple questions that require inference for the answer.</p> <p>Activity: Use visual support modeled by the teacher. Hold up the picture of a wet dog and ask “Is it raining?” Answer with simple yes or no.</p> <p>Stem: “Is he/she/it ____?”</p>	<p>Respond to guided questions that require inference from simplified text.</p> <p>Activity: Answer orally in simple one or two word response to a simple inference question. (Use adjectival or adverbial clauses for answers.)</p> <p>Stem: “How does, _____ feel? Karen feels happy about her baby. Why is he/she____? Why does ____?”</p>	<p>Create complete answers to inference questions from a modified text.</p> <p>Activity: Answer teacher-generated inference questions orally in a simple response; then write a simple sentence to parallel the oral answer with a partner.</p> <p>Stem: “I know _____ because? What do you think? If _____ then _____”</p> <p>Vocabulary: Author’s purpose, Reading between lines, Guess</p>	<p>Make complete answers that infer and comprehend a leveled text.</p> <p>Activity: Respond orally to student-generated questions. Check answered inference questions in a group. Compare and contrast answers with a partner.</p> <p>Stem: “How do you know ____? I know _____ because...”</p> <p>Structure: Conditionals tense</p> <p>Vocabulary: Infer, Details, Evidence</p>	<p>Create inference questions about a grade-level text.</p> <p>Activity: Write complex questions that could have one or two possible inferences. Analyze why the questions could have multiple answers. Debate which answer is the best. Support as needed.</p>

ST CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6

FR I 1d, 3a-c, f, III 3e, 5c

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C **Grade 6**

Text Features	Use details from text to <ul style="list-style-type: none"> Sequence events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sequence visual details from a text.	Sequence teacher-selected details using key words from modified text.	Reorder/unscramble events based on key words (i.e. first, next, etc.).	Sequence events or details from a modified text.	Sequence events from a grade leveled text
	Activity: Put pictures or sentence strips from text in sequential order with teacher modeling.	Activity: Create a pictorial timeline including key words from modified text in small groups.	Activity: Sequence student and/or teacher generated summary of events using key words and phrases from modified text with a partner.	Activity: Create a two-sided timeline with one side depicting native culture and the other depicting American culture using pictures and simple written text with a partner.	Activity: Complete sequence graphic organizer with minimal support.
	Vocabulary: In order Details First Next Last	Vocabulary: In order Details First Next Last	Vocabulary: In order Details First Next Last Sequence	Make a timeline based on a biography. Vocabulary: Timeline Details Sequence chronological	

ST CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6

FR I 1d, 3a-c, f, III, 3e, 5c

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 6

	Use details from text to				
	<ul style="list-style-type: none"> Compare and contrast 				
Text Features	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify similarities and differences between two text visuals.</p> <p>Activity: Complete Venn diagram comparing using one-two words to describe different types of text. (i.e. books magazine, newspaper, information). Teacher uses texts as visual manipulatives.</p> <p>Vocabulary: Same Different</p>	<p>Identify similarities and differences between two leveled text and teacher generated vocabulary.</p> <p>Activity: Create a graphic organizer with key words and picture.</p> <p>Vocabulary: Same Different Compare Contrast</p>	<p>Compare and contrast details of various modified text.</p> <p>Activity: Compare and contrast information of the same topic taken from two nonfiction sources with a partner.</p> <p>Vocabulary: Same Different Compare Contrast</p>	<p>Compare and contrast details of same event as portrayed in different cultures.</p> <p>Activity: Complete a graphic organizer with details of event or information in a biography presented in text from other cultures.</p> <p>Vocabulary: Same Different Compare Contrast</p>	<p>Create a graphic organizer with a simple narrative based on grade level text.</p> <p>Activity: Complete Venn diagram with minimal support.</p>

ST CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6

FR I 1d, 3a-c, f, III, 3e, 5c

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C **Grade 6**

Text Features	Use detail from text to <ul style="list-style-type: none"> Identify and explain cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Match visuals to identify cause and effect</p> <p>Activity: Match and label visuals with teacher modeling. (i.e. flood=destruction)</p> <p>Vocabulary: First Next Last And then...?</p>	<p>Illustrate examples of cause and effect from modified text.</p> <p>Activity: Illustrate events from a modified text to show cause/effect in a small group.</p> <p>Vocabulary: Cause Effect First Next Then Last</p>	<p>Sequence details in simple sentence to explain cause and effect.</p> <p>Activity: Reorder sentences strips (summarized events) of modified text with a partner.</p> <p>Vocabulary: Cause Effect First Next Then Last Finally</p>	<p>Create a graphic organizer showing cause and effect events based on a modified text</p> <p>Activity: Complete a graphic organizer of events and summarize with a partner.</p> <p>Vocabulary: Cause Effect First Next Then Last Finally If/Then</p>	<p>Write a simple narrative to show cause and effect of events from on a grade level text.</p> <p>Activity: Use sequential terms to show how one event led to another with minimal support.</p>

ST CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6

FR I 1d, 3a-c, f, III, 3e, 5c

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D	Grade 6				
Understand Directions	Read and follow multi-step directions to complete a complex task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Follow visual directions to complete a simple multi-step task</p> <p>Activity: Follow the visual step-by-step directions from a “how-to” manual as a group.</p> <p>Vocabulary: First, Second</p>	<p>Follow the steps of a simple task with visuals support.</p> <p>Activity: Match the directions with the illustration of a simple recipe; then prepare a food item following a simple recipe in a group.</p>	<p>Follow modified directions to complete a complex, multi-step task.</p> <p>Activity: Complete task with a partner.</p>	<p>Unscramble a complex task from a modified text.</p> <p>Activity: Reorder steps in the proper sequence with a partner.</p>	<p>Complete a complex task using a grade-level text.</p> <p>Activity: Complete with minimal support.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6				
FR	I 1d, 3a-c, f, III, 3e, 5c				

Writing

1 Apply a writing process in composing text					
A	Grade 6				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> choose and use an appropriate graphic organizer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select from a series of different types of graphic organizers which one is the best for organizing a composition. Activity: Hand out a series of graphic organizer and discuss their different functions. Go over the various types of content and types of study graphic organizers are used.	Complete a graphic organizer with words necessary to write a simplified composition. Activity: Brainstorm appropriate vocabulary from a class discussion. Group the vocabulary heard in the lecture as important and unimportant. Classify the ideas that are heard with a partner.	Choose a student selected graphic organizer for helping record language which is important to understanding writing.	Choose and use an appropriate graphic organizer for brainstorming on a topic.	Choose and use a graphic organizer to organize information to be used in a composition.
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

1 Apply a writing process in composing text

A Grade 6

Follow a writing process to

- apply writing process to write effectively in various forms and types of writing

Writing Process	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and correctly transfer information from teacher-written list in pencil on board.</p> <p>Activity: Then self-check list to teacher’s list identifying possible errors and correct those errors. Rewrite list in ink with no errors.</p>	<p>Organize sentence strips and transfer to paper. Check for errors, and then prepare final draft.</p> <p>Activity: Match student written sentence with teacher made sentence. Compare and contrast looking for errors that occurred in the rewrite. Rewrite sentence strips in ink with no errors.</p>	<p>Organize sentences strips into one or two paragraphs and transfer onto paper. Correct errors from transfer and prepare final draft.</p> <p>Activity: Check sentences with teacher’s sentences identifying possible errors and editing the error found. Rewrite sentences in ink with no errors.</p>	<p>Compose a paragraph, edit, and prepare final draft.</p> <p>Activity: Then self-check sentences identifying possible errors, have a peer edit for errors and then correct those errors. Rewrite paragraph in ink with no errors.</p>	<p>Compose a multi-paragraph essay, edit, and prepare final draft.</p> <p>Activity: Rewrite sentences in ink with no errors. Rewrite an essay’s final draft in ink with no errors.</p>

ST CA 1, 4 1.8, 2.1, 2.2

FR II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8

2 Compose well-developed text using standard English conventions

A **Grade 6**

Handwriting

Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
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Deliberately Blank (No GLE)

ST

FR

2 Compose well-developed text using standard English conventions					
B	Grade 6				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> proper nouns (team names, companies, schools and institutions) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify proper nouns.</p> <p>Activity: Match and label proper nouns with simple names dictated by the teacher.</p> <p>Vocabulary: Noun Name Places Things</p>	<p>Locate proper nouns within short sentences.</p> <p>Activity: Copy sentence strips and underline or circle the proper nouns within each sentence with teacher modeling.</p>	<p>Construct simple sentences containing proper nouns.</p> <p>Activity: Write simple sentences with groups containing proper nouns and then share with the class.</p> <p>Vocabulary: Team names Company names School names Institutional names Etc.</p>	<p>Identify and edit capitalization errors in an invented text.</p> <p>Activity: Locate proper nouns within a text and use editing marks to correct capitalization. Exchange corrected papers with a peer editor to double check found errors.</p>	<p>Analyze proper nouns in the context of a paragraph.</p> <p>Activity: Proofread and make editing marks on peer's writing samples. Support as needed.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
B Grade 6					
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> proper adjectives 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify proper adjectives.	Locate proper adjective within short sentences.	Construct simple sentences containing proper adjectives.	Compose a paragraph containing proper adjectives.	Proofread and edit a paragraph containing proper adjectives.
	Activity: Label visuals as a class that are proper adjectives. Underline or color code with teacher support.	Activity: Copy sentence strips and underline or circle the proper adjectives within each sentence with a partner.	Activity: Write simple sentences containing proper adjectives and then share ie: Rallyrobin with another pair of students.	Activity: Write a paragraph based on the key vocabulary learned in previous level. Share in a cooperative group.	Activity: Peer edit with minimal support.
	Vocabulary: (i.e. French bread, Spanish rice, Italian pizza, German sausage, Latino dances, French music, etc.)				
	Structure: any proper nouns used as an adjective ie: Monday blues.				
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
B Grade 6					
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> • first word of direct quotations 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Find capitalization of first words in direct quotes.	Demonstrate understanding of first word in direct quotes.	Construct simple sentences containing direct quotations.	Compose a paragraph containing direct quotations.	Write a paragraph containing direct quotations.
	Activity: Highlight first word of direct quotes in a simplified sentence given and read by teacher. Mark the first words of quotes with colors.	Activity: Decode a scrambled text by putting the word order in the proper place, with the proper quotations and capitalization. Check unscrambled text with a partner.	Activity: Give each other samples of sentences and assign a peer to put the quotations and capitalizations in the proper place.	Activity: Combine sentences with a partner to construct a paragraph.	Activity: Create a paragraph with a dialogue that requires the writer to apply all knowledge related to punctuation and capitalization. Teacher support as needed.
	Vocabulary: First word Capitalization Quotes Quotations Speaking/talking				
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 6					
Punctuation	In composing text, use <ul style="list-style-type: none"> apostrophe in irregular and plural possessives 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify the irregular and plural possessives in labeled visuals.</p> <p>Activity: Write simple sentences which have words with apostrophes in them. Teacher shows students what apostrophes are by highlighting a few. Then students take turns highlighting the rest.</p>	<p>Label examples of irregular and plural possessives.</p> <p>Activity: Copy teacher modeled simple sentences which have words with apostrophes in them. Exchange sentences with partners and take turn labeling where apostrophes are used only for possessives. ie: not for contractions</p>	<p>Demonstrate and give examples of irregular and plural possessives on to sentences strips.</p> <p>Activity: Make sentence strips marking irregular possessives and plural possessives. Pass sentence strips from one person to another in a group reading and pronouncing the use of the apostrophes for possessives.</p>	<p>Revise passages with possessives marked erroneously.</p> <p>Activity: Design exercises with passages that have possessives wrongly marked. Correct with a partner the possessives by changing the location of the apostrophe marker to putting it in the correct location.</p>	<p>Write a series of sentences which include examples of irregular and plural possessives.</p> <p>Activity: Create examples of sentences with irregular and plural possessives. Share with a partner to check verb agreement for subject and object locations of possessives.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions

C Grade 6

Punctuation	In composing text, use <ul style="list-style-type: none"> quotation marks in dialogue, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize and place quotation marks in dialogues based on visuals.</p> <p>Activity: Write simple sentences which have dialogue. Show students what quotation marks are by highlighting quotations with multi-colored markers. Students take turns highlighting all punctuation that are quotation marks.</p>	<p>Identify and place quotation marks in dialogues on sentence strips.</p> <p>Activity: Find sentences in a simplified text which have beginning dialogues using quotations. Put sentence onto strip cards. With teacher instruction find quotation marks throughout text.</p> <p>Vocabulary: Quotation marks Place Speaking Talking Before After Front/Back</p>	<p>Apply quotation marks in dialogues copied from a modified text.</p> <p>Activity: Arrange students in groups. Students write a number of sentences that contain dialogues from their modified text without the quotation marks. Label all the dialogues with quotation marks at the front and back. Share with the class at the end.</p> <p>Vocabulary: Quotes Dialogue</p>	<p>Write a brief dialogue in which you place quotation marks correctly.</p> <p>Activity: Place students into pairs. Pairs are to write out a brief conversation between themselves and then share with the class. Introduce commas and periods related to designating the beginning and ending of a dialogue. ie: He said, "I am running." She said, "No, you are not running, you are sprinting."</p>	<p>Write a brief dialogue in which you place quotation marks correctly and other dialogue indicators in written scripts.</p> <p>Activity: Create a dialogue for a cartoon series. Pass the cartoon around assigning students to read different parts marked for dialogues. Support as needed.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
D	Grade 6				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> prepositional phrases 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify prepositional phrases with visuals.</p> <p>Activity: Write simple sentences with prepositional phrases. Demonstrate what prepositional phrases are by highlighting with colored markers. Teacher provides oral examples of prepositions for students to circle.</p>	<p>Label prepositions by finding them in a simplified text and marking the different types of prepositions.</p> <p>Activity: Use a word bank of prepositions. Teacher writes some simple sentences which have prepositional phrases. Teacher writes prepositional phrases on board. Students copy prepositional phrases and model writing their own phrases.</p>	<p>Choose a preposition from a list of common prepositions.</p> <p>Activity: Write a prepositional phrase with a partner based on a picture or other visual. Put students into groups and then give each group a list of prepositional phrases. Group composes several sentences containing prepositional phrases. Share with class.</p>	<p>Write appropriate prepositional phrases composing sentences for making a cohesive paragraph.</p> <p>Activity: Put students into pairs and then give each pair a list of prepositional phrases. A pair of partners compose a paragraph containing prepositional phrases. Share with class.</p>	<p>Compose a paragraph individually that contains a number of prepositional phrases.</p> <p>Activity: Write sentences with prepositional phrases, circle the prepositions and underline the object of the preposition.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions

D Grade 6

Use parts of speech correctly in written text
Appositives

Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Make aware of appositives</p> <p>Activity: Give examples of appositives with teacher Ie: Melanie, my sister Oscar, my dog Explain phrase that defines nouns is the appositive</p>	<p>Give examples of appositives</p> <p>Activity: Give two columns to match the noun with a matching descriptive appositive. Use imagination with a partner to make funny appositives. "My dog, the pup from outer space."</p>	<p>Work with making appositives</p> <p>Activity: Demonstrate through illustrations combinations of nouns and appositives that create ludicrous combinations. With a partner correct combinations to ones that make sense.</p>	<p>Create own appositive.</p> <p>Activity: Invent a make believe language of ridiculous appositives with a partner. Make pictures of the invented creatures.</p>	<p>Design and invent appositives for descriptive phrases.</p> <p>Activity: Give a paragraph to a friend with just nouns and a blank. Partner fills in the blank with his/her own description. Teacher support as needed</p>

ST CA 1 1.6, 2.2

FR II 4d, 6b, III 4d, 5-8

2 Compose well-developed text using standard English conventions					
E	Grade 6				
Spelling	In writing, use <ul style="list-style-type: none"> correct spelling of grade-level frequently used words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Spell correctly half of the assigned vocabulary words.</p> <p>Activity: Practice words orally with a teacher or partner spelling words aloud. Scramble grade level spelling words and match with unscrambled correct spellings.</p>	<p>Complete a series of sentences using a word bank of frequently used words.</p> <p>Activity: Read aloud sentences with missing words that require a grade-level word to fill in the blank. Brainstorm grade level words with teacher support from a vocabulary list and fill in the missing words.</p>	<p>Write five sentences with a partner, using words selected from a bank of frequently used words.</p> <p>Activity: Compare sentence constructions with a partner to correct spelling words which are provided on a class list.</p>	<p>Write sentences using words selected from a brainstorm collection.</p> <p>Activity: Generate a vocabulary list from a brainstorm session with a group or whole class. Write sentences using brainstorm words and collaborate with other members of the group to ensure spelling is correct.</p>	<p>Select ten words from a bank of frequently used words, and write a paragraph using them.</p> <p>Activity: Construct a paragraph using grade-level vocabulary. Check with a group member to verify choice of words and grammatical use.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6a, III 4d, 5-8				

2 Compose well-developed text using standard English conventions

E Grade 6

In writing, use

- classroom resources and dictionary to verify correct spelling

Spelling	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify what classroom resources (dictionaries, picture dictionaries, glossaries) are used for checking spelling.</p> <p>Activity: Study the alphabetic order of a glossary or mini-dictionary. Establish core vocabulary words learned through classroom activities. With a teacher, put new vocabulary into the class made resource book.</p>	<p>Demonstrate knowledge of use of classroom resources when writing.</p> <p>Activity: Use a glossary or mini-dictionary, organized alphabetically, of core vocabulary words to correctly spell words either given orally or given with incorrect spelling by teacher.</p>	<p>Use a language-learning dictionary to verify spelling of vocabulary found in a modified text.</p> <p>Activity: Take a passage from a modified text that contains grade-level vocabulary. Rewrite passage within a group and create errors students can edit and correct using a dictionary.</p>	<p>Revise spelling of misspelled words in grade-level text verifying spelling with a language-learning dictionary.</p> <p>Activity: Use a passage from a grade-level text that contains appropriate vocabulary. Rewrite passages with a partner and create errors that students can edit and correct using a dictionary.</p>	<p>Decide what errors are within a grade-level text and correct using dictionary with minimal teacher support.</p> <p>Activity: Identify unknown words in a grade-level text that the teacher has created errors and verify the spelling of each using a dictionary. Support as needed.</p>

ST CA 1 1.6, 2.1, 2.2

FR II 4d, 6a, III 4d, 5-8

2 Compose well-developed text using standard English conventions

F Grade 6

In composing text:

- a variety of sentence structures

	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Sentence Construction	<p>Identify what transitions are in teacher-generated sentences.</p> <p>Activity: Copy simple sentences which have transitions. Teacher shows students what transitions are by highlighting a few. Then students take turns highlighting the rest. ie: The boy and the girl are running.= Compound subject</p> <p>Vocabulary: and, but, so and or</p>	<p>Identify correct transitions for only simple compound subjects and compound predicates</p> <p>Activity: Write simple sentences which have transitions. Teacher shows students what transitions are by highlighting a few. Then students take turns highlighting the rest.</p> <p>Vocabulary: and, but, so and or</p>	<p>Construct compound sentences adding and connecting adjectival, adverbial, noun and verb phrases.</p> <p>Activity: Create a graphic organizer of a paragraph with blanks for transitional words and phrases. As a whole class choose the appropriate transitional words that lead from one idea to the next.</p>	<p>Define and expand concepts for types of sentences: declarative, interrogative, and exclamatory sentences.</p> <p>Activity: Design a graphic organizer of a paragraph with blank transitional words and phrases for a partner to fill in. Give to another student to fill in the missing parts. Compare answers.</p>	<p>Compose a variety of sentence structures that demonstrate an understanding of declarative, interrogative, and exclamatory.</p> <p>Activity: Pass around a series of written sentence and label the type of sentences whether they are declarative etc. Write a interrogative putting the wrong punctuation of a period. Rewrite and recompose the sentence to make it an interrogative.</p>

ST CA 1 1.6, 2.1, 2.2

FR II 4d, 6b, III 4d, 5-8

2 Compose well-developed text using standard English conventions					
F	Grade 6				
Sentence Construction	In composing text, identify and write sentences: <ul style="list-style-type: none"> precise and vivid language 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Give examples of precise and vivid language.</p> <p>Activity: Copy some simple sentences provided by the teacher which have precise and vivid words. Model teachers highlighting of vivid language with colored markers.</p> <p>Vocabulary: Color adjectives, shape, number words etc.</p>	<p>List and orally practice descriptive language.</p> <p>Activity: Write some simple sentences which have precise and vivid words. Show students what these words are by highlighting a few. Then students take turns with a partner highlighting the rest.</p>	<p>Build complete sentences using precise and vivid language from a word bank.</p> <p>Activity: Put all words on the board and provide an exercise to fill in the blanks with the best choice of vivid language. With a partner, check and compare answers that fill in the blank.</p> <p>Vocabulary: Synonyms, multiple meanings, stress levels of difficulty such as: nice, cute, pretty, beautiful, gorgeous, eloquent</p>	<p>Construct a descriptive paragraph using language generated from a prompt.</p> <p>Activity: Brainstorm words appropriate to a prompt. Give a picture with a scene or read a passage with detailed imagery. In small groups, brainstorm language that matches prompts. Add the words to a descriptive paragraph.</p>	<p>Write a paragraph using language from a glossary made from a class collection of descriptive language.</p> <p>Activity: Collect the words from various brainstorms and create a class glossary that contains words for feeling, sight, sound emotions. Give a verbal signal such as, "Paragraph for sound!" Students write a timed quick response paragraph referencing words from glossary on sound.</p>
ST					
FR.					

3 Write effectively in various forms and types of writing					
A Grade 6					
Narrative and Descriptive Writing	Write personal narrative text that <ul style="list-style-type: none"> chronicles a sequence of three or more events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Tell a personal story chronologically with pictures.</p> <p>Activity: Draw or cut pictures from a magazine that can literally or symbolically represent a personal life story.</p>	<p>Describe a personal narrative using time transitional words.</p> <p>Activity: Recall orally a life story with a partner following a picture sequence. Signify time of event with adverbs of time. Label the picture frames with adverbs or ordinals such as: first, 1st.</p> <p>Vocabulary: First, Second, Then, Next, Last, After</p>	<p>Create a new paragraph summarizing another person’s set of experiences.</p> <p>Activity: Write a sentence descriptor of an event on the back of the picture. In a group put all the pictures with sentences in a pile and sort out which one goes with a match. Make 3-4 cards for each narrative event. Each person must get a set that is not there own and write that story from their point of view. After combining the sentences into a paragraph, compare the sentences of the writer with those on the back of the card. Discuss and share results.</p>	<p>Compose a paragraph telling a personal story that includes multiple events</p> <p>Activity: Outline a sequence of events from a personal story. From this outline, write a short paragraph using dictionary support with a partner.</p>	<p>Critique a multi-paragraph personal story with multiple events.</p> <p>Activity: Take another student’s essay and analyze the order of events in their story about their lives. Evaluate the sequence and make recommendations how to improve or make more accurate the retelling of the narrative.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

3 Write effectively in various forms and types of writing					
A		Grade 6			
Narrative and Descriptive Writing	Write personal narrative text that <ul style="list-style-type: none"> includes sensory details and dialogue 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify quotation marks connected to dialogues using vocabulary related to sensory experiences.</p> <p>Activity: Make a dialogue with simple sentences made by the teacher that are visually supported with pictures related to types of senses: sight, sound, texture, taste, smell.</p> <p>ie: When I was in the park I saw a red bird (draw picture) on a purple flower (draw a picture) that smelled like honey.(draw a picture). I said, "Oh, what a beautiful park."</p>	<p>Locate and underline dialogue within a simple text.</p> <p>Activity: Copy from a simplified text a passage containing dialogue. Modeling the teacher, highlight the words of the dialogue in one color and the quotation marks in another color.</p>	<p>Create a dialogue from a personal story which includes sensory details.</p> <p>Activity: Reproduce a copy of a modified text that has a passage containing dialogue with sensory details. In a group highlight the words of the dialogue in one color, the quotation marks in another color, and sensory details in another. Share with class.</p>	<p>Rewrite a short dialogue summarizing a personal story which includes sensory details.</p> <p>Activity: Compose a personal narrative with only the description of context, events, and people without any elaboration. Give the narrative to a peer editor and the editor rewrites the piece filling in sensory details that embellish and enhance the content of the narrative.</p>	<p>Write a text including a dialogue about a personal experience with sensory and descriptive nouns.</p> <p>Activity: Pairs write a dialogue between themselves which contains sensory details using quotation marks around the areas of discussion. ie: I said, "_____" but my partner said, "_____" We both replied, "_____" as my mother gasped, "_____" Pairs share with the class</p>
ST	CA 4 1.8, 2.1				
FR	II 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing

B Grade 6

Use a note-taking system to organize information from oral presentations and written text

Note-Taking	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Orally highlight key words for important information.</p> <p>Activity: Support information vocabulary from the teacher generated samples of notes with pictures, charades, mime or TPR.</p>	<p>Organize key noted words and phrases orally or in writing with visual support.</p> <p>Activity: Brainstorm orally the most important information given by the teacher orally or in writing. Prioritize the ideas in an order from most important to least important.</p>	<p>Organize key noted words and phrases orally or in writing with visual and peer support.</p> <p>Activity: Prioritize the ideas from a brainstorm list in an order from most important to least important. Write the list into notes on a graphic organizer with visual and peer support.</p>	<p>Organize key noted words and phrases orally or in writing with visual and peer support.</p> <p>Activity: Prioritize the ideas from a brainstorm list in an order from most important to least important. Write the list into notes on a graphic organizer with visual and peer support.</p>	<p>Outline information from an oral presentation or written.</p> <p>Activity: Analyze important information from notes and insert it into an outline. Use the outline to reconstruct the presentation and rewrite the presentation from the recorded notes. Present it to a classmate and compare if the classmate's rewrite includes the same features of significance.</p> <p>Reflect: "What would have been good to include that I omitted, what should I have taken out that was not important?"</p>

ST CA 4 1.8, 2.1

FR II 6d, III 4c, IV 3f, 5-8

3 Write effectively in various forms and types of writing

C Grade 6

Write expository and persuasive

- paragraphs (including cause/effect) with
 - a strong controlling idea

Expository and Persuasive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Practice orally finding key vocabulary in types of paragraphs that are the main ideas.</p> <p>Activity: Support vocabulary from a teacher generated word bank for controlling ideas with pictures, charades, mime or TPR.</p>	<p>Recognize main idea in a simplified sentence.</p> <p>Activity: Write simple sentences and highlight main idea with a series of colors. ie; main idea of action=red, main idea of a place=green. With oral and teacher support students take turns highlighting.</p>	<p>Create a simple sentence from each type of paragraph explaining the controlling idea.</p> <p>Activity: Use a word bank to create a number of sentences that carry controlling ideas to match a paragraph genre. ie: The man wanted to farm but he had no land. (cause and effect) The group highlights the main ideas within their own sentences and shares with the class.</p>	<p>Compose a type of paragraph that specifies the controlling idea as a primary feature.</p> <p>Activity: Assemble a paragraph with a group using a multiple choice of options from already written sentences. Combine the sentences that are the same controlling ideas and assemble in a puzzle-like manner to create a paragraph. Write the paragraph connecting the sequence of sentences into a logical order.</p>	<p>Write a multi-paragraph essay of all paragraph types.</p> <p>Activity: Compose an outline or graphic organizer with a partner that creates the primary ideas and needed vocabulary to create a specific type paragraph. ie: words needed to persuade, convince, debate, present an argument.</p>

ST CA 4 1.8, 2.1

FR II 1c, 6d III 4c, IV 3f, 5-8

3 Write effectively in various forms and types of writing

C Grade 6

Write expository and persuasive

- paragraphs (including cause/effect) with
 - supporting and concluding sentences

Expository and Persuasive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize relevant details from pictures to grasp the concept of most supporting details that go into the paragraph.</p> <p>Activity: Cut out pictures to make a pictorial paragraph around a paragraph topic provided by the teacher. Find the last picture that is the final wrap up to illustrate the conclusion of the paragraph.</p>	<p>Organize generated sentences using key ideas to find the end of the paragraph.</p> <p>Activity: Fold a piece of construction paper into 3 parts. Write beginning, middle, and conclusion. Draw pictures to illustrate the events and make the conclusion dramatic with decorations.</p>	<p>Create simple supporting and concluding sentences to combine into a paragraph.</p> <p>Activity: Brainstorm in cooperative groups facts or details supporting a teacher-generated idea. Complete a supporting sentences by collecting information from all the students in the group</p>	<p>Compose supportive and concluding paragraphs that show cause/effect with a partner.</p> <p>Activity: Use a graphic organizer to brainstorm examples. Work with a partner to check that all the information inside the organizer is relevant to the paragraph. Use the information to write a short type of paragraph with dictionary and partner support.</p>	<p>Write a type of paragraph cause/effect expository or persuasive essay that combines supporting and concluding sentences.</p> <p>Activity: Use prompts and brainstorm on graphic organizer examples, facts or details about the prompt. Use the information to write a persuasive paragraph with dictionary support.</p>

ST CA 4 1.8, 2.1

FR II 1c, 6d III 4c, IV 3f, 5-8

3 Write effectively in various forms and types of writing

C Grade 6

Write expository and persuasive

- paragraphs (including cause/effect) with
 - appropriate logical sequence

Expository and Persuasive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Sort out a logical sequence of pictures representing different types of paragraphs.</p> <p>Activity: Put pictures in order given by teacher which reflect an event such as cause and effect. Orally describe events with a teacher.</p> <p>Vocabulary: First, Second, Then, Next, Last, After</p>	<p>Locate logical order of pictures in relationship to events of the paragraph.</p> <p>Activity: Describe pictures by matching them with simple sentences copied from the board given by the teacher. Write the sentences on the back of each picture. Put the sentences in order of the paragraph. Tell the story orally from reading the sentence or referring to the picture.</p>	<p>Create simple sentences that give a logical sequence to a cause/effect situation</p> <p>Activity: Invent a timeline with a group that lists the events of cause and effect. Make pictures with phrases to match with the dates on the timeline. Orally review events and times.</p>	<p>Compose a sequenced cause/effect expository or persuasive paragraph.</p> <p>Activity: Use a graphic organizer to brainstorm examples. Work with a partner to check that all the information inside the organizer is sequenced to match the paragraph.</p>	<p>Write, revise, and edit the sequence of cause/effect, expository, or persuasive paragraph.</p> <p>Activity: Use prompts and brainstorm on the graphic organizer about sequence of events. Use the information to write a paragraph with dictionary support</p>

ST CA 4 1.8, 2.1

FR II 1c, 6d III 4c, IV 3f, 5-8

3 Write effectively in various forms and types of writing

C Grade 6

Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> paragraphs (including cause/effect) with relevant details, facts and/or examples from one or more sources 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize relevant details from pictures to grasp the concept of most important facts go into the paragraph.</p> <p>Activity: Cut out pictures to make a pictorial paragraph around paragraph topic provided by the teacher.</p>	<p>Organize generated sentences using key vocabulary that sequence the illustrated multi-paragraph essay.</p> <p>Activity: Copy down the sentences provided by the teacher in the order the class decides is correct. Write the sentence with simple words and phrases. Sort the sentences into title, topic sentence, supporting details, and summary or closing statement.</p>	<p>Create simple sentences that give relevant details and facts/examples to a cause/effect situation.</p> <p>Activity: Brainstorm in cooperative groups facts or details supporting a teacher-generated idea. Complete a graphic organizer by collecting information from all students in the group.</p>	<p>Compose a cause/effect expository or persuasive paragraph using relevant details from one or more sources.</p> <p>Activity: Use a graphic organizer to brainstorm examples. Work with a partner to check that all the information inside the organizer is relevant to the paragraph. Use the information to write a short type of paragraph with dictionary and partner support.</p>	<p>Write, revise, and edit a paragraph cause/effect expository or persuasive paragraph using relevant examples from one or more sources.</p> <p>Activity: Use prompts and brainstorm on graphic organizer examples, facts or details about the prompt. Use the information to write a persuasive paragraph with dictionary support.</p>

ST CA 4 1.8, 2.1

FR II 1c, 6d III 4c, IV 3f, 5-8

3	Write effectively in various forms and types of writing				
C	Grade 6				
Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> paragraphs (including cause/effect) with multi-paragraph essays 				
	Identify picture sequence of an illustrated multi-paragraph essay. Activity: Cut and paste pictures in the correct sequence with teacher support.	Organize generated sentences using key vocabulary that sequence the illustrated multi-paragraph essay. Activity: Copy down the sentences in the order the class decides is correct.	Create simple sentences that give relevant details and facts/examples to a cause/effect situation. Activity: Select from a pile of sentences in the middle of the table and as a group sort the sentences into categories to match the types of writing. ie: Is the sentence about cause and effect or is it persuasive.	Compose a cause/effect expository or persuasive paragraph using relevant details. Activity: Combine sentences which have been classified into paragraphs. With a partner put combined sentences into an order that creates a specific type of paragraph. Copy the sentences into a paragraph.	Write, revise, and edit a multi-paragraph cause/effect expository or persuasive essay using relevant facts and examples. Activity: Synthesize sentences which have been classified into paragraphs. Reconstruct paragraphs into multi-paragraph essays. Support as needed.
	ST	CA 4 1.8, 2.1A			
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing

D Grade 6

Write summaries of text from magazines, newspapers and/or informational articles

Summary Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify key illustrations and vocabulary from pictures and captions in media resources.</p> <p>Activity: Use single words or short phrases provided by the teacher to orally describe the actions taking place and the main ideas of the article.</p>	<p>Sequence main ideas in articles from beginning, middle, and end.</p> <p>Activity: Cut and out key sentences written on the board by the teacher, from articles that demonstrate the main ideas and clue them in order to retell the story.</p>	<p>Create a simple summary of pictures and captions in articles with simple sentences.</p> <p>Activity: Organize sentences generated by the group which recap or reconstruct the main ideas of the article and write a controlled paragraph response.</p>	<p>Construct a paragraph that summarizes articles.</p> <p>Activity: Create with a partner a guided paragraph summary of the article with an outline prompt.</p>	<p>Write a multi-paragraph summary from various types of articles.</p> <p>Activity: Synthesize the key ideas from the article and write three details from the beginning, middle, and end, forming a 3 paragraph summary.</p>

ST CA 2, 3, 4 2.1, 3.5

FR II 1a, 2a, b, 5-8

3 Write effectively in various forms and types of writing					
E	Grade 6				
Audience and Purpose	Summarize information and construct a workplace communication, such as a memo or set of simple instructions, appropriate to topic and specific audience				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Name and recognize examples of memos, letters, e-mails and instructions.</p> <p>Activity: Match a picture of a memo, a set of instructions, or a letter, etc. along with labels guided by the teacher.</p>	<p>Identify examples of memos, letters, e-mails and instructions.</p> <p>Activity: Label with a partner a memo, a set of instructions, a letter, etc. with the correct name.</p>	<p>Create examples of different types of workplace communications for school or life topics.</p> <p>Activity: Practice writing with a group, instructions for routines like tornado drills, workplace dress code, telephone etiquette.</p>	<p>Compose a workplace communication appropriate to topic and specific audience.</p> <p>Activity: Write samples with a partner for workplace communication with different register for different job positions. ie: an email for a secretary versus an email to boss</p>	<p>Write a workplace type communication.</p> <p>Activity: Write a business letter including appropriate format in response to a teacher generated scenario with dictionary support and sample business letters for reference. Support as needed.</p>
ST	CA 4 1.8, 2.1, 2.6, 4.8				
FR.	II 2c. 3a-b, 4a, III 4e, IV 3a, c, 5-8				

Listening and Speaking

1 Develop and apply effective listening skills and strategies					
A	Grade 6				
Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen to music and various forms of media, speaking, reading. Activity: Draw an illustration to match a song, prose, poem, or read passage guided by the teacher.	Recall visually a favorite told or read story from a simplified text. Activity: Draw an illustration that depicts elements of a favorite story or favorite parts of a story guided by the teacher. Add descriptive words to pictures.	Select listening materials or books on tape/CD based on personal preference. Activity: Express opinions (likes, dislikes, favorites) in response to a modified read text by a partner.		
ST	CA 5,6 1.5, 1.6, 1.10				
FR.	II. 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies

A Grade 6

Purpose for Listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to teacher-tell directions with pictorial/ visual support.</p> <p>Activity: Highlight key words that are critical to understanding important information. Teacher holds up the card with the important clueing pictures with words that carry meaning for the listener. Put the picture words on the wall.</p>	<p>Recite key words during listening to a simple story that carry the important information.</p> <p>Activity: Listen for important information with a focus on noun and verb carriers. Give cards with pictures and words from the simple text. Hold up the card when the teacher says the word on the card.</p>	<p>Demonstrate basic knowledge and comprehension of a modified text.</p> <p>Activity: Answer teacher-led questions about the text that requires an inverted statement response or with yes/no, or true/false. ie: Did the boy buy the shoes? Then possibly show a picture of the boy with the new shoes on his feet. “Yes the boy did buy new shoes.” Or “Yes the boy bought new shoes.”</p>	<p>Interpret and analyze important information from a read leveled text.</p> <p>Activity: Explain the meaning ‘why’ from the indirect information provided by context clues. i.e. What does the word _____ mean? Why did the boy in the passage get new shoes? If the boy is happy he got shoes, why did he cry at the end of the story?</p>	<p>Revise and correct wrong information critiquing fact and opinion.</p> <p>Activity: Listen critically to student read passages and assess whether the information is fact or an opinion. Articulate the components that make the information an opinion versus a fact.</p>
ST	CA 5,6 1.5, 1.6, 1.10				
FR.	II. 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies

A Grade 6

Purpose for listening	Listen <ul style="list-style-type: none"> • for directions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to teacher-tell directions with pictorial/ visual support.</p> <p>Activity: Follow picture directions of activities in the classroom ie: using the bathroom, going to lunch, turning in homework,</p> <p>Vocabulary: First, Second, Then, Next, Last, After</p>	<p>Show comprehension of directions through actions.</p> <p>Activity: Follow simple (3 steps or less) teacher-read directions with pictorial/ visual support.</p>	<p>Demonstrate understanding of directions.</p> <p>Activity: Make a game with a group of finding a hidden object in or out of the classroom ie: treasure hunt following oral directions.</p>	<p>Adjust or correct confusing directions.</p> <p>Activity: Design a search for words in a text using oral clues with a partner. Record location of word by saying, "I found the word in the 2nd paragraph, in the middle of the page, in the sixth line. It is the 6th word in a sentence."</p>	<p>Compose directions for a purpose to explore or discover.</p> <p>Activity: Create an exercise for following directions that requires a group or partner to explore and discover something unknown. Support as needed.</p>
ST	CA 5,6 1.5, 1.6, 1.10				
FR.	II. 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies					
A Grade 6					
Purpose for listening	Listen <ul style="list-style-type: none"> to identify tone, mood and emotion of verbal and nonverbal communication 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify emotions from visuals.	Describe emotions/moods using key vocabulary and visuals.	Specify tone/mood/emotion of an orally presented simplified text.	Determine the mood, tone, and emotion of a modified text recorded text with no facial clueing for meaning.	Compare and contrast the mood, tone, and emotion of a grade-level text.
	<p>Activity: Teacher shows pictures of the different emotions reflected in material.</p> <p>Vocabulary: feeling, happy, sad, angry</p>	<p>Activity: Identify verbs and adjectives that demonstrate the author’s mood and/or emotion through teacher reading and with visual support or body language and class discussion.</p> <p>Vocabulary: tone, mood, emotion,</p>	<p>Activity: Use criteria with a partner for classifying and labeling moods and emotions while listening to a teacher or student read different life scenarios. ie: emergency, holiday, ceremony, work, or play.</p> <p>Note: Culturally not all cultures respond in the same way to crisis, grief, concern, pride, etc. ie: Japanese smile even when they are in trouble or something serious has happened. . .even death.</p>	<p>Activity: Listen to a taped version of a scenario from a life situation and guess the mood with no non-verbal clueing. Then provide facial and non-verbal clues and check if the interpretation of the mood changes.</p> <p>Vocabulary: visual, verbal, non-verbal, body language</p>	<p>Activity: Record a passage from a grade-level text on to a tape recorder using the proper voice and tone to convey mood and emotion. Let another student listen to the passage and judge what type of emotion is being conveyed by listening to the recorded passage.</p>
ST	CA 5,6 1.5, 1.6, 1.10				
FR.	II. 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1	Develop and apply effective listening skills and strategies				
B	Grade 6				
Listening Behavior	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe language for questioning and body in different listening settings.</p> <p>Activity: Observe teacher/peer modeling of questioning and polite behavior techniques during an oral presentation or dialogue.</p> <p>Vocabulary: agree, disagree, confused, understand, do not understand</p> <p>Note: Listening strategies behaviors varies in different cultures.</p>	<p>Imitate appropriate pragmatics suitable for effective listening.</p> <p>Activity: Demonstrate the proper method of asking a question in the classroom by modeling peers.</p> <p>Note: Raising hand and waiting to be called upon may not be culturally appropriate for different cultures.</p>	<p>Identify examples of agreement, disagreement, and/or confusion while in a listening setting.</p> <p>Activity: Use body language and facial expression to communicate to the speaker understanding or confusion while listening. Learn to ask appropriate “Wh-questions” to (i.e., following classroom rules, staying on topic, polite phrasing, etc.) by working with a peer model.</p>	<p>Explain agreement, disagreement, or confusion with behaviors based on body language, intonation, and facial expressions.</p> <p>Activity: View a play, drama, or oral presentation. Notice how the characters respond and understand to another character’s questions/comments. Record responses and review descriptions with a peer.</p>	<p>Clarify and articulate the presenter’s view and/or purpose when given a teacher or peer oral presentation in a group.</p> <p>Activity: Compose and write a list of rules that reflect understanding the subtle aspects of active listening. Include in the class list rules that consider and accommodate different cultures who might show active listening from a western frame of reference.</p> <p>Note: Many cultures consider it disrespectful to look a person in the eye.</p>
ST	CA 5,6 1.5				
FR.	II. 5b, III 1c, IV 1e, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 6				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> • speak clearly and stay on topic 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen and repeat common words when given an oral list of items or illustrations</p> <p>Activity: Develop three spoken sentences clearly describing a given illustration or series of pictures.</p> <p>(i.e., Give red, blue, cat, and green, the student will repeat red, blue, and green.)</p>	<p>Practice clarity of speech while reciting a list of words from the topic.</p> <p>Activity: Identify the off topic statements and then restate the off-topic statements clearly as modeled by teacher.</p> <p>Vocabulary: focus, topic, on-off topic, understand (stood)</p>	<p>Discuss topic details of a dialogue and discuss which details are off the topic.</p> <p>Activity: Discuss with peer assistance on how to focus on keeping the topic and enunciating clearly.</p> <p>Vocabulary: clarity, enunciate, pronounce, dialogue, presentation</p>	<p>Create a simulation of a presentation that has phrases off the topic.</p> <p>Activity: Focus on the topic and when the speaker goes off the topic give an indicator (raised hand, tally, etc.) Tally or mark during the talk when the speaker is not understood and enunciation is not clear. Discuss results of tallies with the group</p>	<p>Critique the effectiveness of keeping on topic and enunciating clearly of an oral presentation.</p> <p>Activity: Design a rubric for grading and marking presentations for topic and pronunciation.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR.	II. 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, , IV 1d, 3a, c, f, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 6				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> • use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe language and eyes in different settings with different audiences.</p> <p>Activity: Listen to examples of volume, intonation, rate of speech, inflections. Watch facial and eye expressions. Meaning of eye expressions and language are explained by teacher.</p> <p>Note: Many cultures consider it disrespectful to look a person in the eye.</p>	<p>Imitate and identify appropriate pragmatics suitable in different contexts.</p> <p>Activity: Look at a situation and match different types of moods or expressions to indicate the appropriate response. Check with a work group to see if responses parallel to others in the group.</p>	<p>Interpret the speaking skills of presented characters' voices and imitate the character's speech characteristics</p> <p>Activity: Listen to different audio recordings with a variety of speech elements and discuss what the tones and sounds of voice mean with a partner. Copy a face, eye and speech to match the mood of voice on tape.</p> <p>Vocabulary: volume, tone, rate, speed, pronunciation, fluency, inflection and eye contact, space, distance</p>	<p>Demonstrate the use of appropriate speech characteristics to express mood and emotions</p> <p>Activity: Discuss different purposes for using different tones, rates of speech, and eye contact. Give a simulation or a scenario and respond to the context with the appropriate supra-segmentals of voice and eyes using a small group for support. .</p>	<p>Present appropriate speech characteristics to whole class.</p> <p>Activity: Write a short play, role play, skit and choose classmates to participate or perform designing voice to match the context of the play.</p> <p>Note: Many cultures consider it disrespectful to look a person in the eye.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR.	II. 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, , IV 1d, 3a, c, f, 5-8				

2 Develop and apply effective listening skills and strategies					
B	Grade 6				
Giving Directions	Give clear and concise multi-step oral directions to complete a complex task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Sequence visuals to show understanding of multi-step directions.</p> <p>Activity: Use pictures to present a series of activities around the classroom such as 3 steps to sharpen a pencil, 5 steps to completing a composition.</p>	<p>Demonstrate multi-step directions of a simple task.</p> <p>Activity: Use simple vocabulary and pictures and with assistance complete a series of steps to make something to eat such as macaroni and cheese, boil an egg, or make a peanut butter sandwich</p>	<p>Create multi-step directions in a cooperative group.</p> <p>Activity: Give oral or written directions with pictures and words from a core vocabulary.</p>	<p>Design a task with multi-step directions.</p> <p>Activity: Guide with oral multi-step directions a partner to complete a task. Give directions with no visual support only spoken or written words.</p>	<p>Present to class or small group multi-step oral directions to complete a task.</p> <p>Activity: Create a lego design from a drawn diagram or find a location on a map. Give written directions to get to an unknown place. Practice asking questions to clarify information for better directions. Support as needed.</p>
ST	CA 1, 6 2.1, 2.3				
FR.	II 6d, IV 1d, 5-8				

1 Develop and apply skills and strategies to the reading process					
A Grade 7					
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate directionality handling a book properly. Activity: Handle a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues (Cultural Note: Some cultures start from back to front, right to left, and bottom to top.)	Practice handling a book properly. Activity: Handle a book properly (right side up; opening cover; turning pages) with only oral teacher cues			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A		Grade 7			
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> print tells story 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Demonstrate and recognize classmate's names.	Recognize objects in print within the room.	Recognize below grade-level text in print.			
<p>Activity: Match their own and their classmates' names in print with a teacher.</p> <p>Vocabulary: Match, classmate</p>	<p>Activity: Connect print with objects in classroom and/or visuals in a small group with teacher modeling.</p> <p>Vocabulary: Classroom objects STEM: "This is a ..." "That is a ..."</p>	<p>Activity: Use below grade level text to connect print to story in small group</p> <p>Vocabulary: Preview key words from story.</p>			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A Grade 7					
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> word by word matching 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Mimic pointing to words in print. Activity: Observe teacher reading from a big book and pointing to each word. Vocabulary: Preview key story voc. & define with pictures and visuals.	Illustrate matching words to print. Activity: Follow along and repeat pointing to each word in student book while teacher reads and points out words from big book. Vocabulary: Preview key story voc. & define with pictures and visuals.	Identify words in print. Activity: Point to and identify known words in student book with a partner.		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

Reading

1 Develop and apply skills and strategies to the reading process					
Grade 7					
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> • upper- and lower-case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify upper and lower case letters using manipulatives. Activity: Identify upper and lower case letters using manipulatives when provided by the teacher. Vocabulary: letter, upper-case, lower-case, capital	Recognize between upper- and lower-case letters in words. Activity: Use flash cards, letter tiles, and/or other manipulatives with teacher modeling. Vocabulary: word, upper-case, lower-case, capital	Differentiate between upper- and lower-case letters in words. Activity: Pair upper-case with lower-case letters during class practice with a partner. Vocabulary: Match, pair, put together, same letter		
	TESOL Stds.				
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
A Grade 7					
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> • first and last letters in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the beginning and ending letters.	Discriminate between minimal pairs beginning and ending letters.	Demonstrate by writing beginning and ending letters from pictures or words.		
	Activity: Point to either first or last letter as directed by teacher to demonstrate comprehension of vocabulary needed.	Activity: Listen to minimal pairs and distinguishing between sounds Ie: deep/beep/peep TPR Identify words with same beginning or ending sound by pointing to a body part to indicate a particular sound. Classify or sort words guided by teacher ie: If teacher says sound n student points to nose nose= "n" sound	Activity: Select words and write words that start or end with the same letter with a partner Circle words from provided list that share the same first and/or last letters I.E.: Sentence structure: ("The first letter is") ("The last letter is ...")		
	Vocabulary: beginning, first, last, final, ending				
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
A	Grade 7				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify individual words or spaces in sentences. Activity: Circle or highlight spaces between words in sentences after teacher modeling. Vocabulary: word, space, separate	Identify individual words in printed text and paragraphs. Activity: Circling or highlighting spaces between words in paragraphs independently. Vocabulary: space, individual, separate			
TESOL Stds.					
Content ELP Stds.					

Reading

1	Develop and apply skills and strategies to the reading process				
A	Grade 7				
Print Conce pts	Demonstrate concepts of print <ul style="list-style-type: none"> • letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient

	<p>Copy letter and word from teacher example.</p> <p>Activity: Unscramble letter and word by matching teacher sample with teacher support</p> <p>Vocabulary: beginning, first, last, middle, word, start, end.</p> <p>Structure: Subject-verb word order.</p> <p>(Note: Students may come from other literacy backgrounds which do not read left to right or do not follow a subject-verb-object order.)</p>	<p>Identify word order in simple sentence.</p> <p>Activity: Identify subject and verb by color-coding in a simple text as modeled by the teacher.</p> <p>Vocabulary: subject (person, place, thing) action word, 'to be', pronouns.</p> <p>Structure: Subject-verb word order.</p> <p>(Note: Students may come from other literacy backgrounds which do not read left to right or do not follow a subject-verb-object order.)</p>	<p>Identify word order in compound sentences.</p> <p>Activity: Identify subject and verb by color-coding a compound sentence as modeled by the teacher.</p> <p>Vocabulary: subject, predicate, pronouns, preposition (other parts of speech).</p> <p>Structure: English syntax</p> <p>(Note: Students may come from other literacy backgrounds which do not read left to right or do not follow a subject-verb-object order.)</p>	<p>Illustrate word order in simple, compound, and complex sentences.</p> <p>Activity: Reorder a sentence with complex structures (prepositional phrases, appositives, complex-compound) with partner after teacher modeling.</p> <p>Vocabulary: subject, predicate, phrases, clauses</p> <p>Structure: English syntax, subject, predicate, phrases, clauses</p>	<p>Illustrate word order in simple, compound, and complex sentences.</p> <p>Activity: Reorder a sentence with complex structures (prepositional phrases, appositives, complex-compound) independently.</p> <p>Vocabulary: subject, predicate, pronouns, phrases, clauses</p> <p>Structure: English syntax, subject, predicate, phrases, clauses</p>
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
A		Grade 7			
Demonstrate concepts of print <ul style="list-style-type: none"> punctuation has meaning 					
Print Concepts	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify basic punctuation marks. Activity: Use flash cards, posters, tiles, and/or other manipulatives to name punctuation marks after teacher modeling. Vocabulary: period, question mark, exclamation mark/exclamation point, and comma.	Identify punctuation marks and their purpose within groups of words and/or sentences. Activity: Apply appropriate punctuation to teacher-generated sentences using visual support in small groups. Vocabulary: period, question mark, exclamation mark/exclamation point.	Identify punctuation marks and their purpose with modified text. Activities: Recognize tone related to sentence types, i.e. upper ending tone indicates questions. Apply appropriate punctuation to a paragraph with a partner. Vocabulary: comma and quotation marks. (Cultural note: Many cultures do not use tone to indicate sentence types.)		
TESOL Stds.					

Content ELP Stds.	
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1	Develop and apply skills and strategies to the reading process				
B	Grade 7				
Phone mic awareness	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> • separate and say sounds in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient

	<p>Recognize and recite beginning, medial and final sounds in words.</p> <p>Activity: Point to a letter at the beginning, in the middle or at the end of the word to demonstrate comprehension of a phoneme as modeled by teacher</p> <p>Vocabulary: point, repeat, sounds, beginning, middle and end.</p> <p>Structure: Phonemes, syllabication</p> <p>(Note: Special emphasis may need to be placed on those phonemes not in first language.)</p>	<p>Identify and say sounds of words in familiar text.</p> <p>Activity: Produce the individual sounds in a word from a list of previously introduced words with teacher modeling.</p> <p>Vocabulary: say, repeat,</p> <p>Structure: Phonemes, syllabication</p>	<p>Identify and say sounds of words in a variety of contexts, i.e. social studies vocabulary.</p> <p>Activity: Produce the individual sounds in unknown words with a partner.</p> <p>Structure: Phonemes, syllabication</p>		
TESOL Stds.					
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
B					
Grade 7					
Phonemic Awareness	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Blend individual letter sounds given by teacher to create words.	Blend individual sounds to decode unknown words.	Blend individual sounds to decode unknown words.		
	Activity: Point to the letters and say the isolated sounds (c-a-t) then blend back together to create the word following teacher example. (For example – C-a-t, cat) Vocabulary: listen, say, repeat (Note: Special emphasis may need to be placed on those blends not in first language.)	Activity: Orally produce individual sounds and blend them into words with a partner. Vocabulary: listen, say, repeat	Activity: Orally produce individual sounds and blend them into words to decode unknown words in a modified text with minimal teacher support.		
	TESOL Stds.				
Content ELP Stds.					

1 Develop and apply skills and strategies to the reading process					
B Grade 7					
Phonemic Awareness	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Reproduce new words in a given word family by substituting the initial or final letter with words modeled by teacher. Activity: Using a letter tiles, make new words by substituting initial and/or final letters with teacher modeling and say the sounds aloud as they build the word. Vocabulary: Say, listen, look, repeat, change	Create new words from dictation in a given word family by substituting the initial or final letter. Activity: Using letter tiles, make new words as the teacher dictates with minimal support. Vocabulary: word family, beginning, ending, sound, replace, repeat			
TESOL Stds.					

Develop and apply skills and strategies to the reading process					
C	Grade 7				
Phonics	Apply decoding strategies to “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Pronounce initial, medial and final letter sounds.</p> <p>Activity: Practice decoding unknown words using initial, medial, and final letter sounds with teacher support.</p> <p>Vocabulary: alphabet, consonants, vowels, short vowel, long vowel</p> <p>Stem: “b, ball, /b/”</p>	<p>Recognize and pronounce letter sounds, blends and word chunks.</p> <p>Activity: Identify and pronounce letter sounds and word chunks found in individual written words in leveled texts with teacher support.</p>	<p>Generalize decoding strategies to unfamiliar words in unfamiliar leveled texts.</p> <p>Activity: Use previously learned decoding strategies such as letter sounds, blends and word chunks in leveled content text with a partner.</p>	<p>Generalize decoding strategies to unfamiliar words in unfamiliar modified texts.</p> <p>Activity: Use a variety of strategies to decode unknown words in connected paragraphs using modified content texts with a partner.</p>	<p>Generalize decoding strategies to unfamiliar words in unfamiliar grade level texts.</p> <p>Activity: Use a variety of strategies to decode unknown words used in classroom readings based on grade-level text with minimal support.</p>
ST	CA 2, 3 1.6				
FR	I 6B, 5-8				

1 Develop and apply skills and strategies to the reading process					
D Grade 7					
Fluency	Read instructional text <ul style="list-style-type: none"> with fluency, accuracy and appropriate expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recite words fluently and accurately from a previously learned word list.</p> <p>Activity: Parrot-reading, audio-taping individual students so they can hear themselves read, chants</p>	<p>Recite sentences of familiar text and basic vocabulary words with fluency, accuracy, and expression.</p> <p>Activity: Chorally read sentences from a familiar text after listening to a text read fluently, with accuracy and expression by the teacher.</p> <p>Vocabulary: choral reading, fluency, expression, accuracy</p>	<p>Read and recite paragraphs from a familiar text with fluency, accuracy, and expression.</p> <p>Activity: Student will read a leveled text and practice reading it aloud to a partner or into a tape recorder to assess progress. Students could also measure reading rate.</p>	<p>Read accurately, fluently and with expression from various forms of leveled text. i.e. poems, plays, etc.</p> <p>Activity: Read and check oral and silent fluency rates when reading various forms of leveled text with a partner.</p>	<p>Read accurately, fluently and with expression from various forms of modified text. i.e. poems, plays, etc.</p> <p>Activity: Read and check oral and silent fluency rates when reading a modified text with minimal support.</p>
ST	CA 2, 3 1.5				
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
D Grade 7					
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> adjusting reading rate to difficulty and type of text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen to text read at a normal rate.	Practice reading leveled texts with various rates with teacher.	Demonstrate reading modified texts using various rates with a partner	Differentiate appropriateness of reading rates from different types of modified texts.	Assess appropriate reading rates of a peer reading different types of grade-leveled texts.
	Activity: Listen to modified text read at correct rate by proficient reader, while tracking words. Vocabulary: listen, track, follow along, finger (Note: Beginning students cannot adjust reading rate to the text.)	Activity: Read parts of various texts along with teacher as the teacher models different reading rates.	Activity: Practice reading rates with partner in modified texts of varying difficulty after teacher models the various texts. (Example: social studies texts are read at a slower reading rate than fictional texts.)	Activity: Give various texts and adjust their reading rate appropriately and self-assess using a tape recorder and a stop-watch to determine reading rate. Calculate different reading rates on various texts by using a stop-watch or having teacher time class.	Activity: Apply knowledge of reading speed and fluency as it relates to the difficulty of various grade level text. Assess a peer using a scoring guide.
	ST	CA 2, 3 1.5			
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
E Grade 7					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • root and affixes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Develop vocabulary of simple common root words	Identify a list of common affixes and how they change the word meaning.	Make new words using root words and affixes.	Categorize words into parts of speech according to suffixes.	Categorize words into parts of speech according to suffixes.
	Activity: Use pictures, flash cards, word lists, and/or photographs when prompted with teacher modeling. Add simple affixes such as plurals, -ing, etc.	Activity: Separate suffixes and prefixes from root words using manipulatives in a classroom activity with teacher modeling. i.e. preschool = <i>before</i> school = pre-school.	Activity: Combine roots and affixes of target vocabulary to create meaningful words with a partner.	Activity: Complete a graphic organizer of parts of speech sorting words into appropriate columns using a suffix chart with a partner.	Activity: Complete a graphic organizer of parts of speech sorting words into appropriate columns using an suffix chart independently.
	Structure: morphological affixes Vocabulary: root word, base word, word stem, word ending		Vocabulary: root word, suffix, prefix, combine Structure: morphological affixes	Vocabulary: root word, suffix, prefix Structure: morphological suffixes	Vocabulary: root word, suffix, prefix Structure: morphological suffixes
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
E Grade 7					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> context clues 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify context clues in sentences with visual support.	Identify context clues in sentences with visual and oral support.	Use context clues in controlled paragraphs to infer meaning.	Explain strategies used to infer meaning through context clues.	Apply strategies to infer meaning in grade level text.
	Activity: Match a word to illustrations or photographs using leveled text with teacher modeling.	Activity: Identify word meanings in sentences and related content material given both oral and visual definitions with teacher modeling.	Activity: Identify content-related word meanings found in adapted/modified, connected paragraphs, which may include visual support with a partner.	Activity: Identify content-related word meanings found in adapted/modified text summaries, with a partner. Explain the process to find meaning from context clues with teacher support.	Activity: Identify content-related word meanings found in grade-level content text, with minimal support.
	Vocabulary: before, after, clue, hint Stem: “This word matches”	Vocabulary: before and after, clue, hint Stem: “This word meansbecause”	Stem: “This word meansbecause”	Stem: “This word meansbecause”	Stem: “This word meansbecause”
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
E Grade 7					
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> glossary, dictionary, and thesaurus 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	List survival words in personal glossary in alphabetical order and illustrate.	List content vocabulary in a glossary or dictionary in alphabetical order with student definitions and/or illustrations.	Use ESL or simplified dictionary to define key vocabulary. e.g. Oxford English Language Learners Dictionary, Heinemann Picture Dictionary.	Use a ESL or simplified thesaurus to expand vocabulary.	Use glossary, dictionary and thesaurus appropriately.
	Activity: Create a glossary using illustrations and/or words to define key survival vocabulary using English ESL or simplified (and native language if appropriate) with teacher guidance.	Activity: Create a glossary or dictionary using illustrations, words, or phrases to define key vocabulary in a leveled content area text. Use the resource with a partner in activities. Vocabulary: Glossary, dictionary, synonym, antonym Stem: “ _____ means _____.”	Activity: Learn format of each entry (pronunciation key, part of speech, etc.) and related vocabulary with teacher support. Vocabulary: Glossary, dictionary, pronunciation key, part of speech, synonym, antonym	Activity: Introduce the purpose and format of the thesaurus and related vocabulary, i.e. synonyms, antonyms, etc. Practice using a thesaurus to find synonyms of related reading vocabulary.	Activity: Use the appropriate resource when reading a text for understanding key vocabulary with minimal teacher support.
	ST	CA 2, 3 1.5, 1.6			
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 7					
Pre-Reading	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate prior knowledge using illustrations with teacher modeling.	Discuss prior knowledge and record information graphically with teacher support in small groups.	List ideas based on prior knowledge on a graphic organizer in a small group.	List ideas and prior knowledge using modified text on a graphic organizer with a partner.	List ideas and prior knowledge using a graphic organizer with minimal teacher support.
	Activity: Demonstrate prior knowledge by drawing pictures or matching pictures to key vocabulary terms with teacher modeling.	Activity: Suggest ideas and facts from prior knowledge as the teacher records responses on KWL chart or other prediction graphic organizer.	Activity: List ideas, based on prior knowledge and related to text, on a KWL chart or other prediction graphic organizer in a small group.	Activity: List ideas based on prior knowledge and related to text on KWL chart or other prediction graphic organizer with a partner .	Activity: List ideas based on prior knowledge and related text on KWL chart or other prediction graphic organizer independently.
	Vocabulary: Key vocabulary related to reading passage.	Stem: “I know” “I want to learn (about, why, if, when, etc.)...” “I learned that”	Stem: “I know” “I want to learn (about, why, if, when, etc.)...” “I learned that”	Stem: “I know” “I want to learn (about, why, if, when, etc.)...” “I learned that”	Stem: “I know” “I want to learn (about, why, if, when, etc.)...” “I learned that”
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 7					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Preview concepts and ideas through visuals with teacher modeling. Activity: Use games, picture walks, and hands-on activities to preview text with teacher modeling.	Preview concepts and ideas through visuals with peer support. Activity: Discuss as a group title, pictures, and text features to determine content using a leveled text. Vocabulary: title, headings, illustration.	Preview concepts and ideas through visuals with peer support. Activity: Discuss with a partner the title, pictures, and text features to determine content using a teacher generated guide or questions to focus discussion.	Preview concepts and ideas through visuals with peer support. Activity: Demonstrate comprehension by examining diagrams and graphs and use simple graphic organizers to record predictions in modified texts with teacher support.	Preview concepts and ideas through visuals independently. Activity: Expand preview skills by scanning text for key vocabulary words and subject headings to identify topics/concepts in the text with minimal teacher support.
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 7					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • predict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate predictions before reading using pictures and/or diagrams from text.	Evaluate accuracy of predictions during a picture walk of illustrated fiction text.	Predict major events of illustrated fiction.	Create predictions with a partner using a modified text based on pictures, text features, and background knowledge.	Create predictions using a grade level text based on visuals, text features, and background knowledge independently.
	Activity: Illustrate possible outcomes based on a picture preview of a text after teacher modeling, questioning, and prompting.	Activity: Respond to a series of agree/disagree statements by the teacher about the text based on a picture preview of leveled text following teacher questioning.	Activity: Create predictions with a partner using a leveled text based on a picture preview of the text.	Activity: Survey text-features of information to create predictions.	Activity: Write predictions on a graphic organizer based on diagrams, pictures, text features, and background knowledge with minimal or no teacher support.
	Vocabulary: draw	Vocabulary: agree, disagree	Vocabulary: predict, prediction		
	Stem: "I think that"	Stem: "I think that"			
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 7					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension ○ set a purpose and rate for reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Determine the purpose and rate for reading.	Determine the purpose and rate for reading.	Determine the purpose and rate for reading.	Determine the purpose and rate for reading.	Determine the purpose and rate for reading.
	Activity: Observe and listen as teacher reads various types of texts.	Activity: Choral read leveled text with the teacher.	Activity: Preview text features in a teacher led discussion.	Activity: Analyze pictures, diagrams, graphs, and scan text for vocabulary words and subject headings in modified content materials to determine the purpose of reading and appropriate rate in pairs.	Activity: Analyze pictures, diagrams, graphs and scan text for vocabulary words and subject headings in text to determine the purpose of reading and the rate with minimal teacher support.
	Vocabulary: rate, speed, slow, quick	Vocabulary: why, slowly, quickly	Vocabulary: What, purpose, rate, information, entertainment, pleasure, leisure, learning		
	Stems: Who is ...?, What is...?, Why...?, How?...?, What will...?	Stems: Who is ...?, What is...? Why...?, How...?, What will...?	Stems: Who is ...?, What is...? Why...?, How...?, What will...?	Stems: Who is ...?, What is...? Why...?, How...?, What will...?	
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
G Grade 7					
During Reading	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Observe self questioning and self-correcting to simplified text.	Apply self questioning and self-correcting to leveled text.	Apply self questioning and self-correcting to modified text.	Apply self questioning and self-correcting to grade level text.	Apply self questioning and self-correcting to grade-level text with minimal teacher support.
	Activity: Listen to teacher model self-questioning and correcting using pictures, flip books and/or other visuals and manipulatives.	Activity: Select appropriate self-questions from a list and self-correct errors in leveled text after teacher modeling.	Activity: Demonstrate use of self-questions and self-corrections within a modified text during reading in a group with teacher modeling.	Activity: Construct self-questions about grade level text material and compare with a partner to correct. (e.g. "Why is Justin scared of the dark?")	Activity: Write complex questions to address text (sticky notes, reading log or think-pair-share)
	Vocabulary: who, what, when, where, why Note: Teach this strategy throughout reading instruction, not in isolation.	Vocabulary: who, what, when, where, why, how Note: Teach this strategy throughout reading instruction, not in isolation.	Vocabulary: who, what, when, where, why, how Note: Teach this strategy throughout reading instruction, not in isolation.		
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G Grade 7					
During Reading	During reading utilize strategies to				
	<ul style="list-style-type: none"> infer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make inferences by responding to simple teacher-led questions from a leveled text with visual support and teacher modeling.</p> <p>Activity: Hold up a picture of a wet dog and ask, “Is it raining?” Use picture books, repetitive books, etc.</p> <p>Stem: Is he/she/it...sad?</p>	<p>Make inferences by responding correctly to questions from a leveled text with teacher modeling.</p> <p>Activity: Respond to guided questions that require inferences from modified text.</p> <p>Stem: “How does...feel?” “Why is he/she ...?” “Why does...?” “I think that...”</p>	<p>Make inferences using complete sentences from teacher-generated questions to modified text with in small groups or with a partner.</p> <p>Activity: Respond in complete sentences, to teacher-generated questions to infer and comprehend a modified text with peer support.</p> <p>Vocabulary: reading between the lines, guess, infer</p> <p>Structure: Conditionals (If...then...)</p> <p>Stem: “What do you think about...?”, “I know ____ because...”</p>	<p>Construct inferences using complete sentences from student-generated questions based upon modified text with a partner.</p> <p>Activity: Construct inferences using complete sentences from student-generated questions based upon modified text with a partner.</p> <p>Vocabulary: details, support, evidence, for example, author purpose</p> <p>Structure: Conditionals (If...then...)</p> <p>Stem: “What do you think?”, “I know... because...”</p>	<p>Construct inferences in complete sentences from grade level text using student-generated questions with minimal teacher support.</p> <p>Activity: Construct inferences using complete sentences from grade level text using self-generated questions with minimal teacher support.</p> <p>Vocabulary: details, support, evident, for example, author purpose</p>
	ST	CA 2, 3 1.5 & 1.6			
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G		Grade 7			
During Reading	During reading utilize strategies to				
	<ul style="list-style-type: none"> visualize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Picture the story's characters and events while being read to by the teacher or para. Activity: Label or illustrate a word or phrase from a simple text read by teacher Vocabulary: Draw, picture, close your eyes, in your head	Picture text's characters and events during reading. Activities: Label, illustrate or act out a sentence from a leveled text read by a teacher. or Act out a sentence or section from a leveled text. Vocabulary: Visual, visualize, illustrate, act out, role play	Picture text's characters and events during reading. Activity: Demonstrate a scene from leveled text or illustrated trade book to members of a small group.	Picture text's characters and events during reading. Activity: Demonstrate a scene from modified text or trade book to members of a small group.	Picture text's characters and events during reading. Activity: Illustrate a scene or paragraph in grade level text with minimal teacher support.
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G Grade 7					
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> • predict and check using cueing systems <ul style="list-style-type: none"> ○ meaning ○ structure ○ visual 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use visual cues to assist while reading.	Use visual and meaning cues to assist while reading.	Use visual, meaning, and structural cues to assist while reading.	Apply cueing system with assistance when reading modified text.	Apply the cueing system with minimal assistance when reading grade level text.
	Activity: Focus on beginning letters and picture cues when encountering unfamiliar basic vocabulary.	Activity: Use vocabulary and punctuation to assist in making meaning when reading leveled text or isolated sentences.	Activity: Use meaning and English syntax in determining correctness of what is read.	Activity: Read a passage of modified text and record your use of visual (punctuation), structural, and meaning cues on a teacher-generated graphic organizer or set of questions with a partner.	Activity: Comprehend grade-level text with minimal teacher or peer support.
	Vocabulary: Look, Think, Right, Wrong, Yes, No, Answer, In check		Vocabulary: Visualize, Predict, Correct, Incorrect		Vocabulary: Assumption
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H		Grade 7			
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Clarify text through questioning. Activity: Respond to yes/no or true/false questions about a leveled text with visual support in a teacher-led activity. Vocabulary: true, false, yes, no Note: Not all cultures indicate yes/no in the same way. Nor do they use the same non-verbal gestures or verbal utterances. Appropriate gestures must be taught.	Clarify text through questioning. Activity: Respond to simple <i>wh</i> - questions about leveled text asked by the teacher. Vocabulary: who, what, when, where, why, how, I don't understand Note: Not all cultures indicate yes/no in the same way. Nor do they use the same non-verbal gestures or verbal utterances. Appropriate gestures must be taught	Clarify text through questioning. Activities: Generate and respond to <i>wh</i> - questions using leveled text with a small group and teacher support. Or Respond in sentences with a partner (think-write-pair-share) to <i>wh</i> -, <i>how</i> -, and text-based comprehension questions.	Clarify text through questioning. Activity: Create and respond to a variety of questions about modified text with a partner and teacher support.	Clarify text through questioning. Activity: Use a variety of questions to identify key points and supporting details in grade-level text with minimal teacher support.
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H Grade 7					
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State opinion on a familiar text using a sentence stem with teacher modeling.</p> <p>Activity: 1. Using thumbs up or thumbs down to indicate agreement or disagreement with simple statements made by teacher. 2. Complete sentence starters with words or short phrases provided in a word bank.</p> <p>Stem: “I like...”, “I do not like...”</p>	<p>Indicate a preferred response in reflection to a teacher read leveled text from teacher-generated responses.</p> <p>Activity: Complete sentence starters with short phrases.</p> <p>Stems: “I did not like...because...” “I liked...because...”</p>	<p>Compose a constructive response using supportive evidence from a leveled text with a partner.</p> <p>Activity: Complete a teacher-generated constructive response worksheet with a partner after reading a leveled text.</p> <p>Vocabulary: transitional words</p>	<p>Compose a constructive response using supportive evidence with modified text with a partner.</p> <p>Activity: Write a constructive response independently using a stem provided by the teacher after reading a modified text.</p> <p>Vocabulary: transitional words.</p>	<p>Compose a simple reflective response independently with supportive evidence on a modified text with minimal teacher support.</p> <p>Activity: Write a journal entry to justify your reflection of the reading.</p> <p>Vocabulary: reflect</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H		Grade 7			
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> analyze 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Sequence story events using pictorial representations of text as modeled by the teacher.</p> <p>Activities: Select words or pictures from a group that analyze story details from simplified materials with teacher modeling and support.</p>	<p>Analyze story events by categorizing story details.</p> <p>Activities: Categorize picture or sentence strips describing story events into <i>beginning, middle,</i> and <i>end</i> columns on a graphic organizer with a small group.</p>	<p>Analyze a leveled text or trade book with a partner using the story's characters and illustrations for ideas and support.</p> <p>Activities: Complete a teacher-generated outline or an appropriate graphic organizer (e.g., character map) with a partner to analyze a character from leveled-text materials or a trade book.</p>	<p>Analyze a story's characters, plot or setting with a partner.</p> <p>Activities: Compose with a partner a paragraph analyzing character, plot or setting of a modified text with minimal support.</p>	<p>Analyze story elements from an adapted or grade-level text with minimal teacher support.</p> <p>Activities: Compose a three-paragraph essay analyzing details of a grade-level text with minimal support after completing a pre-writing, outline, web or other graphic.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 7				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story by using a pictorial representation of text, teacher modeled.</p> <p>Activity: Chart sequence of story events using pictures using transitional words (first, second, third...)</p> <p>Vocabulary: first, second, third</p> <p>Structure: Ordinals</p>	<p>Discuss story events and draw conclusions after reading a leveled text with teacher support.</p> <p>Activity: After teacher reads a story with the class, chart the sequence of the story events using a graphic organizer using transitional words</p> <p>Vocabulary: transitional words before, after, in conclusion, at the end, finally</p>	<p>Recall with a partner story events used to draw conclusions from a leveled text.</p> <p>Activity: Complete a short story or article read and discussed in small groups by composing a final group paragraph.</p>	<p>Support conclusions using details from a modified text with a partner and teacher support.</p> <p>Activity: Using open-ended constructed response questions to draw conclusions based on details from the story.</p>	<p>Defend conclusions using details from a modified or grade level text with minimal teacher support</p> <p>Activity: Write an essay based on the text and use details to support your conclusions.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 7				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> summarize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Summarize a text using pictorial representation or simple text with teacher modeling.</p> <p>Activity: Compose a pictorial summary of a shared reading with teacher modeling.</p> <p>Vocabulary: summarize, main idea, summary, beginning, middle, end</p>	<p>Summarize a leveled text using simple words, phrases or sentences in a group with teacher support.</p> <p>Activity: Discuss text events and compose a whole-class summary paragraph using sentences strips with teacher prompting and writing.</p> <p>Vocabulary: summary, summarize, main idea, beginning, middle, and details, shortened form</p>	<p>Summarize events of a leveled text using a graphic organizer in a small group with teacher support.</p> <p>Activity: Develop an outline of the leveled text in a small group.</p> <p>Vocabulary: summary, summarize, main idea, beginning, middle, and details, shortened form, delete, remove, take off, outline</p>	<p>Summarize a modified text and respond to clarifying questions with a partner and teacher support.</p> <p>Activity: Write, in pairs, a summary of a modified text after highlighting key information. (transition words; nouns and verbs that express key information)</p> <p>Vocabulary: summary, summarize, main idea, beginning, middle, and details, shortened form, delete, remove, take off, outline, eliminate, include</p>	<p>Compose a summary of grade-level text with minimal teacher support.</p> <p>Activity: Write a summary using transition words and key information from a grade level text after highlighting key information.</p> <p>Vocabulary: summary, summarize, main idea, beginning, middle, and details, shortened form, delete, remove, take off, outline, eliminate, include</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 7				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> paraphrase 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story by paraphrasing events using a pictorial representation of text modeled by the teacher.</p> <p>Activity: Paraphrase a shared reading.</p> <p>Vocabulary: same, different, in your own words, write it in another way</p>	<p>Restate orally simplified material using key words/short phrases with teacher modeling.</p> <p>Activity: Highlight key words with a partner; write a sentence to paraphrase, share with a class and select the best phrase.</p> <p>Vocabulary: synonyms, in your own words, paraphrase, rewrite, substitute</p>	<p>Compose an oral and written summary using simple sentences from a leveled text in groups with teacher support.</p> <p>Activity: Use synonyms to restate sentences from a text.</p> <p>Vocabulary: synonyms, restate</p>	<p>Paraphrase reading selections from modified texts based on a teacher-generated outline with a partner and teacher support.</p> <p>Activity: Write, in pairs, a paraphrased paragraph (transitional words; nouns and verbs that express key information) of a modified-text after highlighting key information.</p> <p>Vocabulary: paraphrase</p>	<p>Paraphrase reading selections from grade-level text with minimal teacher support.</p> <p>Activity: Write a paraphrased paragraph using transitional words and nouns and verbs that express key information using grade level text after highlighting key information.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
I					
Grade 7					
Compare contrast, analyze and evaluate connections between <ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works 					
Making Connections	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify a fiction and non-fiction work as modeled by teacher.</p> <p>Activity: Students will view book covers and sort into fiction and nonfiction titles with teacher modeling.</p> <p>Vocabulary: similar to, different than, real, not real, true, not true</p> <p>Notes: Venn diagram, fiction to fiction, non-fiction to fiction, non-fiction to non-fiction.</p>	<p>Compare two texts using examples of each modeled by the teacher.</p> <p>Activity: Compare two previously read leveled texts (one fiction and one non-fiction) by using a Venn diagram or other graphic organizer. Teacher will model with class input.</p> <p>Vocabulary: fiction, non-fiction, alike, same, compare, contrast</p> <p>Notes: Venn diagram, fiction-to-fiction, non-fiction to fiction, non-fiction to non-fiction.</p>	<p>Compare and contrast, analyze modified texts on the same topic using a graphic organizer with a small group and teacher support.</p> <p>Activity: Analyze two modified texts on the same topic and record similarities and differences on a graphic organizer in a small group with teacher support.</p> <p>Vocabulary: compare, contrast</p> <p>Notes: Venn diagram, fiction-to-fiction, non-fiction to fiction, non-fiction to non-fiction.</p>	<p>Compare and contrast modified fiction and non-fiction works to evaluate texts for information and relationships with a partner with teacher support.</p> <p>Activity: Use a Venn diagram to analyze the two texts and write a paragraph explaining the relationships between them.</p> <p>Notes: Venn diagram, fiction-to-fiction, non-fiction to fiction, non-fiction to non-fiction.</p>	<p>Analyze and evaluate previously read grade-level texts or literature with minimal teacher support.</p> <p>Activity: Compare and contrast two texts and rank them based on preferences then write a paragraph or essay justifying the choice based on information collected.</p> <p>Notes: Venn diagram, fiction-to-fiction, non-fiction to fiction, non-fiction to non-fiction.</p>
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b, e, II 1c, f, III 2d, 5-8				

1 Develop and apply skills and strategies to the reading process					
I	Grade 7				
Making Connections	Compare contrast, analyze and evaluate connections between <ul style="list-style-type: none"> text ideas and own experiences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Relate personal experiences to simplified teacher-read text.</p> <p>Activity: Describe own experience using visuals to access background knowledge with teacher support.</p> <p>Vocabulary: alike, same, compare, experience, contrast, different; I, you, he, she, it, we, us, her, him, they, them, my)</p>	<p>Relate personal experiences to leveled text.</p> <p>Activity: Compare and contrast individuals or situations in leveled text with personal experiences using visual representations and simple sentences.</p> <p>Vocabulary: alike, same, compare, experience, contrast, different; I, you, he, she, it, we, us, her, him, they, them, my)</p> <p>Structure: coordinating conjunctions (and, but)</p>	<p>Analyze personal experiences to leveled text with peer support.</p> <p>Activity: Compare and contrast leveled text and those from own experiences and analyze events of each with a small group with teacher support.</p> <p>Vocabulary: alike, same, compare, experience, contrast, different, relate, connect</p> <p>Structures: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure</p>	<p>Evaluate personal experiences to modified text with peer support.</p> <p>Activity: Compare and contrast modified texts with own experiences and analyze and evaluate events of each with a partner and teacher support.</p> <p>Vocabulary: alike, same, compare, experience, contrast, different, relate, connect, evaluate.</p> <p>Structures: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure</p>	<p>Evaluate personal experiences to grade-level text with support.</p> <p>Activity: Compare and contrast grade-level text with own experiences and analyze and evaluate events of each with minimal teacher support.</p> <p>Vocabulary: alike, same, compare, experience, contrast, different, relate, connect, evaluate.</p> <p>Structures: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure</p>
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b, e, II 1c, f, III 2d, 5-8				

1 Develop and apply skills and strategies to the reading process					
I	Grade 7				
Making Connections	Compare contrast, analyze and evaluate connections between <ul style="list-style-type: none"> text ideas and the world within a cultural and historical time frame 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the setting of the text using visuals as modeled by the teacher.	Interpret information and events in leveled text with concentration on world matters or geographical setting with group support.	Compare and contrast leveled text with current world information and events and evaluate with a small group with teacher support.	Analyze and evaluate the relationship between modified text and history/culture in partners with teacher support.	Analyze and evaluate the relationships between history/culture in a grade level text with minimal teacher support.
	Activity: Locate and label places mentioned in simplified or leveled text on a world map and or view historical time-line.	Activity: Locate features related to text on globe and/or map with group. Label time line with historical dates in relationship to text with group.	Activity: Explain cultural and/or historical significance of text to its time-frame and to present day to group members.	Activity: List events from timeline on a T-chart by date to compare the differences of the two time periods with a partner. Or Debate analysis of relationships between text and history/culture as a group with teacher support.	Activity: Use a graphic organizer to collect relationships and report or discuss analysis of relationships between text and history/culture.
	Vocabulary: locate, label, time-line, author, future, past, map, place, time, setting		Vocabulary: perspective		
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b, e, II 1c, f, III 2d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A Grade 7					
Text Features	Locate <ul style="list-style-type: none"> interpret and apply information in title, pictures, table of contents and glossary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate title, pictures, table of contents and glossary through physical response.	Identify title, pictures, table of contents and glossary.	Identify title, pictures, table of contents and glossary.	Identify title, pictures, table of contents and glossary.	Explain the usefulness of the table of contents to find information in the book.
	Activity: Teacher will show class the different parts of a book; students will show comprehension by holding up flash card with picture and vocabulary on it.	Activities: Match examples of above text features on a graphic organizer with a partner. OR After teacher models directions, students with a partner will label examples of various text features using words provided in a word bank	Activities: Locate the title/picture to identify books, categorize by and infer content with a partner. OR Organize on a chart the text features from several different texts such as title of book table of contents diagrams charts glossary with a small group or partner.	Activity: Explain, with teacher modeling, the relationship between the text and a graph or caption within the text and why the author chose to use that feature to aid comprehension.	Activity: Compare various texts focusing on specific information such as title, pictures, table of contents and glossary using a teacher prepared graphic organizer.
	Vocabulary: title, picture(s), table of contents, glossary, front of the book, back of the book, page number Stem: "This is the ____."	Vocabulary: title, picture(s), table of contents, glossary, front of the book, back of the book, page number		Stem: "The author used a ____ because it shows (or explains) ____."	Structure: Coordinating Conjunctions (and, but, or nor for)
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, 2 d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A Grade 7					
Text Features	Locate <ul style="list-style-type: none"> and recognize the text of fiction, poetry and drama in grade-level text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use visual cues of simplified text features to identify a short poem, play, or fictional work after teacher modeling	Identify literary genre (i.e. fiction, poetry, play) based on leveled text features with teacher modeling.	Apply knowledge of punctuation and text formatting of literary genres with a partner.	Identify type of literary genre based on modified text features with peer support..	Identify type of literary genre based on grade-level text features
	Activity: Label examples of text features from fiction, poetry and drama with a small group.	Activity: Match examples with small group members of text features from fiction, poetry and drama with the name of the genre.	Activity: Match examples in pairs of text features from fiction, poetry and drama with the name of the genre.	Activity: Explain to a partner the different features of one genre to another.	Activity: Answer questions identifying types of literary genres in whole-class discussions.
	Vocabulary: fiction, poetry, drama.	Vocabulary: genre, stanza, indent, characters, parts, dialogue	Vocabulary: quotation marks, colon, dash, spacing, ellipsis, parentheses, italics Stem: “This is an example of ____.”	Vocabulary: genre Stem: “This is an example of ____ because____”	Vocabulary: genre Stem: “This is an example of ____ because____.”
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, 2 d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 7					
Text Elements	Use details from text to <ul style="list-style-type: none"> identify plot and sub-plot, theme and various types of conflict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the plot of a modified text read by the teacher with visual and peer support.	Describe and label the plot of the modified text using phrases with peer and teacher support.	Illustrate sub-plot, theme, and conflict from a modified short story with peer and teacher support.	Differentiate components of the main plot and sub-plots, conflicts and theme of a modified text with peer support.	Discuss components of the main plot and sub-plots, conflicts and of a modified text with peer support.
	Activity: Complete a storyboard with a partner after teacher modeling.	Activity: Plot outline of story using sentence strips in sequential order with a partner after teacher modeling.	Activity: Plot outline on a graphic organizer. Use story events and time lines with a group after teacher modeling.	Activity: Plot outline of a short story with a partner; include main and subplots, conflict(s) and theme.	Activity: Find examples from text that illustrate major and minor conflicts between and among characters with a partner.
	Vocabulary: plot characters, problems, solutions, where, Stem: “First...” “Second...etc”	Vocabulary: conflict, change, setting, future, past, present	Vocabulary: main character, sub-plot, theme, main idea, resolution, turning point. Stems: “The main plot is _____.” “The theme is _____.” “The sub-plot is _____.”	Vocabulary: climax, resolution Stems: “The climax of the story occurred (or happened) when _____.” “The resolution occurs when _____.”	Vocabulary: conflict Stem: “The main conflict of the story is <i>man against</i> _____.”
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 7					
Literary Devices	Use details from text to <ul style="list-style-type: none"> analyze cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify an example of cause and effect to show comprehension.	Identify cause and effect for events from leveled text with teacher modeling.	Demonstrate cause and effect using a graphic organizer with teacher modeling.	Identify and explain cause and effect citing details from modified text with a partner.	Identify cause and effect by explaining how the cause and effect affected the plot, using details from the text for support.
	Activity: Show a short video clip or act out a cause and effect scenario as a basis of teacher-led whole-class discussion.	Activity: Match pictures of causes and effects previously identified in visually supported text. (ex: ice on steps—man falling) or Through teacher led discussion of hypothetical situations, identify cause and effect for each situation.	Activity: Sequence story pictures and write simple sentences explaining cause and effect after reading a story or play as a class. Vocabulary: Chronological sequence words such as first, then, finally, etc. Stem: “If ...then....” “When...then....”	Activity: Analyze reasons for the causal relationship in a fictional modified text with a partner by completing a causal graphic organizer with a partner. Stem: “The cause of _____ was _____.” “The effect was_____.”	Activity: Analyze the relationship of cause and effect to the plot. Stem: “The cause of _____ was _____.” “The effect was_____.”
	ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1			
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 7					
Literary Devices	Use details from text to <ul style="list-style-type: none"> identify and explain point of view and mood 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify personal pronouns visually to indicate point of view with teacher modeling and assistance.	Identify point of view in small group using leveled text.	Determine the character's mood using leveled text in group setting.	Identify and explain point of view and mood using modified texts with a partner.	Identify and explain point of view and mood using grade-level text and peer support
	Activity: Match pronoun to character using illustrations from picture books, etc.	Activity: Match short passages of text to list of points of view with a partner.	Activity: In small group list key vocabulary words and phrases that explain the character's mood in leveled text. Or Match vocabulary word related to mood to illustrations (<i>anger, excited, scared, etc.</i>)	Activity: With a partner: <ul style="list-style-type: none"> identify point of view, and underline words and phrases that create mood. 	Activity: With a small group: <ul style="list-style-type: none"> identify points of view, and underline words and phrases that create mood
	Grammar: Personal pronouns (I, me, you, he, she, it, him, we, us, they, them, etc.) Possessive pronouns (my, ours, yours, etc.)	Vocabulary: First person, third person, omniscient Stem: "This is written in _____ point of view because the author uses _____."	Vocabulary: Adjectives that show emotion or build mood		
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 7					
Literary Devices	Use details from text to <ul style="list-style-type: none"> determine how an incident foreshadows a future event 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Predict the future event foreshadowed in a pictorial representation of an incident.	Predict events based on leveled text orally with teacher modeling	Identify examples of foreshadowing in leveled text.	Relate events foreshadowed in modified texts.	Relate events foreshadowed in modified texts.
	Activity: Use a storyboard with alternate outcomes to assess whether students can predict what happens next.	Activity: Teacher conducts a book walk of a text with pictures while students answer questions to form their prediction of story events	Activity: Identify orally or visually examples of foreshadowing in leveled fictional texts using key words and phrases.	Activity: Use details from the text to give evidence of examples of foreshadowing in a small group after finishing reading.	Activity: Use details from the text to give evidence of examples of foreshadowing after finishing reading.
	Use picture + picture =?		Vocabulary: Soon, because of, next, therefore, when, then, etc.	Stem: I found foreshadowing on page___ when the author stated____,____,____.	Stem: I found foreshadowing on page___ when the author stated____,____,____.
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 7					
Literary Devices	Use details from text to <ul style="list-style-type: none"> evaluate the problem-solving processes of characters and the effectiveness of solutions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Evaluate problem solving processes of characters by answering teacher's questions.	Evaluate problem-solving processes of characters in a small group.	Evaluate problem-solving processes of characters in a small group.	Evaluate problem solving processes of characters in a modified text.	Evaluate problem solving processes of characters in a grade level text with teacher support.
	Activity: Listen to a story read by the teacher and answer teacher's questions to evaluate (thumbs up, thumbs down) whether characters solved their problems effectively.	Activity: List problems and solutions identified in visually supported text in a small group. Choose the best solution a agreed upon by the group.	Activity: List the characters' solutions to conflicts in modified text and decide which were effective in a small group; record on a graphic organizer.	Activity: Explain the characters' solutions to conflicts in modified text and decide which were effective and <u>why</u> in a small group; record on chart paper or graphic organizer.	Activity: Explain the characters solutions to conflicts in modified text and decide which were effective and why independently.
	Note: Questions should be visually and orally represented.	Vocabulary: problem, solution			
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
A	Grade 7				
Text Features	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify graphics, maps, diagrams, charts and an index with teacher direction.	Relate graphics, etc. to the main topic of the non-fiction leveled text.	Relate graphics, etc. to the main topic of the non-fiction leveled text.	Relate graphics, etc. to the main topic of the non-fiction modified text.	Relate graphics, etc. to the main topic of the non-fiction leveled text.
	Activity: Match examples of graphics, maps, diagrams, charts and an index in nonfiction text with like-samples that the teacher displays to the class.	Activity: Explain, in response to teacher made questions, the relationship of a graphic, etc. to the non-fiction leveled text in a small group.	Activity: Complete a graphic organizer (matrix, etc.) to identify connecting concepts between the main idea and various text feature that appear in the text.	Activity: Use information from the text features to write a paragraph with a partner about the chapter or article read.	Activity: Use information from the text features to write a report about the chapter or article to share in a small group or whole class.
	Vocabulary: graphics, maps, diagrams, charts, index	Vocabulary: graphics, maps, diagrams, charts, index	Vocabulary: graphics, maps, diagrams, charts, index	Vocabulary: graphics, maps, diagrams, charts, index	Vocabulary: graphics, maps, diagrams, charts, index
ST	CA 3 1.6				
FR	I 6a, 3g, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 7					
Text Elements	Use details from text to <ul style="list-style-type: none"> paraphrase author's stated ideas 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Restate the author's ideas in your own words with teacher support.	Restate the author's ideas in your own words with peer support.	Restate the author's ideas in your own words with peer support.	Restate the author's ideas in a modified text in your own words with visual support.	Restate the author's ideas in your own words with support.
	Activity: Construct a sequential pictorial representation of the author's stated ideas in a short newspaper article with teacher modeling. or Retell the author's stated ideas using teacher-generated visuals, the students.	Activity: Explain author's stated ideas in a small group setting using previously discussed details and a list of key vocabulary.	Activity: Restate author's stated ideas with a partner using leveled non-fiction text and teacher-generated outline with a word list.	Activity: Retell author's stated ideas from modified nonfiction text based on teacher generated outline.	Activity: Paraphrase author's stated ideas from nonfiction text with dictionary support.
	ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4			
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 7					
Text Elements	Use details from text to <ul style="list-style-type: none"> • make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use text related visuals about concept/ideas presented in non-fiction content with teacher modeling.	Make a prediction from teacher generated sentences with a partner.	Predict outcomes from leveled text using phrases or short sentences in small group.	Analyze pictures, diagrams, and graphs in text to make predictions about concepts/ideas with a partner.	Analyze pictures, diagrams, and graphs in grade level nonfiction text to make predictions about concepts/ideas without prompting.
	Activity: Match instructions to visuals using a simple diagram from a technical manual on which students will make a prediction.	Activity: Match teacher chosen predictions from text to pictures in written text with a partner.	Activity: Make predictions about the main character and future events in the story to group members.	Activity: Use teacher-generated graphic organizer to assist in analyzing pictures, diagrams, and graphs with a partner to predict main ideas of non-fiction text to be read.	Activity: Create and use an appropriate graphic organizer to record predictions for non-fiction text.
	Vocabulary: Guess, predict, etc.	Stems: “What do you think will happen next?” “What will it look like if...?” “What if...?”	Stem: “I predict that_____.”	Stem: “I predict that_____.”	Stem: “My prediction is that_____.”
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 7					
Use details from text to <ul style="list-style-type: none"> • make inferences 					
Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make inferences from pictures.</p> <p>Activity: Match a picture from news article or magazine with a card that has an appropriate descriptive adjective to show inference.</p> <p>Vocabulary: adjectives</p>	<p>Make inferences from leveled non-fiction text in groups.</p> <p>Activity: Respond to teacher-generated questions in a small group that require simple inferences regarding text.</p> <p>Vocabulary: inference</p>	<p>State simple inferences using leveled non-fiction text and details provided by the teacher.</p> <p>Activity: Make inferences from a leveled non-fiction text by citing details leading to the inferences in pairs; record details on a teacher-generated graphic organizer or on a T-chart.</p> <p>Vocabulary: inference</p> <p>Stem: "I inferred that...."</p>	<p>State simple inferences using details from modified text and with a partner.</p> <p>Activity: Make inferences from a modified non-fiction text by citing details leading to the inferences in pairs; record details on a teacher-generated graphic organizer or on a T-chart.</p> <p>Stems: "I inferred that.... when...occurred on page...." "I inferred that.... when... on page...."</p>	<p>Use details from grade level text to make inferences.</p> <p>Activity: Make inferences from a non-fiction text by citing details leading to the inferences; record details on a T-chart.</p> <p>Stems: "I inferred that.... when...occurred on page...." "I inferred that.... when... on page...."</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 7				
Text Elements	Use details from text to <ul style="list-style-type: none"> sequence events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sequence visual details from text with teacher modeling and peer support. Activity: Order pictures cards in a group based on a story read aloud by the teacher. Vocabulary: first, second, third...etc.	Sequence teacher selected details using key words from leveled text with teacher modeling and peer support. Activity: Complete a pictorial timeline based on a leveled text in a small group. Vocabulary: next, before, then, after...etc	Sequence events from details using key transitional words and phrases from leveled text with a partner. Activity: Sequence events based on leveled text in pairs on a graphic organizer. Vocabulary: first, second, next, then, after, etc.	Sequence events or details moving from simple to more complex sentences with a partner. Activity: Sequence sentence strips with a partner adding stems details to form more complex sentences from simple stems.	Use details from grade level text to sequence events or details using transitional words. Activity: Use details from a grade level text including transitions to sequence information with a partner.
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 7					
Text Elements	Use details from text to <ul style="list-style-type: none"> compare and contrast details 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify similarities and differences between two text visuals with teacher modeling. Activity: Complete a Venn diagram comparing two people, situations or items from non-fiction text in a group. Ex: bicycle/motorcycle, Kennedy/MLKing, Jr. Vocabulary: same, different, etc.	Identify similarities and differences between two texts using a word bank. Activity: Complete a Venn diagram on a reading from non-fiction texts or paragraphs with a partner. Ex: Iraq/U.S. Vocabulary: compare, contrast, same, different, etc.	Compare and contrast details using pictures and simple modified non-fiction text with a partner. Activity: Create a graphic organizer on a reading from non-fiction texts comparing two people, situations or items with a partner. Vocabulary: and, but, or Structure: coordinating conjunctions; compound sentences	Interpret a graphic organizer that compares and contrasts grade level text. Activity: Compose a comparison/contrast paragraph with a partner based on information from a completed graphic organizer. Vocabulary: and, but, or, nor for, yet Structures: coordinating conjunctions; compound sentences Punctuation: commas	Create a graphic organizer using details from grade level text and explain in writing. Activity: Compose a comparison/contrast paragraph based on information from a complete comparison/contrast graphic organizer. Vocabulary: and, but, or, nor for, yet Structure: coordinating conjunctions; compound sentences
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				


3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 7					
Text Elements	Use details from text to <ul style="list-style-type: none"> identify and explain cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Match visual representations of cause and effect with teacher modeling and visual support.	Match pictures of causes and effects previously identified in visually-supported non-fiction modified/modified text. (ex: ice on steps—man falling)	Sequence examples of cause and effect and explain reasoning with peer support.	Explain causal relationships visually with peer support.	Explain causal relationships orally with text support.
	Activity: Show a short video clip or act out a cause and effect scenario as a basis of teacher-led whole-class discussion.	Activity: Identify cause and effect for given-situations in small group discussion of hypothetical situations; record answers on chart paper.	Activity: Sequence story pictures and write simple sentences explaining cause and effect after reading a non-fiction text with teacher modeling.	Activity: Create a graphic organizer depicting “if & then” events from grade level text with a partner.	Activity: Identify and explain cause and effect in whole-class discussion citing details from grade level text to support reasoning.
			Vocabulary: Chronological sequence words such as first, then, finally, etc.	Structure: conditional tense	Stem: “If..., then....”
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D	Grade 7				
Understanding Directions	Read and follow multi-step directions to complete a complex task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Follow visuals to complete a simple multi-step task with teacher modeling.</p> <p>Activity: Follow teacher's directions to complete simple tasks in the classroom. Ex.: "Take out a paper and pencil."</p>	<p>Follow a simple procedural text using visuals as a guide to complete a multi-step task with teacher modeling.</p> <p>Activity: Prepare a food item following simple teacher-selected recipe directions or by writing the directions in a group after teacher modeling.</p> <p>Ex.: Make a peanut butter and jelly sandwich.</p>	<p>Complete a multi step task following simple written instructions and visual support with a partner.</p> <p>Activity: Follow steps with a partner in a simplified technical manual containing detailed visual support.</p>	<p>Complete a multi-step complex task using grade-level written instructions with a partner.</p> <p>Activity: Follow steps with a partner in a grade-level technical manual containing visual support.</p>	<p>Complete a multi-step complex task using grade-level written instructions.</p> <p>Activity: Follow steps with a partner in a grade-level technical manual containing visual support.</p>
ST	CA 3 1.5, 1.6				
FR	I 6a, 5-8				

Writing

1 Apply a writing process in composing text					
Grade 7					
Writing Process	Follow a writing process to <ul style="list-style-type: none"> • choose and use an appropriate graphic organizer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Complete a graphic organizer using pictorial representations. Activity: Brainstorm a topic on a teacher-selected topic in a class discussion; from the brainstorm, complete a web with teacher-provided categories.	Complete a graphic organizer using pictorial representations and simple labels. Activity: Brainstorm a topic on a teacher-selected topic in a class discussion in a small group; from the brainstorm, complete a web with teacher-provided categories.	Construct a graphic organizer to organize information needed to write a simple paragraph about a group-selected topic with teacher modeling and peer support. Activity: Construct a pre-writing web with a small group after the group has brainstormed the topic.	Construct and use a graphic organizer appropriate for a given writing prompt with peer and limited teacher support. Activity: Construct a pre-writing web with a partner after brainstorming the topic.	Create and use appropriate graphic organizers to organize information to be used in writing compositions independently. Activity: Construct a pre-writing web after brainstorming the topic.
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

1 Apply a writing process in composing text					
A	Grade 7				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> apply writing process to write effectively in various forms and types of writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use a graphic organizer with pictorial representations to pre-write on a teacher-selected topic.	Use a graphic organizer with pictorial representations labeled with key words or simple phrases to pre-write on a teacher-selected topic.	Use the graphic organizer to complete a rough draft using simple sentences to write a constructed response paragraph after teacher modeling.	Apply the writing process to a given topic for various forms and types of writing with limited teacher modeling and peer and editing support.	Apply the writing process to a given topic for various forms and types of writing independently; edit and revise
	Activity: Complete a graphic organizer as a class with pictures or drawings for a pre-writing class writing.	Activity: In small groups, complete the graphic organizer labeling with key words or phrases.	Activity: Write a paragraph in a small group using simple sentences based on the categories and vocabulary from the completed pre-writing graphic organizer.	Activity: Write a narrative paragraph with a partner that tells a story using correct word order and simple sentence structures; peer edit	Activity: Write an expository paragraph on an informational topic with a partner using correct word order and simple sentence structures; peer edit and revise.
	Vocabulary: pre-(before) writing, graphic organizer, picture, drawing-	Structure: simple word order (subject-verb-object)	Structure: word order (S-V-O); simple sentences Mechanics: capitals and end punctuation	Structure: word order (S-V-O); simple and compound sentences, Mechanics: capitals and end punctuation	Structure: word order (S-V-O); simple and compound sentences Mechanics: capitals and end punctuation
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

2 Compose well-developed text using standard English conventions					
A Grade 7					
Handwriting	Create legible compositions with correct spacing between letters in a word and words in a sentence				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recopy simple text.</p> <p>Activity: Copy letters from Roman alphabet followed by copying simple words.</p> <p>Vocabulary: copy, letters, words</p>	<p>Recopy simple text.</p> <p>Activity: Legibly recopy simplified text focusing on correct spacing between letters, words, and sentences with peer assistance.</p> <p>Vocabulary: spacing, capital letters, end punctuation</p>			
ST	CA 1 1.6, 2.2				
FR	I 1a, II 6b, IV 3b, K-4				

2 Compose well-developed text using standard English conventions					
B Grade 7					
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> titles (magazines, newspapers, songs, works of art) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use capital letters for titles.	Use capital letters for titles.	Use capital letters for titles.	Use capital letters for titles.	Use capital letters for titles.
	Activity: Model and copy teacher use of proper noun capitalization in multiple teacher selected examples of titles in whole class, teacher-directed activities.	Activity: Identify and correct capitalization of teacher-selected magazine/newspaper articles and songs in a teacher-directed classroom activity.	Activity: Write teacher-selected titles using appropriate capitalization with a partner and dictionary support.	Activity: Write titles with a partner using appropriate capitalization for teacher-selected songs, articles and works of art with dictionary support.	Activity: Write titles with a partner using appropriate capitalization for songs, articles, works of art and student-generated compositions.
	Vocabulary: Capitals, title, magazine, newspaper, song, mechanics: capitalization in titles	Vocabulary: Capitals, title, magazine, newspaper, song, mechanics: capitalization in titles	Vocabulary: Capitals, title, magazine, newspaper, song, mechanics: capitalization in titles	Vocabulary: Capitals, title, magazine, newspaper, song, mechanics: capitalization in titles	Vocabulary: Capitals, title, magazine, newspaper, song, mechanics: capitalization in titles
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
B Grade 7					
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> proper nouns (brand names of products, nationalities) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use capitalization for all proper nouns.	Use capitalization for all proper nouns.	Use capitalization for all proper nouns.	Use capitalization for all proper nouns.	Use capitalization for all proper nouns.
	Activity: Copy teacher use of proper noun capitalization in written-form examples accompanying teacher explanation and assistance.	Activity: Correct capitalization with small group members of proper nouns in simple teacher-generated text that contains incorrect capitalization of proper nouns.	Activity: Write teacher-provided sentences capitalizing proper nouns with a partner.	Activity: Write a paragraph on a teacher-selected topic with a partner appropriately capitalizing proper nouns from a provided list.	Activity: Write a one-page paragraph on a teacher-selected topic capitalizing proper nouns with peer support as needed.
	Vocabulary: capitalization, proper noun	Vocabulary: capitalization, proper noun, brand name, product, nationality, language	Vocabulary: capitalization, proper noun, brand name, product, nationality, language	Vocabulary: capitalization, proper noun, brand name, product, nationality, language	Vocabulary: capitalization, proper noun, brand name, product, nationality, language
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 7					
Punctuation	In composing text, use <ul style="list-style-type: none"> comma rules for punctuating various sentence structures 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply comma rules for punctuating various types of sentence structures (series, compound)	Apply comma rules for punctuating various types of sentence structures (series, compound, complex)	Apply comma rules for punctuating various types of sentence structures (series, compound, complex)	Apply comma rules for punctuating various types of sentence structures (series, compound, complex)	Apply comma rules for punctuating various types of sentence structures (series, compound, complex)
	Activity: Locate commas with a partner in written text (commas in a series and compound sentences)	Activity: Insert or delete commas in vocabulary-modified sentences during a teacher-led activity.	Activity: Insert commas appropriately with a small group in teacher-selected sentences.	Activity: Write a paragraph with a partner on a teacher-selected topic inserting commas appropriately; peer partners edit.	Activity: Write a paragraph on a teacher-selected topic using commas as appropriate; have peers edit.
	Vocabulary: Commas, series, words Structure: commas in a series	Vocabulary: Commas, series, words, phrases, sentence Structure: Commas after introductory words and phrases.	Vocabulary: Commas, series, phrase, compound Structure: Commas in compound sentences; Coordinating Conjunctions	Vocabulary: Commas, series, phrase, compound, complex Structure: Commas in compound, complex and compound-complex sentences; clauses (independent and dependent); coordinating and subordinating conjunctions	Vocabulary: Comma, series Structure: Commas in compound, complex and compound-complex sentences; clauses (independent and dependent); coordinating and subordinating conjunctions
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 7					
Punctuation	In composing text, use <ul style="list-style-type: none"> correct format in writing titles 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply rules of capitalization and formatting when writing titles.	Apply rules of capitalization and formatting when writing titles.	Apply rules of capitalization and formatting when writing titles.	Apply rules of capitalization and formatting when writing titles.	Apply rules of capitalization and formatting when writing titles.
	Activity: Copy proper noun capitalization in examples of titles. OR Locate capital letters in titles in written text with a partner.	Activity: Correct teacher-generated examples of incorrect format in titles with a partner.	Activity: Write teacher-dictated titles using appropriate capitalization and formatting with a small group.	Activity: Write titles with a partner using appropriate formatting for teacher-dictated songs, articles and works of art.	Activity: Write titles with a partner using appropriate formatting for teacher-provided articles, works of art and student-generated compositions.
	Vocabulary: capital, title Structure: Capitalization in titles	Vocabulary: capital, title Structure: Capitalization in titles	Vocabulary: capital, title Structure: Capitalization in titles	Vocabulary: capital, title Structure: Capitalization in titles	Vocabulary: capital, title Structure: Capitalization in titles
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 7					
Punctuation	In composing text, use <ul style="list-style-type: none"> quotation marks in dialogue 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply rules for using quotation marks in dialogue.	Apply rules for using quotation marks in dialogue.	Apply rules for using quotation marks in dialogue.	Apply rules for using quotation marks in dialogue.	Apply rules for using quotation marks in dialogue.
	Activity: Circle quotation marks with a partner in written text.	Activity: Write quotation marks in short examples of dialogue with a small group.	Activity: Write sentences using quotation marks in dialogue, with a small group.	Activity: Write a dialogue, with a partner about a topic using quotation marks. OR Record (take notes) on a dialogue between two classmates with a partner. Then, with the partner, write the dialogue.	Activity: Write a paragraph or story about a teacher-selected topic using quotation marks in dialogue.
	Vocabulary: Circle quotation marks Mechanics: quotation marks.	Vocabulary: Quotation marks, dialogue Mechanics: quotes in simple, unbroken dialogue.	Vocabulary: Quotation marks, dialogue Mechanics: quotes in simple, unbroken dialogue.	Vocabulary: Quotation marks, dialogue Mechanics: quote usage in broken dialogue.	Vocabulary: Quotation marks, dialogue Mechanics: quote usage in broken dialogue.
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 7					
Punctuation	In composing text, use <ul style="list-style-type: none"> colons in business letter salutations 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply rules of colons to business letter salutations.	Apply rules of colons to business letter salutations.	Apply rules of colons to business letter salutations.	Apply rules of colons to business letter salutations.	Apply rules of colons to business letter salutations
	Activity: Circle colons on teacher-provided salutations on business letters.	Activity: Write colons in business letter salutations, with minimal teacher assistance in simple teacher-provided examples.	Activity: Write business letter salutations correctly with minimal teacher assistance.	Activity: Write a business letter with a partner about a topic/issue using colons appropriately in the salutation with teacher assistance.	Activity: Compose a business letter about a topic using colons appropriately in the salutation.
	Vocabulary: business letter, salutation, colon, greeting	Vocabulary: business letter, salutation, colon, greeting	Vocabulary: business letter, salutation, colon, greeting	Vocabulary: business letter, salutation, colon, greeting	Vocabulary: business letter, salutation, colon, greeting
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
D Grade 7					
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> pronouns and antecedents 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Choose correct pronoun for writing with teacher and peer support.	Apply correct pronoun usage to composition with written and peer support.	Apply correct pronoun usage to composition with written and peer support.	Apply correct pronoun usage to composition with written and peer support.	Apply correct pronoun usage to composition.
	Activity: Select from a list of personal pronouns to complete a sentence read by the teacher within a small group.	Activity: Compose simple phrases and sentences using pronouns in a small group.	Activity: Edit with a partner a teacher-created paragraph with pronouns that do not agree with the antecedent in number, case or gender; revise with a partner, teacher assistance and dictionary support.	Activity: Write a paragraph with a partner summarizing the action in a story using pronouns that agree with the antecedent in number, case and gender.	Activity: Write a paragraph with minimal support summarizing the action in a story using pronouns that agree with the antecedent in number, case and gender.
	Vocabulary: I, me, you, he, him, she, her, we, us, they, them	Vocabulary: personal, possessive demonstrative and indefinite pronouns Grammar: Pronoun case, gender, number	Vocabulary: personal, possessive demonstrative and indefinite pronouns reflexive Grammar: Pronoun case, gender, number, and antecedents	Vocabulary: personal, possessive demonstrative and indefinite pronouns reflexive Grammar: Pronoun case, gender, number, and antecedents	Vocabulary: personal, possessive demonstrative and indefinite pronouns reflexive Grammar: Pronoun case, gender, number, and antecedents
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
D Grade 7					
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> consistent verb tense 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply rules of tense formation and use to composition.	Apply rules of tense formation and use to composition with teacher and peer support.	Apply rules of tense formation and use to composition with teacher and peer support.	Apply rules of tense formation and use to composition with teacher and peer support.	Apply rules of tense formation and use to composition with teacher and peer support.
	<p>Activity: Write the –ed ending onto a list of previously taught regular verbs to form simple past.</p> <p>Grammar: Past tense</p>	<p>Activity: Complete sentences in a small group read by the teacher by selecting from a list of irregular verbs in simple present, past and future tenses.</p> <p>Grammar: Simple tenses and irregular verbs.</p>	<p>Activity: Fill in the blanks of teacher-created sentences with verbs of appropriate tense with a partner, teacher assistance and dictionary support.</p> <p>Grammar: Tenses (simple past, simple present, future, present progressive and past progressive.)</p>	<p>Activity: Write a paragraph summary of the day (i.e. what they did in the morning, what they are doing right now, what they will do after school) using verbs of appropriate tense with a partner.</p> <p>Grammar: Tenses (simple past, simple present, future, present progressive and past progressive.)</p>	<p>Activity: Write a paragraph summarizing the action in a story using correct verb tenses after peer editing.</p> <p>Note: Most verb tenses may be included, but progressive, perfect and passive constructions will require teacher prompting or assistance in addition to direct teaching of all tense formations.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
E Grade 7					
<ul style="list-style-type: none"> In writing, use dictionary, spell-check and other resources to spell correctly 					
Spelling	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Check spelling with dictionary or other resources.</p> <p>Activity: Create a glossary or mini-dictionary, organized alphabetically, of core vocabulary words learned through classroom activities.</p> <p>Grammar: Spelling rules</p>	<p>Check spelling with dictionary or other resources.</p> <p>Activity: Use a glossary or mini-dictionary, organized alphabetically, of core vocabulary words to correctly spell words either given orally or given with incorrect spelling.</p> <p>Grammar: Spelling rules</p>	<p>Check spelling with dictionary or other resources.</p> <p>Activity: Use a language-learning dictionary or computer assistance with a partner to verify the spelling of grade-level vocabulary found in modified sentences.</p> <p>Grammar: Spelling rules</p>	<p>Check spelling with dictionary or other resources.</p> <p>Activity: Correct spelling with a partner in narrative text of teacher selected grade-level, frequently-used words verifying with a language-learning dictionary or computer assistance.</p> <p>Grammar: Spelling rules</p>	<p>Check spelling with dictionary or other resources.</p> <p>Activity: Verify spelling of all unknown words when writing expository text using classroom resources, a language-learning dictionary or computer assistance.</p> <p>Grammar: Spelling rules</p>
	ST	CA 1 1.6, 2.1, 2.2			
FR	II 4d, 6a, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F Grade 7					
Sentence Construction	In composing text: <ul style="list-style-type: none"> • complex sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Combine simple sentences to form compound sentences with teacher and peer support.	Combine simple sentences to form complex sentences with teacher and peer support.	Combine simple sentences to form complex sentences with teacher and peer support.	Compose a paragraph using compound and complex sentences with peer and visual support	Compose a narrative paragraph using compound and complex sentences with support as needed.
	<p>Activity: Use teacher-generated sentences and the coordinating conjunctions to orally create compound sentences with a small group.</p> <p>Structure: Compound sentences, coordinating conjunctions (<i>and, but, and or</i>)</p>	<p>Activity: Combine sentence strips with a partner to create complex sentences including clauses that begin with <i>after, because, when</i> and <i>if</i>.</p> <p>Vocabulary: after, because, when, if</p> <p>Structure: Complex sentences, subordinating conjunctions</p>	<p>Activity: Combine sentence strips with a teacher-selected list of subordinating conjunctions to create complex sentences with a partner and teacher assistance.</p> <p>Vocabulary: after, before, when, while, since, until, because, since, now that, as, so, in order that, although though, even only, whereas, while, if, unless, only if, whether or not, even if, in case.</p> <p>Structure: Subordinating conjunctions dependent and independent clauses</p>	<p>Activity: Write a paragraph with a partner using a provided list of subordinating, correlative, and coordinating conjunctions.</p> <p>Vocabulary: both...and, not only...but also, either...or, neither...nor, and whether...or not</p> <p>Structure: Subordinating, coordinating, correlative conjunctions</p>	<p>Activity: Write a short narrative incorporating subordinating conjunctions and complex sentences.</p> <p>Structures: Compound and complex sentences</p>
	ST	CA 1 1.6, 2.1, 2.2			
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F Grade 7					
Sentence Construction	In composing text <ul style="list-style-type: none"> precise and vivid language 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use adjectives, strong verbs, figurative language in compositions with peer and visual support.	Use adjectives, strong verbs, figurative language in compositions with visual support.	Use adjectives, strong verbs, figurative language in compositions with visual support.	Use adjectives, strong verbs, figurative language in compositions with peer and text.	Use adjectives, strong verbs, figurative language in compositions with text support.
	Activity: Match descriptive adjectives and nouns from a list with a small group.	Activity: Write adjectives and adverbs from a previously-taught list to form a more complete description in a set of teacher-made sentences.	Activity: Write 3 complete sentences in a collaborative group using adjectives, adverbs and strong verbs from a previously-taught list to form vivid descriptions.	Activity: Write with a partner and dictionary support, a descriptive paragraph using adjectives, adverbs and strong verbs to form vivid descriptions.	Activity: Write with dictionary or thesaurus support, a descriptive paragraph using adjectives, adverbs and strong verbs to form a vivid description.
	Structure: Adjective	Structure: Adjectives, adverbs	Structure: Adjectives, adverbs, and strong verbs (Example: <u>Sprinted</u> instead of walked)	Structure: Adjectives, adverbs, and strong verbs (Example: <u>Sprinted</u> instead of walked)	Structure: Adjectives, adverbs, and strong verbs (Example: <u>Sprinted</u> instead of walked)
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F Grade 7					
Sentence Construction	In composing text <ul style="list-style-type: none"> • editing to eliminate run-on sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate knowledge of main clauses and appropriate punctuation for complete sentences.	Demonstrate knowledge of main clauses and appropriate punctuation for complete sentences.	Demonstrate knowledge of main clauses and appropriate punctuation for complete sentences.	Demonstrate knowledge of main clauses and appropriate punctuation for complete sentences.	Demonstrate knowledge of main clauses and appropriate punctuation for complete sentences.
	Activity: Circle commas and periods in a peer’s writing or short paragraph.	Activity: Identify run-on sentences in a teacher-generated writing with a partner.	Activity: Correct run-on sentences in peers’ writing, editing with a partner.	Activity: Correct run-on sentences in peers’ writing, editing with a partner.	Activity: Correct run-on sentences in peers’ writing, editing with a partner.
	Vocabulary: sentence, comma, period, end punctuation Structure: periods and commas	Structure: main clause, run-on sentences.	Structure: main clause, run-on sentences.	Stem: “This is a run-on because...” Structure: main clause, run-on sentences.	Stem: “This is a run-on because...” Structure: main clause, run-on sentences.
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F Grade 7					
Sentence Construction	In composing text <ul style="list-style-type: none"> • cohesive devices <ul style="list-style-type: none"> ○ transitions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recognize sentences and paragraphs using transitional words with peer and text support.	Compose sentences and paragraphs using transitional words and phrases.	Compose sentences and paragraphs using transitional words and phrases with peer support.	Compose sentences and paragraphs using transitional words and phrases embedded in the text with peer support.	Compose sentences and paragraphs using transitional words and phrases throughout the text.
	Activity: Locate with a small group transition words in simplified text.	Activity: Write with a small group appropriate transition word(s) in blanks in a teacher-generated paragraph.	Activity: Compose a paragraph with a small group that includes transitional words and phrases at the beginning of the sentence.	Activity: Compose a paragraph with a partner, including transitions at the beginning of the sentence and embedded within the sentence, from a provided list.	Activity: Compose a paragraph including transitions at the beginning of the sentence and embedded within the sentence with minimal teacher support.
	Vocabulary: First, second, then, next, before, finally Structure: Transition at the beginning of a sentence.	Vocabulary: Then, before, after, when Structure: Transition at the beginning of a sentence.	Vocabulary: Then, since, after, although, furthermore, moreover, according to, on the other hand, in contrast to Structure: Transition at the beginning of a sentence.	Structure: Transitional words and phrases at beginning and embedded within the sentence.	Structure: Transition at beginning and embedded within the sentence.
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

3 Write effectively in various forms and types of writing					
A	Grade 7				
Narrative and Descriptive Writing	Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use metaphors, similies, analogies, and symbols in writing with teacher support.	Use metaphors, similies, analogies, and symbols in writing with visual support.	Use metaphors, similies, analogies, and symbols in writing with peer support.	Use metaphors, similies, analogies, and symbols in writing with peer support.	Use metaphors, similies, analogies, and symbols in writing with peer support.
	Activity: Write words for well-known symbols with a partner using a teacher-provided word list after learning the meanings of the words.	Activity: Compose a pictorial story of your native country or family using symbols and metaphors.	Activity: Identify (highlight) in a cooperative group, metaphors, analogies and symbolism in a short or modified text or poem.	Activity: Compose a short personal story that includes a metaphor or analogy; peer-edit for clear use of metaphor or analogy.	Activity: Compose a personal narrative that includes symbolic elements, metaphors and analogies; peer-edit for clear use of literary devices.
	Vocabulary: Symbol, metaphor	Vocabulary: Analogy, simile Structure: like, as, is to...	Structure: like, as..., is to...	Structure: like, as..., is to...	Structure: like, as..., is to...
ST	CA 4 1.8, 2.1				
FR	II 6d, III 4c, 5-8				

3 Write effectively in various forms and types of writing					
B	Grade 7				
Note-Taking	Use a variety of note-taking methods to organize information				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Compose notes from oral presentations and readings selecting from a variety of methods.</p> <p>Activity: Copy key words from a list during an oral presentation onto a teacher-generated graphic organizer with a partner.</p>	<p>Compose notes from oral presentations and readings selecting from a variety of methods.</p> <p>Activity: Copy key words and phrases from an oral presentation with visual support onto a teacher-generated graphic organizer or outline.</p>	<p>Compose notes from oral presentations and readings selecting from a variety of methods.</p> <p>Activity: Complete a T-chart with a small group while reading a chapter in a modified or adapted non-fiction text.</p>	<p>Compose notes from oral presentations and readings selecting from a variety of methods.</p> <p>Activity: Choose from several previously taught note-taking methods. With a partner, use the appropriate graphic organizer or outline to organize information from an oral presentation with visual support and teacher assistance.</p>	<p>Compose notes from oral presentations and readings selecting from a variety of methods.</p> <p>Activity: Choose from a variety of options an appropriate graphic organizer or outline to organize information from an oral presentation with visual support.</p>
ST	CA 2, 3, 4 1.6, 1.8				
FR	I 3d, II 4a, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 7					
Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> • paragraphs (including compare/contrast and cause/effect) with <ul style="list-style-type: none"> ○ a strong controlling idea 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Write a strong controlling idea for expository and persuasive paragraphs with teacher and peer support.	Write a strong controlling idea for expository and persuasive paragraphs with text support.	Write a strong controlling idea for expository and persuasive paragraphs with peer support.	Write a strong controlling idea for expository and persuasive paragraphs with peer and teacher support.	Write a strong controlling idea for expository and persuasive paragraphs with teacher support.
	Activity: Complete teacher-generated sentence stems with a small group giving arguments to persuade other classmates.	Activity: Compose a topic sentence with group members when given the supporting sentences in a short, simple paragraph.	Activity: Compose a topic sentence with a partner when given the supporting sentences in a short, simple paragraph.	Activity: Compose a topic sentence with a partner for a comparison/contrast paragraph provided by the teacher.	Activity: Compose a topic sentence independently for a comparison/contrast paragraph provided by the teacher.
		Vocabulary: topic sentence, controlling idea	Vocabulary: topic sentence, controlling idea	Vocabulary: topic sentence, controlling idea Structure: Coordinating Conjunctions	
ST	CA 2, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 7					
Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> • paragraphs (including compare/contrast and cause/effect) with <ul style="list-style-type: none"> ○ supporting and concluding sentences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Write clear supporting details and concluding sentences for compare/contrast and persuasive paragraphs with visual support.	Write clear supporting details and concluding sentences for compare/contrast and persuasive paragraphs with peer support.	Write clear supporting details and concluding sentences for compare/contrast and persuasive paragraphs with peer and text support.	Write clear supporting details and concluding sentences for compare/contrast and persuasive paragraphs with peer support.	Write clear supporting details and concluding sentences for compare/contrast and persuasive paragraphs with minimal support.
	Activity: Locate in a small group pictures to support a given statement.	Activity: Complete a graphic organizer in a cooperative group using words or phrases from a word bank to support main ideas.	Activity: Identify with a partner in a modified text the <ul style="list-style-type: none"> • main point • supporting sentences • concluding statements 	Activity: Create sentences with a partner containing supporting and concluding details when given a controlling idea.	Activity: Create a paragraph containing supporting and concluding details when given a controlling idea.
	ST	CA 2, 4 1.8, 2.1, 4.1			
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 7					
Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> • paragraphs (including compare/contrast and cause/effect) with <ul style="list-style-type: none"> ○ appropriate logical sequence 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Write clear notes and statements that express logical order in paragraphs with peer support. Activity: Sequence pictures from a previously-discussed story in chronological order with a small group.	Write clear notes and statements that express logical order in paragraphs with peer and visual support. Activity: Sequence pictures from a previously-discussed story in chronological order and write with a small group.	Write clear notes and statements that express logical order in paragraphs with graphic and peer support. Activity: Complete cause and effect graphic organizer in a small group to develop a logical sequence for ideas to be used in a cause/effect paragraph.	Write clear notes and statements that express logical order in paragraphs with graphic and peer support.. Activity: Complete cause and effect graphic organizer with a partner to develop a logical sequence for ideas to be used in a cause/effect paragraph.	Write clear notes and statements that express logical order in paragraphs with graphic support. Activity: Complete cause and effect graphic organizer independently to record ideas to be used in a cause/effect paragraph.
ST	CA 2, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 7					
Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> • paragraphs (including compare/contrast and cause/effect) with <ul style="list-style-type: none"> ○ effective writing techniques (e.g., imagery, humor, point of view and voice) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Write expository paragraphs focusing on humor, imagery or voice with visual and peer support. Activity: Determine, with a partner, who is telling the story by the point of view given a character's statement and a picture from a story,	Write expository paragraphs focusing on humor, imagery or voice with peer and teacher support. Activity: Compose statements in a small group that the main character might have said which express the character's voice or point of view, after reading and discussing a leveled/modified story.	Write expository paragraphs focusing on humor, imagery or voice. Activity: Create, with a partner, a storyboard with captions telling a humorous story from the main character's point of view.	Write expository paragraphs focusing on humor, imagery or voice with peer support. Activity: With a partner, write a descriptive paragraph that creates images through descriptive words and phrases and literary devices (metaphors and similies).	Write expository paragraphs focusing on humor, imagery or voice. Activity: Compose an expository paragraph focusing on humor and/or imagery.
ST	CA 2, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 7					
Expository and Persuasive Writing	Write expository and persuasive				
	<ul style="list-style-type: none"> multi-paragraph essays drawing from a variety of sources 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Write visual essays using a variety of sources.	Write essays with peer support using a variety of sources.	Write essays using a variety of sources with teacher and peer support.	Write essays using a variety of sources with graphic and peer support.	Write essays using a variety of sources with graphic support.
	<p>Activity: Locate pictures, illustrations, or graphics in a small group that support topic sentences in simplified multi-paragraphed informational texts.</p>	<p>Activity: Compose as a class a persuasive three-paragraph essay using information from students and visual support (graphics, diagrams, etc.).</p>	<p>Activity: Arrange teacher-generated sentence strips into multi- paragraphs, each containing a main idea and supporting details; then in small groups, add other supporting details, examples or facts, based on experience and other classroom resources and graphics.</p>	<p>Activity: Write a three-paragraph essay using a complete graphic organizer with a partner to brainstorm examples, facts or details from experience and from modified texts to support persuasive arguments.</p>	<p>Activity: Write a multi-paragraph expository essay using information from pre-writing graphic organizer, texts and visuals.</p>
ST	CA 2, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C	Grade 7				
Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> responses to literature that show and understanding of theme and characters, using details/examples from the text as support 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Analyze literature by examining theme and character motivation with visual and peer support. Activity: List the characters from a story in a small group with illustrations read by the teacher. Vocabulary: character, picture	Analyze literature by examining theme and character motivation with graphic and peer support. Activity: Complete a character map in a small group analyzing a character and providing supporting examples after reading a simplified story.	Analyze literature by examining theme and character motivation with graphic and peer support. Activity: Write a character analysis with a partner using a completed character map which cites supporting details from the modified text.	Analyze literature by examining theme and character motivation. Activity: Identify the theme of the story and, with a partner, explain your reasoning citing supporting quotes and text references.	Analyze literature by examining theme and character motivation. Activity: Write an expository paragraph using details/examples from the text that analyzes the main character or the theme.
ST	CA 2, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
D	Grade 7				
Summary Writing	Write a multi-paragraph summary of a newspaper magazine article, editorial or news program that includes supporting evidence from text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Summarize newspaper or magazine articles in writing with visual and peer support. Activity: Identify pictures and captions in newspaper/magazine articles to determine the main idea of the articles with the support of group members.	Summarize newspaper or magazine articles in writing with graphic and peer support. Activity: Summarize the main events or ideas with a small group by completing a summary graphic organizer.	Summarize newspaper or magazine articles in writing with peer support. Activity: Summarize with a small group the major events in a modified news article writing the major ideas and supporting details.	Summarize newspaper or magazine articles in writing with peer support. Activity: Summarize with a partner the major events in a modified news article citing the major ideas and supporting details.	Summarize newspaper or magazine articles in writing. Activity: Summarize independently the major events in a modified news article citing the major ideas and supporting details.
ST	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1				
FR	II 1a, 2a, b, 5-8				

3 Write effectively in various forms and types of writing					
E	Grade 7				
Audience and Purpose	Compose texts <ul style="list-style-type: none"> that contain a created chart, graph and/or other graphic organizer based on printed information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use graphics to enhance expository writing with teacher support.</p> <p>Activity: Create a bar graph comparing the temperature in various cities as found in the newspaper as a teacher-led class activity.</p>	<p>Create graphics to enhance expository writing with peer support.</p> <p>Activity: Create a pie chart or bar graph showing the most often served foods based on the monthly cafeteria menu; explain in writing findings using comparative vocabulary within a small group.</p> <p>Vocabulary: greater than, less than, most, least, etc.</p>	<p>Create graphics to enhance expository writing with peer support.</p> <p>Activity: Create a graph using information from short or modified/modified articles to write a paragraph in a cooperative group, explaining the graph verbally.</p> <p>NOTE: Samples of modified text may include the cafeteria menu, the weather report or the sports page.</p>	<p>Create graphics to enhance expository writing with peer support.</p> <p>Activity: Create a graph, chart or graphic organizer based on information from a short text to write a paragraph with a partner.</p> <p>NOTE: Samples of text may include demographic information, content texts, newspaper/magazine articles.</p>	<p>Interpret graphics to enhance expository writing.</p> <p>Activity: Write a informative paragraph using the visual representations for supporting details.</p>
ST	CA 4 1.8, 2.1, 2.6, 4.8				
FR	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8				

3 Write effectively in various forms and types of writing					
E Grade 7					
Audience and Purpose	Compose texts <ul style="list-style-type: none"> and write a formal business letter and address an envelope 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recognize the format of business letters and envelopes with peer support	Recognize the format of business letters and envelopes with peer support	Compose a business with peer, teacher, and text support.	Compose a business with peer, teacher, and text support.	Compose a business with peer, teacher, and text support as needed.
	Activity: Match sample business letters to addressed envelopes in a small group.	Activity: Match sentence strips containing the elements of a business letter with a partner.	Activity: Write a short business letter with a partner including appropriate format in response to a teacher-generated scenario with dictionary/spelling support, teacher assistance and sample business letters for reference.	Activity: Write a short business letter with a partner including appropriate format in response to a teacher-generated scenario with dictionary/spelling support, teacher assistance and sample business letters for reference; peer edit and revise.	Activity: Write a formal business letter including appropriate format and address an envelope to a state or local business concerning their environmental policies or hiring practices; self-edit and revise.
	Vocabulary: name, street address, city, state, zip code	Vocabulary: inside address, salutation, greeting, body, closing, enclosures			
ST	CA 4 1.8, 2.1, 2.6, 4.8				
FR	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8				

3 Write effectively in various forms and types of writing					
E Grade 7					
Audience and Purpose	Compose texts <ul style="list-style-type: none"> that address two different audiences and purposes using appropriate forms (e.g., explain the differences between seventh grade and second grade to a parent and to a second grader) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recognize formal and informal language with peer, audio and visual support. Activity: Role play conversations with different levels of formality (audience). (Ex. Parent and child, student and principal, older student and younger student, employer and employee)	Identify formal and informal language with peer, audio and visual support. Activity: Match sentence strips in a small group to conveying the same information written in different registers (formality of language).	Use appropriate formal or informal language in compositions based on audience. Activity: Compose two dialogues with a partner, addressing differences between Thanksgiving and Fourth of July (or any two topics) to <ol style="list-style-type: none"> 1) a second grader and 2) a parent. 	Use appropriate formal or informal language in compositions based on audience. Activity: Write two letters with a partner addressing differences between Legislative Branch and the Executive Branch to <ol style="list-style-type: none"> 1) a recent immigrant 2) a social-studies teacher 	Use appropriate formal or informal language in compositions based on audience. Activity: Write two letters, one to the principal and one to a good friend, describing why they like or dislike their school with dictionary support and peer editing.
ST	CA 4 1.8, 2.1, 2.6, 4.8				
FR	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8				

1 Develop and apply effective listening skills and strategies					
A	Grade 7				
Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Make eye contact with teacher and focus on text pictures during reading. Activity: Actively listen to teacher-read stories with pictorial/visual support.	Respond to stories by expressing likes and dislikes. Activity: Express opinions (likes, dislikes, favorites) in response to teacher-read stories with pictorial support. Stem: “I liked the story because...” “I did not like...”	Evaluate personal likes and dislikes for enjoyment, oral reading, or listening. Activity: Self-select listening materials or books on tape/CD based on personal preference.	Explain reasoning behind the preference. Activity: Retell story highlights (favorite parts) of short, self-selected, modified listening materials or books on tape/CD to a small group.	Explain reasoning behind the preference. Activity: Retell story highlights (favorite parts) of self-selected, grade-level listening materials or books on tape/CD to a partner.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies					
A Grade 7					
Purpose for Listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen for key information words with visual and teacher and support</p> <p>Activity: Actively listen to teacher-read stories with pictorial/visual support.</p> <p>Vocabulary: who, what, when, why, how?</p>	<p>Listen for key words in class activities and directions with visual and teacher support.</p> <p>Activity: Answer yes/no (true/false) questions based on teacher-read, modified materials with pictorial/visual support.</p> <p>Vocabulary: yes, no true, false</p>	<p>Respond to recall and comprehension questions from media or text.</p> <p>Activity: Answer basic knowledge and comprehension questions based on teacher-read, modified materials with pictorial/visual support or from a video.</p>	<p>Respond to recall and comprehension questions from media or text.</p> <p>Activity: Develop three questions designed to clarify information in response to a short selection of listening materials or books on tape/CD.</p>	<p>Demonstrate listening comprehension by summarizing or paraphrasing information.</p> <p>Activity: Summarize the information presented in grade-level listening materials or books on tape/CD.</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies					
A Grade 7					
Purpose for listening	Listen <ul style="list-style-type: none"> • for directions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Comprehend simple oral directions with visual support Activity: Attentively listen to teacher-read directions given with pictorial/ visual support.	Comprehend simple oral directions with visual support and oral support. Activity: Follow simple (3 steps or fewer) teacher-read directions when steps are given individually and with pictorial/ visual support. Structure: command form	Comprehend simple oral directions with visual support Activity: Follow teacher-read directions when steps are given individually, with pictorial/ visual support and prompting to ask clarifying questions. Stem: “Would you please explain....?” “May I have an example of..., please?” “Would you please repeat ...?”	Clarify simple oral directions with teacher support. Activity: Follow simple teacher-read directions with prompting to ask clarifying questions. Stem: “Would you please explain....?” “May I have an example of..., please?” “Would you please repeat ...?” Structure: command form	Clarify multi-step directions with minimal support. Activity: Follow multi-step, teacher-read directions asking clarifying questions when necessary. Stem: “Would you please explain....?” “May I have an example of..., please?” “Would you please repeat ...?” Structure: command form
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1	Develop and apply effective listening skills and strategies				
B	Grade 7				
Listening Behavior	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify common moods (agreement, disagreement or confusion) based on body language, intonation and facial expressions.</p> <p>Activity: Role-play various moods and non-verbal expressions and gestures after teacher modeling.</p>	<p>Identify common moods (agreement, disagreement or confusion) based on body language, intonation and facial expressions.</p> <p>Activity: Watch a drama or oral presentation, identify, with a group of peers, the mood of the characters from a list of adjectives describing mood.</p>	<p>Use appropriate voice, register, body language and vocabulary to question presenters.</p> <p>Activity: Ask appropriate “<i>Wh</i>-questions” to clarify the presenter’s or teacher’s viewpoint during presentations.</p>	<p>Identify common moods (agreement, disagreement or confusion) based on body language, intonation and facial expressions.</p> <p>Activity: After an oral presentation, use small group discussion to identify the mood of the characters and describe and/or imitate the behaviors which demonstrate the mood</p>	<p>Use appropriate voice, register, body language and vocabulary to question presenters.</p> <p>Activity: After an oral presentation, ask clarifying questions to better understand the meanings of body language and facial expression.</p>
ST	CA 5, 6 1.5				
FR	II 5b, 5d, III 1c, IV 1e, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 7				
Discussion and Presentation	In discussions and presentations, use <ul style="list-style-type: none"> designated time constraints 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Adhere to time constraints for oral presentations.	Adhere to time constraints for oral presentations.	Adhere to time constraints for oral presentations. Working with a partner, use a stopwatch to <ul style="list-style-type: none"> Practice speaking (or reading aloud when necessary to maintain topic) for designated periods of time. Determine how many sentences or ideas can be conveyed in that designated period. 	Adhere to time constraints for oral presentations. Work with a partner to develop a dramatic interpretation or oral presentation within time constraints with teacher assistance	Adhere to time constraints for oral presentations. Work with a partner to develop a dramatic interpretation or oral presentation within time constraints.
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, IV 1d, 3a, c, f, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 7				
Discussion and Presentation	In discussions and presentations, use <ul style="list-style-type: none"> • media 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create visuals to explain the topic with peer support.</p> <p>Activity: Create a poster or visual in a small group to present to the class.</p>	<p>Create visuals to explain the topic with peer support.</p> <p>Activity: Create a poster or other visual to present to the class and explain what the visual represents.</p>	<p>Create visuals to explain the topic with peer support.</p> <p>Activity: Use a chart or graph to convey information and explain what the chart represents in a small group.</p>	<p>Create visuals to explain the topic with peer support.</p> <p>Activity: Create power point slides with a partner to convey information in a short presentation.</p>	<p>Create visuals to explain the topic with peer support.</p> <p>Activity: Create a power point presentation with a partner that incorporates graphics to convey additional information.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, IV 1d, 3a, c, f, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 7				
Discussion and Presentation	In discussions and presentations, use <ul style="list-style-type: none"> • organized notes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Comprehend lectures and discussions through note taking with visual and teacher support.</p> <p>Activity: Copy key words from a discussion or an oral presentation onto a teacher-generated graphic organizer with teacher modeling.</p> <p>Note: At this level, the notes on the organizer must be printed only with key (pre-taught) words to be filled in.</p>	<p>Comprehend lectures and discussions through note taking with visual and teacher support.</p> <p>Activity: Copy key words and phrases from a discussion or an oral presentation onto a teacher-generated graphic organizer or outline.</p>	<p>Comprehend lectures and discussions through note taking with visual, peer and teacher support.</p> <p>Activity: Compete a T-chart or other note-taking organizer from a simple teacher lecture; compare notes with peers.</p>	<p>Comprehend lectures and discussions through note taking with visual, peer and teacher support.</p> <p>Activity: Compete a T-chart or other note-taking organizer from a simple teacher lecture; compare notes with a partner.</p>	<p>Evaluate note-taking methods and graphics.</p> <p>Activity: Choose an appropriate graphic organizer or outline, from a variety of options, to organize information from discussion or an oral presentation.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, IV 1d, 3a, c, f, 5-8				

2 Develop and apply effective speaking skills and strategies for various audiences and purposes					
B	Grade 7				
Giving Directions	Give clear and concise multi-step oral directions to complete a complex task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Give clear directions for completing a task with peer and teacher support.</p> <p>Activity: Give simple (one- or two-word) commands to a partner after teacher modeling.</p>	<p>Give clear directions for completing a task with peer and teacher support.</p> <p>Activity: Give simple (word or phrase) multi-step commands to a partner after teacher modeling.</p>	<p>Give clear directions for completing a task with peer and teacher support.</p> <p>Activity: Create multi-step directions in a cooperative group with pictures from a set of directions and core vocabulary provided.</p>	<p>Give clear directions for completing a task with peer and teacher support.</p> <p>Activity: Give a partner oral directions to complete a task (ex: creating Lego design, drawing a picture, finding location on a map) and answering questions to clarify information.</p>	<p>Give clear directions for completing a task with peer and teacher support.</p> <p>Activity: Present to class or small group oral directions to complete a task (ex: creating Lego design, drawing a picture, finding location on a map) and answer questions to clarify information.</p>
ST	CA 1, 6 2.1, 2.3				
FR	II 6d, IV 1d, 5-8				

Reading

1 Develop and apply skills and strategies to the reading process					
A	Grade 8				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> • Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate directionality handling a book properly. Activity: Handle a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues (Cultural Note: Some cultures start from back to front, right to left, and bottom to top.)	Practice handling a book properly. Activity: Handle a book properly (right side up; opening cover; turning pages) with only oral teacher cues			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 8				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> print tells story 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Recognize their own and their classmates' names in print with teacher support. Activity: Match their own and their classmates' names in print with a teacher Vocabulary: Match, classmate	Recognize objects in print within the room. Activity: Connect print with objects in classroom and/or visuals in a small group with teacher modeling. Vocabulary: classroom objects Stem: "This is a ..." "That is a..."	Recognize below grade-level text in print. Activity: Use below grade level text to connect print to story in a small group. Vocabulary: Preview key words from the story.			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 8				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> word by word matching 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Mimic pointing to words in print as modeled by a teacher. Activity: Observe teacher reading from a big book and pointing to each word Vocabulary: Preview key story vocabulary and define with pictures and visuals.	Illustrate matching words to print in a leveled text with teacher support. Activity: Follow along pointing to each word in student book while teacher reads and points out words from big book	Identify words in print using a modified text and minimal teacher support. Activity: Point to and identify known words in a student book with a partner.		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

Reading

1 Develop and apply skills and strategies to the reading process					
A	Grade 8				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> • upper- and lower-case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify upper and lower case letters using with teacher modeling. Activity: Identify upper and lower case letters using manipulatives like flash cards, letter tiles, and/or other manipulatives provided by the teacher. Vocabulary: letter, upper-case, lower-case, capital	Differentiate between upper- and lower-case letters in words with teacher support. Activity: Sort and match flash cards, letter tiles, and/or other manipulatives in a small group with teacher support. Vocabulary: word, upper-case, lower-case, capital	Differentiate between upper- and lower-case letters in words. Activity: Pair upper-case with lower-case letters during class practice with a partner and/or independently. Vocabulary: Match, pair, put together, same letter		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 8				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> • first and last letters in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the beginning and ending letters when presented orally Activity: Point to print to demonstrate comprehension of vocabulary terms (below) with teacher support and/or peer support. Vocabulary: beginning, first, last, final, ending	Discriminate between minimal pairs beginning and ending letters with a partner e.g.: deep/beep/peep. Activity: TPR - <ul style="list-style-type: none"> • Identify words with same beginning or ending sound by pointing to a body part to indicate a particular sound. • Classify and sort words. E.g.: If teacher says the sound n the student points to nose. Nose = “n” sound	Demonstrate by writing beginning and ending letters of vocabulary words presented orally with minimal teacher support. Activity: <ul style="list-style-type: none"> • Using either picture vocabulary cards or oral presentation of words write words that start or end with the same letter with a partner or independently. • Circle words from provided list that share the same first and/or last letters independently. Stem: “The first letter is...”, “The last letter is”		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 8				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify individual words or spaces in sentences with teacher modeling. Activity: Circle or highlight spaces in between words in sentences with teacher modeling. Vocabulary: word, space, separate	Identify individual words in printed text and paragraphs independently. Activity: Circle or highlight spaces between words in sentences, independently. Vocabulary: space, individual, separate			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 8				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Copy letters and words from teacher examples.</p> <p>Activity: Unscramble familiar vocabulary words and short sentences from a previously read text with teacher modeling.</p> <p>Vocabulary: beginning, first, last, middle, word, start, end</p> <p>Structure: Subject-verb word order (Note: Students may come from other literacy backgrounds, which do not read left to right or do not follow a subject-verb-object order.)</p>	<p>Identify word order in simple sentences.</p> <p>Activity: Identify subject and verb by color-coding in a simple text as modeled by the teacher.</p> <p>Vocabulary: subject (person, place, thing) action word, 'to be', pronouns</p> <p>Structure: Subject-verb word order (Note: Students may come from other literacy backgrounds, which do not read left to right or do not follow a subject-verb-object order.)</p>	<p>Identify word order in compound sentences.</p> <p>Activity: Identify subject and verb by color-coding a more complex text as modeled by the teacher.</p> <p>Vocabulary: subject, predicate, pronouns, preposition (other parts of speech)</p> <p>Structure: English syntax (Note: Students may come from other literacy backgrounds, which do not read left to right or do not follow a subject-verb-object order.)</p>	<p>Illustrate word order in simple, compound and complex sentences.</p> <p>Activity: Reorder a sentence with complex structures (prepositional phrases, appositives, complex-compound) with a partner after teacher modeling.</p> <p>Vocabulary: subject, predicate, phrases, clauses, pronouns (other parts of speech)</p> <p>Structure: English syntax</p>	<p>Illustrate word order in simple, compound and complex sentences.</p> <p>Activity: Reorder a sentence with complex structures (prepositional phrases, appositives, complex-compound) independently.</p> <p>Vocabulary: subject, predicate, phrases, clauses</p> <p>Structure: English syntax</p>
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 8				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> punctuation has meaning 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify basic punctuation marks. Activity: Use flash cards, posters, tiles, and/or other manipulatives to name punctuation marks after teacher modeling. Vocabulary: period, question mark, exclamation mark/exclamation point, and comma.	Identify punctuation marks and their purpose within groups of words and/or sentences. Activity: Apply appropriate punctuation to teacher generated sentences using visual support in small groups. Vocabulary: period, question mark, exclamation mark/exclamation point, comma, and quotation marks.	Identify punctuation marks and their purpose within a modified text. Activity: Recognize tone related to sentence type, e.g. upper ending tone indicates questions. Vocabulary: comma and quotation marks Cultural Note: Many cultures do not use tone to indicate sentence types.		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 8				
Phonemic awareness	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> • separate and say sounds in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recognize and recite beginning, medial and final sounds in words. Activity: Point to a letter at the beginning, middle or End of a word to demonstrate comprehension of a phoneme as modeled by a teacher. Vocabulary: point, repeat, sounds, beginning, middle, and end. Structure: Phonemes, syllabication (Note: Special emphasis may need to be placed on those phonemes not in first language.)	Identify and say sounds of words in familiar text. Activity: Produce the individual sounds in a word from a list of previously introduced words with teacher modeling Vocabulary: say, repeat, Structure: Phonemes, syllabication	Identify and say sounds of words in a variety of contexts, e.g. social studies vocabulary. Activity: Produce the individual sounds in a word from a list of familiar or sight words with a partner Structure: Phonemes, syllabication		
	ST	CA2, 3 1.5, 1.6			
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 8				
Phonemic Awareness	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Blend individual letter sounds given by teacher to create words. Activity: Point to the letters and say the isolated sounds (c-a-t) then blend back together to create the word following teacher example. (For example – c-a-t, cat) Vocabulary: listen, say, repeat (Note: Special emphasis may need to be placed on those blends not in first language.)	Blend individual sounds to decode unknown words. Activity: Orally produce individual sounds and blend them into words with a partner. Vocabulary: listen, say, repeat,	Blend individual sounds to decode unknown words in a modified text. Activity: Orally produce individual sounds and blend them into words to decode unknown words when reading a modified text with minimal teacher support.		
ST	CA2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 8				
Phonemic Awareness	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> replace beginning and ending sounds to form new words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Reproduce new words in a given word family by substituting the initial or final letter with assistance and visual aides. Activity: Using letter tiles, make new words by substituting initial and/or final letters with teacher modeling and say the sounds aloud as they build the word. Vocabulary: word, family, beginning, ending, sound, replace, repeat, say, change	Create new words from dictation in a given word family by substituting the initial of final letter. Activity: Using letter tiles, make new words as the teacher dictates with minimal supports. Vocabulary: word, family, beginning, ending, sound, replace, repeat			
	ST	CA2, 3 1.5, 1.6			
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
C	Grade 8				
Phonics	Apply decoding strategies to “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Pronounce initial, medial and final letter sounds.</p> <p>Activity: Practice decoding unknown words using initial, medial, and final letter sounds with teacher support.</p> <p>Vocabulary: alphabet, consonant, vowel; (When ready: short vowel, long vowel)</p> <p>Stem: “b, ball, /b/”</p>	<p>Recognize and pronounce letter sounds, blends and word chunks.</p> <p>Activity: Identify and pronounce letter sounds and word chunks found in individual written words using flash cards, letter charts, or other visuals or within a leveled text with teacher support.</p> <p>Vocabulary: consonant, short vowel, long vowel, digraph, blend</p>	<p>Generalize decoding strategies to unfamiliar words in unfamiliar leveled texts.</p> <p>Activity: Use previously learned decoding strategies such as letter sounds, blends and word chunks in leveled content text with a partner.</p>	<p>Generalize decoding strategies to unfamiliar words in unfamiliar modified texts.</p> <p>Activity: Use a variety of strategies to decode unknown words in connected paragraphs using simplified/modified content passages with a partner.</p>	<p>Generalize decoding strategies to unfamiliar words in unfamiliar grade leveled texts.</p> <p>Activity: Use a variety of strategies to decode unknown words used in classroom reading passages based on grade-level text with minimal teacher support.</p>
ST	CA 2, 3 1.6				
FR	I 6b, 5-8				

1 Develop and apply skills and strategies to the reading process					
D	Grade 8				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> with fluency, accuracy and appropriate expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recite words fluently and accurately from a previously learned word list.	Recite sentences of familiar text and basic vocabulary words of the text along with teacher as teacher models fluency, accuracy, and expression in a small group.	Read and recite paragraphs from a familiar text with fluency, accuracy, and expression.	Read accurately, fluently and with expression from various forms of leveled text, e.g. poems, plays, etc.	Read accurately, fluently and with expression from various forms of modified text, e.g. poems, plays, etc.
	Activity: Pronounce words using phonics skills and correct pronunciation, use chants, parrot read with the teacher.	Activity: Chorally read sentences from a familiar text after listening to the text read fluently, with accuracy and expression by the teacher.	Activity: Student will read a leveled text and practice reading it aloud to a partner or into a tape recorder to assess progress. Students could also measure reading rate.	Activity: Read and check oral and silent fluency rates when reading various forms of leveled text with a partner.	Activity: Read and check oral and silent fluency rates when reading a modified text with minimal support.
	Vocabulary: read, repeat, say, listen	Vocabulary: – choral reading, fluency, expression, accuracy			
ST	CA 2, 3 1.5				
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
D	Grade 8				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> adjusting reading rate to difficulty and type of text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to text read at a normal rate.</p> <p>Activity: Listen to modified text read at correct rate by proficient reader, while tracking words.</p> <p>Vocabulary: listen track, follow along, finger</p> <p>(Note: Beginning students cannot adjust reading rate to the text.)</p>	<p>Practice reading leveled texts with various rates with teacher.</p> <p>Activity: Read parts of various texts along with teacher as the teacher models different reading rates.</p>	<p>Demonstrate reading modified texts using various rates with a partner.</p> <p>Activity: Practice reading rates with partner in modified texts of varying difficulty after teacher models the various texts. (e.g. social studies texts are read at a slower reading rate than fictional texts.)</p>	<p>Differentiate appropriateness of reading rates from different types of modified texts.</p> <p>Activity:</p> <ul style="list-style-type: none"> Give various texts and adjust their reading rate appropriately and self-assess using a tape recorder and a stopwatch to figure out reading rate. Calculate different reading rates on various texts by using a stopwatch or having teacher time the class. 	<p>Assess appropriate reading rates of a peer reading different types of grade-leveled texts.</p> <p>Activity: Apply knowledge of reading speed and fluency as it relates to the difficulty of various grade level texts. Assess a peer using a scoring guide.</p>
ST	CA 2, 3 1.5				
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
E	Grade 8				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • root and affixes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Develop vocabulary of simple common root words.	Identify a list of common affixes and how they change the word meaning.	Make new words using root words and affixes.	Categorize words into parts of speech according to suffixes.	Analyze and define new target words that share roots and affixes using an affix chart independently.
	Activity: Use pictures, flash cards, word lists, and/or photographs when prompted with teacher modeling. Add simple prefixes such as plurals, ing, etc.	Activity: Separate suffixes and prefixes from root words using manipulatives in a classroom activity with teacher modeling, e.g. preschool = before school = pre -school	Activity: Combine roots and affixes of target vocabulary to create meaningful words with a partner.	Activity: Complete a graphic organizer of parts of speech sorting words into appropriate columns using a suffix chart with a partner.	Activity: Analyze new target words that share roots and affixes using an affix chart and write a definition with minimal teacher support or independently.
	Vocabulary: root word, base word, word stem, word ending.	Vocabulary: prefix, suffix, affix, root word (base, stem, etc.)	Vocabulary: root word, suffix, prefix, combine Structure: morphological affixes	Vocabulary: root word, suffix, prefix Structure: morphological affixes	Vocabulary: root word, suffix, prefix, deduce Structure: morphological affixes
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
E	Grade 8				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> context clues 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify context clues in sentences with visual support.</p> <p>Activity: Match a word to illustrations or photographs using a leveled text with teacher modeling.</p> <p>Vocabulary: before, after, clue, hint</p> <p>Stem: “ This word matches...because”</p>	<p>Identify context clues in sentences with visual and oral support.</p> <p>Activity: Identify word meanings in sentences and related content material given both oral and visual definitions with teacher modeling.</p> <p>Vocabulary: before, after, clue, hint, context clue</p> <p>Stem: “This word meansbecause...”</p> <p>Note: Use word bank, especially for synonyms which are particularly confusing for ELL’s</p>	<p>Use context clues to in controlled paragraphs to infer meaning.</p> <p>Activity: Identify content related word meanings in sentences and related modified connected paragraphs, which may include oral and visual support with a partner and teacher support.</p> <p>Stem: “This word meansbecause...”</p>	<p>Explain strategies used to infer meaning through context clues.</p> <p>Activity: Identify content-related word meanings found in modified, connected paragraphs or text summaries, which may include visual support with a partner with minimal teacher support.</p> <p>Stem: “This word meansbecause...”</p>	<p>Apply strategies to infer meaning in grade level text.</p> <p>Activity: Identify content-related word meanings found in grade-level content text, which may include visual support independently with minimal teacher support.</p> <p>Stem: “This word meansbecause...”</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
E	Grade 8				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> glossary, dictionary and thesaurus 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>List survival words in personal glossary in alphabetical order and illustrate.</p> <p>Activity: Create a glossary using illustrations and words to define key survival vocabulary using an ESL or simplified dictionary and/or native language dictionary with teacher modeling.</p> <p>Note: Provide picture and native language dictionary, if possible, at each level.</p>	<p>List content vocabulary in a glossary or dictionary in alphabetical order with student definitions and/or illustrations.</p> <p>Activity: Create a glossary or dictionary using illustrations, words, or phrases to define key vocabulary in a leveled text. Use the resource with a partner.</p> <p>Vocabulary: glossary, dictionary, synonym, antonym. Stem: "...means...."</p>	<p>Use an ESL or simplified dictionary (e.g.: Oxford English Language Dictionary, Heinemann Picture Dictionary) to define key vocabulary.</p> <p>Activity: Learn format of each entry (pronunciation key, part of speech, etc.) and related vocabulary with teacher support.</p> <p>Vocabulary: glossary, dictionary, part of speech, pronunciation key, synonym, antonym.</p>	<p>Use an ESL or simplified thesaurus to expand vocabulary.</p> <p>Activity: Introduce the purpose and format of the thesaurus and related vocabulary, e.g. synonyms, antonyms, etc. Practice using a thesaurus to find synonyms of related reading vocabulary.</p>	<p>Use a glossary, dictionary and thesaurus when reading a text to understand key vocabulary.</p> <p>Activity: Use the appropriate resource when reading a text to understand key vocabulary with minimal teacher support or independently.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 8					
Pre-Reading	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate prior knowledge using illustrations with teacher modeling.</p> <p>Activity: Preview visual aides and/or vocabulary lists to find familiar words and concepts before introduction of content. Draw a picture to illustrate prior knowledge on the content.</p> <p>Vocabulary: introduce key vocabulary from the reading passage.</p>	<p>Discuss prior knowledge and record information graphically with teacher support in small groups</p> <p>Activity: List ideas and prior knowledge as the teacher records responses on KWL chart or other graphic predictor</p> <p>Vocabulary: any vocabulary from graphic organizer.</p> <p>Stem: “I know...”, “I want to learn...”, (about, why, if, when, etc.), “I learned that...”</p>	<p>List ideas based on prior knowledge on a graphic organizer in small groups.</p> <p>Activity: List ideas and prior knowledge on a KWL chart or other graphic predictor in a small group with teacher assistance</p> <p>Vocabulary: any vocabulary from graphic organizer.</p> <p>Stem: “I know...”, “I want to learn...”, (about, why, if, when, etc.), “I learned that...”</p>	<p>List ideas based on prior knowledge using modified text on a graphic organizer with a partner.</p> <p>Activity: List ideas and prior knowledge and related text on a KWL chart or other graphic predictor with a partner.</p> <p>Stem: “I know...”, “I want to learn...”, (about, why, if, when, etc.), “I learned that...”</p>	<p>List ideas and prior knowledge using grade leveled text on a graphic organizer with minimal teacher support</p> <p>Activity: List ideas based on prior knowledge on KWL chart or other graphic predictor independently with minimal teacher support.</p> <p>Stem: “I know...”, “I want to learn...”, (about, why, if, when, etc.), “I learned that...”</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F	Grade 8				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension				
	<ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Preview concepts and ideas through visuals with teacher modeling. Activity: Use games, picture walks, and hands-on activities to preview text with teacher modeling. Use picture books, predictable texts, etc.	Preview concepts and ideas through visuals with peer support. Activity: Discuss as a group the title, pictures, and text features to determine content using a leveled text. Vocabulary: title, headings, illustration	Preview concepts and ideas through visuals with peer support Activity: Discuss with a partner the title, pictures, and text features to determine content using teacher generated guide or questions to focus discussion.	Preview concepts and ideas through visuals with peer support Activity: Demonstrates comprehension by examining diagrams and graphs and use simple graphic organizers to record predictions in modified texts with teacher support.	Preview concepts and ideas through visuals independently. Activity: Demonstrates comprehension by scanning text for key vocabulary words and subject headings to identify concepts/ideas in grade-leveled content texts with minimal teacher support or independently.
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F	Grade 8				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension				
	<ul style="list-style-type: none"> predict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate predictions before reading using pictures and/or diagrams from text.</p> <p>Activity: Illustrate possible outcomes based on a picture preview of a text after teacher modeling, questioning, and prompting.</p> <p>Vocabulary: draw</p> <p>Stem: "I think that ..."</p>	<p>Evaluate accuracy of predictions during a picture walk of illustrated fiction text.</p> <p>Activity: Respond to a series of agree/disagree statements by the teacher about the text based on a picture preview of a leveled text following teacher questioning.</p> <p>Vocabulary: agree, disagree</p> <p>Stem: "I think that ..."</p>	<p>Predict major events of illustrated fiction.</p> <p>Activity: Create predictions with a partner using a leveled text based on a picture preview of the text.</p> <p>Vocabulary: predict, prediction</p>	<p>Create predictions with a partner using a modified text based on pictures, text features and background knowledge.</p> <p>Activity: Survey text features of information to create predictions.</p>	<p>Create predictions using a grade level text based on visuals and text features and background knowledge independently.</p> <p>Activity: Write predictions on a graphic organizer based on diagrams, pictures and text features with minimal or no teacher support.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F	Grade 8				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> ○ set a purpose and rate for reading 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Determine the purpose and rate for reading.	Determine the purpose and rate for reading.	Determine the purpose and rate for reading after previewing the modified text features.	Determine the purpose and rate for reading after previewing the modified text features.	Determine the purpose and appropriate rate for reading independently.
	Activity: Formulate simple questions as a class that set a purpose for reading simplified text or trade book after previewing text.	Activity: Formulate questions in a small group that set a purpose for reading a leveled text or trade book after previewing text.	Activity: Complete a teacher-generated graphic organizer in a small group to analyze pictures, diagrams, graphs, and scan text for vocabulary words and subject headings to set a purpose for reading and a reading rate for modified text summaries.	Activity: Complete a teacher-generated graphic organizer in a small group to analyze pictures, diagrams, graphs, and scan text for vocabulary words and subject headings to set a purpose for reading and a reading rate for modified text summaries.	Activity: Complete a teacher-generated graphic organizer independently to analyze pictures, diagrams, graphs, and scan text for vocabulary words and subject headings to set a purpose for reading and a reading rate for grade level text summaries.
	Vocabulary: slow, fast, speed Stem: What, who, how why, will Structure: Question forms (wh-questions)	Vocabulary: slowly, quickly, rate Stem: What is ...? How...? Who is...? Why...? What will...? etc Structure: Question forms, simple future tense	Stem: What is ...? How...? Who is...? Why...? What will...? etc	Vocabulary: purpose rate, information, entertainment, pleasure, leisure, learning, persuasive, etc. Stem: What is ...? How...? Who is...? Why...? What will...? Etc.	Stem: What is ...? How...? Who is...? Why...? What will...? etc Structure: conditional "If I read # pages per # minutes, I would read....."
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
G	Grade 8				
During Reading	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe self questioning and self-correcting to simplified text.</p> <p>Activity: Listen to teacher model self-questioning and correcting using pictures, flip books and/or other visuals and manipulatives.</p> <p>Vocabulary: who, what, when, where, why</p> <p>Note: Teach this strategy throughout reading instruction, not in isolation.</p>	<p>Apply self questioning and self-correcting to leveled text.</p> <p>Activity: Select appropriate self-questions from a list and self-correct errors in leveled text after teacher modeling.</p> <p>Vocabulary: who, what, when, where, why</p> <p>Note: Teach this strategy throughout reading instruction, not in isolation.</p>	<p>Apply self questioning and self-correcting to modified text.</p> <p>Activity: Demonstrate use of self-questions and self-corrections within a modified text during reading in a group with teacher modeling.</p> <p>Vocabulary: who, what, when, where, why</p> <p>Note: Teach this strategy throughout reading instruction, not in isolation.</p>	<p>Apply self questioning and self-correcting to grade leveled text.</p> <p>Activity: Construct self-questions about grade level text material and compare with partner to correct. e.g. Why is Justin scared of the dark?</p>	<p>Apply self questioning and self-correcting to grade leveled text with minimal teacher support.</p> <p>Activity: Write complex questions to address text (sticky notes, reading log, or think-pair-share)</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G	Grade 8				
During Reading	During reading utilize strategies to				
	<ul style="list-style-type: none"> infer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make inferences by responding to simple teacher-led questions that require inference from a modified text with visual support.</p> <p>Activity: Hold up picture of wet dog and asks, “Is it raining?” Use picture books and repetitive books.</p> <p>Stem: Is (he/she/i)...sad?</p>	<p>Make inferences by responding correctly to questions from a leveled text with teacher modeling.</p> <p>Activity: Respond to guided questions that require inferences from modified text. (“How does...feel?, “Why is...wet/dry?”)</p> <p>Stem: “Why is it/he/she...? “how does ____ feel?”</p>	<p>Make inferences from teacher generated questions for modified text with peer support.</p> <p>Activity: Respond in complete sentences, to teacher-generated questions to infer and comprehend a modified text with peer support.</p> <p>Vocabulary: author’s purpose, reading between the lines, guess</p> <p>Stem: “I know because...” “What do you think?” “If...then”</p> <p>Structure: Conditionals</p>	<p>Make inferences from teacher –generated questions for modified text with peer support</p> <p>Activity: Construct inferences using complete sentences from student-generated questions based upon modified text with a partner.</p> <p>Vocabulary: infer, details, evidence</p> <p>Stem: “I know because...” “How do you know?”</p> <p>Structure: Conditional tense</p>	<p>Make inferences from teacher –generated questions for modified text independently.</p> <p>Activity: Construct inferences using complete sentences from grade level text using self-generated questions with minimal teacher support.</p> <p>Vocabulary: infer, details, evidence</p> <p>Stem “I know...because...” “How do you know...?”</p>
	ST	CA 2, 3 1.5 & 1.6			
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G	Grade 8				
During Reading	During reading utilize strategies to ○ visualize				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Visualize the characters and events of simple story.</p> <p>Activity: Label, illustrate, or act out a word, phrase from a simple story read by the teacher.</p> <p>Vocabulary: draw, picture, act out, in your head, close your eyes.</p>	<p>Visualize the characters and events of a leveled text.</p> <p>Activity: Label, illustrate or act out a sentence or an event from a leveled text with a small group.</p> <p>Vocabulary: illustrate, visual, visualize, act out, role play</p>	<p>Visualize the characters and events of a modified text.</p> <p>Activity: Demonstrate a scene from leveled text or illustrated trade book to members of a small group.</p>	<p>Visualize the characters and events of a modified text.</p> <p>Activity: Demonstrate a scene or in a modified text or trade book to members of a small.</p>	<p>Visualize the characters and events of a grade level text.</p> <p>Activity: Illustrate a scene or paragraph in a grade-level text, independently or with minimal teacher support.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
G	Grade 8				
During Reading	During reading utilize strategies to <ul style="list-style-type: none"> • predict and check using cueing systems <ul style="list-style-type: none"> ○ meaning ○ structure ○ visual 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use visual cues to assist while reading. Activity: Focus on beginning letters and picture cues when encountering unfamiliar basic vocabulary. Vocabulary: Look, think, right, wrong, yes, no, answer, in check.	Use visual and meaning cues to assist while reading. Activity: Use vocabulary and punctuation to assist in making meaning when reading leveled text or isolated sentences.	Use visual, meaning and structural cues to assist while reading. Activity: Use meaning and English syntax in determining correctness of what is read. Vocabulary: visualize, predict, correct, incorrect	Apply cuing system with assistance when reading modified text. Activity: Read a passage of modified text and record your use of visual (punctuation), structural, and meaning cues on a teacher-generated graphic organizer or set of questions with a partner.	Apply cuing system with minimal assistance when reading grade level text. Activity: Comprehend grade-level text by answering questions with minimal teacher or peer support.
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 8				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> question to clarify 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Clarify text through questioning.</p> <p>Activity: Respond to yes/no or true/false questions about a leveled text with visual support in a teacher-led activity.</p> <p>Vocabulary: true, false, yes, no</p> <p>Stem: “I do not understand.” “What doesmean?”</p> <p>Cultural note: Not all cultures indicate yes/no in the same way. Nor do they use the same non-verbal gestures or verbal utterances. Appropriate gestures must be taught.</p>	<p>Clarify text through questioning.</p> <p>Activity: Respond to simple wh-questions about a leveled text asked by a teacher.</p> <p>Vocabulary: who, what, when, where, why, how, I don’t understand</p> <p>Cultural note: Be aware that non verbal gestures and utterances may differ from culture to culture</p>	<p>Clarify text through questioning.</p> <p>Activity: Generate and respond to wh-questions using leveled texts with a small group and teacher support.</p> <p>Or</p> <p>Respond in sentences with a partner (think-pair-share) <i>wh-</i>, <i>how</i>, and text-based comprehension questions.</p>	<p>Clarify text through questioning.</p> <p>Activity: Create and respond to a variety of questions about modified text with a partner and teacher support..</p>	<p>Clarify text through questioning.</p> <p>Activity: Use a variety of questions to identify key points and supporting details in grade-level text with minimal teacher support.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 8				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State opinion to reflect on a familiar text using a sentence stem with teacher modeling.</p> <p>Activity: 1. Use thumbs up or thumbs down to indicate agreement or disagreement with simple statements made by teacher. 2. Complete sentence starters with words or short phrases provided in a word blank.</p> <p>Stems: “I like...” “I do not like...”</p>	<p>Indicate a preferred response in reflection to a teacher-read leveled text from teacher-generated responses.</p> <p>Activity: Complete sentence starters with short phrases.</p> <p>Stem: “I thought/felt ... about the story.” “I liked...because” “I did not like...because”</p>	<p>Respond to a constructed response using supportive evidence from a leveled text with a partner.</p> <p>Activity: Complete a teacher-generated constructed response worksheet with a partner after reading a leveled text.</p> <p>Vocabulary: transitional words</p>	<p>Compose a constructed response using supportive evidence with modified text with a partner.</p> <p>Activity: Write a constructed response independently using a stem provided by the teacher after reading a modified text.</p> <p>Vocabulary: transitional words</p>	<p>Compose a simple reflective response independently with supportive evidence on a modified text with minimal teacher support.</p> <p>Activity: Write a journal entry to justify your reflection of the reading.</p> <p>Vocabulary: reflect</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 8				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> analyze 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Sequence story events using pictorial representations of text as modeled by the teacher.</p> <p>Activity: Select words/pictures from a group that analyze story details from simplified materials with teacher modeling and support.</p>	<p>Analyze story events by categorizing story details.</p> <p>Activity: Categorize pictures or sentence strips describing story events into beginning, middle and end columns on a graphic organizer with a small group.</p>	<p>Analyze a leveled text or trade book with a partner using the story's characters and illustrations for ideas and support.</p> <p>Activity: Complete a teacher-generated outline or appropriate graphic organizer (e.g. character map) with a partner to analyze a character of a leveled text or trade book with support.</p>	<p>Analyze a story's characters, plot or setting with a partner.</p> <p>Activity: Compose a paragraph analyzing character, plot or setting of a modified text with a partner and minimal support.</p>	<p>Analyze story elements from an adapted or grade level text with minimal teacher support.</p> <p>Activity: Compose a three-paragraph essay analyzing details of a grade-level text with minimal support. After completing pre-writing, outline, web or other graphic.</p> <p>Examples: Writing prompts such as, "Why did the author choose the particular setting for the story?"</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 8				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Draw conclusions from a simple story using a pictorial representation of text as modeled by the teacher.</p> <p>Activity: Chart sequence of story events using pictures to illustrate the conclusion and retell the story using transitional words (first, second, third...).</p> <p>Vocabulary: first, second, third...</p> <p>Structure: ordinals</p>	<p>Draw conclusions after reading a leveled text with teacher support.</p> <p>Activity: After teacher reads a story with the class, chart sequence of story events choosing from a provided list of possible conclusions. Connect sequence with provided list of transitional words (before, after, in conclusion, at the end, finally).</p>	<p>Draw conclusions based on story events with peer support.</p> <p>Activity: Complete a short story or article read and discussed in small groups by composing a final paragraph.</p>	<p>Draw conclusions based on story events from a modified text with a partner and teacher support.</p> <p>Activity: Create a new ending to the modified story with a partner.</p>	<p>Defend conclusions of story events based on facts from a grade level text.</p> <p>Activity: Write an essay based on the text and use details to support your conclusions.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 8				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> summarize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Summarize a text using pictorial representation or simple text with teacher modeling.</p> <p>Activity: Compose a pictorial summary of a shared reading with teacher modeling.</p> <p>Vocabulary: summarize, main idea, summary, beginning, middle, end</p>	<p>Summarize a leveled text using simple words, phrases or sentences in a group with teacher support.</p> <p>Activity: Compose a whole-class summary paragraph using sentences strips with teacher prompting and writing.</p> <p>Vocabulary: summary, main idea, shortened from, details, take off</p>	<p>Summarize events of a leveled text using a graphic organizer in a small group with teacher support.</p> <p>Activity: Develop an outline of a leveled text in a small group.</p> <p>Vocabulary: delete, remove, outline, summary, main idea, shortened from,</p>	<p>Summarize a modified text and respond to clarifying questions with a partner and teacher support.</p> <p>Activity: Write, in pairs, a summary of a modified text after highlighting key information. (Transition words; nouns and verbs that express key information)</p> <p>Vocabulary: eliminate, include</p>	<p>Summarize a grade level text with minimal teacher support.</p> <p>Activity: Write a summary using transitional words; nouns and verbs that express key information from a grade level text after highlighting key information.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
H	Grade 8				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> paraphrase 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story by paraphrasing events using a pictorial representation of text modeled by the teacher.</p> <p>Activity: Paraphrase a shared reading with teacher assistance.</p> <p>Vocabulary: same, different, your own words</p>	<p>Restate orally simplified material using key words/short phrases with teacher prompt.</p> <p>Activity: Highlight key words with a partner; write a sentence to paraphrase, share with class and select the best phrase.</p> <p>Vocabulary: synonyms, in your own words, paraphrase, rewrite, another way, substitute</p>	<p>Compose and oral and written summary using simple sentences from a leveled text in groups with teacher support.</p> <p>Activity: Use synonyms to modify sentences from a text.</p> <p>Vocabulary: synonyms, restate</p>	<p>Paraphrase reading selections from modified texts based on a teacher-generated outline with a partner.</p> <p>Activity: Write, in pairs, a paraphrased paragraph (transitional words; nouns and verbs that express key information) of a modified text after highlighting key information.</p> <p>Vocabulary: paraphrase</p>	<p>Paraphrase reading selections from grade-level text with minimal teacher support.</p> <p>Activity: Write a paraphrased paragraph (transitional words; nouns and verbs that express key information) of a grade leveled text after highlighting key information.</p> <p>Vocabulary: paraphrase</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process					
I	Grade 8				
Making Connections	Compare, contrast, analyze and evaluate connections between <ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify a fiction and nonfiction work as modeled by a teacher.</p> <p>Activity: Students will view book covers and sort them into fiction and non-fiction titles.</p> <p>Vocabulary: similar to, different than, same, real, not real, true, not true</p> <p>Note: fiction to fiction, non-fiction to non-fiction, fiction to non-fiction</p>	<p>Compare two leveled texts using examples of each modeled by the teacher.</p> <p>Activity: Compare two previously read leveled texts (one, fiction and the other non-fiction) by using a Venn diagram or other graphic organizer. Teacher will model with class input.</p> <p>Vocabulary: fiction, non-fiction, alike, same, compare, contrast</p> <p>Note: fiction to fiction, non-fiction to non-fiction, fiction to non-fiction</p>	<p>Analyze modified texts on the same topic to find similarities and differences in a small group with teacher support.</p> <p>Activity: Analyze two modified texts on the same topic and record similarities and differences on a graphic organizer in a small group with teacher support.</p> <p>Vocabulary: compare, contrast</p> <p>Note: fiction to fiction, non-fiction to non-fiction, fiction to non-fiction</p>	<p>Compare and contrast modified fiction and non-fiction works to evaluate texts for information and relationships with a partner with teacher support.</p> <p>Activity: Compare and contrast modified materials using a graphic organizer, rank preferences, and explain the reasoning with a partner.</p> <p>Note: fiction to fiction, non-fiction to non-fiction, fiction to non-fiction</p>	<p>Compare and contrast grade-level text with previously read texts grade leveled texts and/or literature, rank preferences, and justify your preference.</p> <p>Activity: Compare and contrast two texts and rank them based on preferences then write a paragraph or essay justifying the choice based on information collected.</p> <p>Note: fiction to fiction, non-fiction to non-fiction, fiction to non-fiction</p>
ST	CA 2, 3, 7 1.5, 1.6, 1.9				

FR	I 1b, e, II 1c, f, III 2d, 5-8
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1 Develop and apply skills and strategies to the reading process					
I Grade 8					
Making Connections	Compare, contrast, analyze and evaluate connections between <ul style="list-style-type: none"> text ideas and own experiences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Relate personal experiences to simplified teacher read text.	Relate personal experiences to leveled text with teacher support.	Relate personal experiences to leveled text in small groups with teacher support.	Relate personal experiences to modified text with a partner.	Relate personal experiences to modified text with a partner.
	Activity: Describe own experience using visuals to access background knowledge with teacher support.	Activity: Compare and contrast individuals or situations in leveled text with personal experiences using visual representations and simple sentences with teacher modeling.	Activity: Compare and contrast leveled text and those from own experiences and analyze events of each with small groups with teacher support.	Activity: Compare and contrast modified texts with own experiences and analyze and evaluate events of each with a partner and teacher support.	Activity: Compare and contrast grade-level text with own experiences and analyze and evaluate events of each with minimal teacher support.
	Vocabulary: my experience, alike, same, compare, contrast, different; I, you, he, she, it, we, us, her, him, they, them, my)	Vocabulary: alike, same, compare, contrast, different; I, you, he, she, it, we, us, her, him, they, them, my) Structure: coordinating conjunctions (and but)	Vocabulary: compare, contrast, relate, connect, analyze Structure: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure)	Vocabulary: compare, contrast, relate, connect, evaluate, analyze Structure: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure)	Vocabulary: compare, contrast, relate, connect, evaluate, analyze Structure: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure)
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8				

1 Develop and apply skills and strategies to the reading process					
I	Grade 8				
Making Connections	Compare, contrast, analyze and evaluate connections between <ul style="list-style-type: none"> text ideas and the world within a cultural and historic time frame. 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify setting of the text using visuals as modeled by the teacher.</p> <p>Activity: Locate and label places mentioned in simplified or leveled text on a world map and/or historic timeline.</p> <p>Vocabulary: locate, label, place, time, setting, year, map, author, future, past, timeline,</p>	<p>Interpret information and events in leveled text with concentration on world matters or geographic setting with group support.</p> <p>Activity: Locate features related to text on globe and/or map with group. Label time line with historical dates in relationship to text with group.</p> <p>Vocabulary: locate, label, place, time, setting, year, map, author, future, past, timeline,</p>	<p>Compare and contrast leveled text with current world information and events and evaluate with a small group.</p> <p>Activity: Explain cultural significance of text to its time frame and to present day to group members.</p> <p>Vocabulary: perspective, evaluate</p>	<p>Analyze and evaluate the relationship between modified text and history/culture in partners with teacher support.</p> <p>Activity: List events from timeline on a T-chart by date to compare the differences of the two time periods with a partner.</p> <p>Or</p> <p>Debate analysis of relationships between text and history/culture as a group with teacher support.</p>	<p>Analyze and evaluate the relationships between a grade level text and history/culture with minimal teacher support.</p> <p>Activity: Use a graphic organizer to collect data and then report and defend analysis of relationships between text and history/culture.</p>
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A	Grade 8				
Text Features	Locate <ul style="list-style-type: none"> interpret and apply information in title, pictures, table of contents and glossary 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate title, picture table of contents and glossary in various texts with physical response with teacher modeling</p> <p>Activity: Teacher will show class the different parts of the book; students will show comprehension by holding up flash card with picture and vocabulary on it.</p> <p>Vocabulary: title, picture(s), table of contents, glossary, front of the book, back of the book, page number.</p>	<p>Match examples of text features (title, pictures, table of contents, glossary) with a partner on teacher-generated graphic.</p> <p>Activity: After teacher models directions, students will label examples of various text features using words provided in a word bank.</p> <p>Vocabulary: title, picture(s), table of contents, glossary, front of the book, back of the book, page number.</p>	<p>Locate the title/picture to identify books, categorize by type and infer content with a partner</p> <p>Activity: Organize on a chart the text features from several different texts such as:</p> <ul style="list-style-type: none"> Title of book The author’s name Table of contents Chapter headings Copyright date illustrator’s name Caption, diagrams/Charts Glossaries/Indices <p>with a small group or partner</p>	<p>Use the title/pictures to categorize books and infer content. Use glossary and table of contents as needed.</p> <p>Activity: Explain the relationship between the text and a graph or a caption within the text and why the author chose to use that feature to aid comprehension with teacher modeling.</p> <p>Stem: “The author used a...because it shows or explains...”</p>	<p>Explain the usefulness of the table of contents to find information in the book. Use glossary as needed for clarification</p> <p>Activity: Compare various texts focusing on specific information such as title, pictures, table of contents and glossary using a teacher prepared graphic organizer.</p> <p>Structure: Coordinating conjunctions (and, but, or, nor)</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 1d-c, 2d, 5-8				

2	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times				
A	Grade 8				
Text Features	Locate <ul style="list-style-type: none"> and recognize the text features of fiction , poetry and drama in grade-level text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use visual cues of leveled text to identify a short poem, play or fictional work with teacher modeling. Activity: Label examples of text features from fiction poetry and drama as a class activity.	Identify literary genre (i.e. informative text, fiction, poetry, play) based on text features with teacher support. Activity: Match examples of text features from fiction, poetry, and drama with the genre with a partner or small group.	Apply knowledge of punctuation and text formatting of literary genres Activity: Identify literary genre based on punctuation and text features.	Apply knowledge of punctuation and text formatting of literary genres Activity: Explain differences in punctuation rules and formatting among modified fiction, poetry and drama with a partner.	Apply knowledge of punctuation and text formatting of literary genres Activity: Answer questions identifying literary genre in whole-class discussion.
	Vocabulary: fiction, poetry, play	Vocabulary: stanza, indent, characters, dialogue, parts, section, chapter, genre	Vocabulary: genre, Quotation marks, dash, colon, punctuation mark, spacing, italics, parenthesis. Stem: “This is an example of...”	Vocabulary: genre, Quotation marks, dash, colon, punctuation mark, spacing, italics, parenthesis Stem: “this is an example of...because...”	Vocabulary: genre
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, 2 d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 8				
Text Elements	Use details from text to <ul style="list-style-type: none"> analyze point of view, mood and theme 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify point of view in simplified or leveled text.	Identify point of view in simplified or leveled text.	Analyze the theme in a leveled text with a small group with teacher modeling.	Analyze the mood of a modified text with a partner and teacher support.	Analyze a grade level text for point of view, mood and theme.
	Activity: Identify personal pronouns that indicate who is telling the story (i.e. first-person, third person) working in a small group.	Activity: Read aloud several passages with different points of view and categorize them. Focus on personal pronouns that indicate who is telling the story.	Activity: Read several fairy tales or fables with similar themes and analyze the events that support the common theme. Use multicultural fairy tales of the same story, e.g. <u>Lon Po Po</u> and <u>Little Red Riding Hood</u> or the <u>Cinderella</u> stories from around the world.	Activity: List key vocabulary words and phrases that create mood in visually supported materials. Continue to use fairy tales or fables to analyze the text for mood.	Activity: Identify the point of view, mood and theme of a grade level text. Then discuss the author’s choice of point of view, mood and theme.
	Vocabulary: point of view, who Stem: “Who said...?” “Who is talking?” Structure: personal pronouns	Vocabulary: point of view, who Stem: “Who said...?” “Who is talking?” “This is ...person because.....” Structure: personal pronouns	Vocabulary: theme, main idea, lesson, moral Stem: “The theme/lesson/moral of the story is...because...”	Vocabulary: mood, feelings, theme, idea Stem: “The mood of the story is...because...”	
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 8				
Text Elements	Use details from text to <ul style="list-style-type: none"> interpret actions, behavior and motives of characters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify characters and their actions in a modified text with teacher modeling.	Interpret the actions, behavior and motives of a character using a simplified or leveled text in a small group with teacher modeling.	Interpret the actions, behavior and motives of a character in a modified text with a small group.	Explain the behavior of the character and interpret motives using details in a modified text to a partner.	Explain the behavior of the character and interpret motives using details from the text and minimal teacher support.
	Activity: Using visuals, match the names of the characters to the picture of each character and simple events in the story.	Activity: Use chart paper or a graphic organizer to list the character(s), what they do in the story, behaviors, and why they did it (motive). Use visuals and simple sentences.	Activity: Explain the reason a character behaved as they did in a modified text in small groups with teacher assistance. Report the motives and the details to support those motives to the class.	Activity: Using a graphic organizer or chart paper with a partner chart the main characters' actions and motives. Present your findings to the class. Discuss any differing opinions on motive.	Activity: Write a paragraph or essay discussing the why the characters acted the way they did. What were their motives and support it with details from the story.
	Vocabulary: character, events, who, what happened	Vocabulary: actions, behavior, motive, caused, who, what, how, why, when, where	Stem: "(Character's name) behaved. ...because...", "His/her motive was...because..."	Stem: "(Character's name) behaved ...because...", "His/her motive was...because..."	
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C	Grade 8				
Text Elements	Use details from text to <ul style="list-style-type: none"> evaluate problem-solving processes of characters, consequence of character's actions and effectiveness of solutions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Evaluate Problem-solving processes of characters by answering teacher questions. Activity: Listen to a simple story read by the teacher and answer simple questions with a physical response (thumbs up/thumbs down) to evaluate whether the character solved their problems effectively. Vocabulary: draw, character, problem	Evaluate Problem-solving processes of characters in a leveled text with a small group and teacher support. Activity: List problems and solutions identified in visually supported text in a small group. Choose the best solution as agreed upon by the group. Vocabulary: problem, solution	Evaluate Problem-solving processes of characters in a leveled text with small group and teacher support. Activity: List the characters' solutions to conflicts on a graphic organizer using a leveled text and decide which were effective. Vocabulary: Cause, effect, effective, best, worst, better Structure: comparatives	Evaluate Problem-solving processes of characters in modified text with a partner. Activity: Explain the character's solutions to conflicts in a modified text and decide which were effective and why in a small group. Record on chart paper or a graphic organizer.	Evaluate Problem-solving processes of characters in a grade level text with minimal teacher support. Activity: Explain the character's solutions to conflicts in an adapted or grade level text and decide which were effective and why independently with minimal teacher support. Record answers on a graphic organizer.
ST	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.1				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
A	Grade 8				
Text Features	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify examples of format, graphics, diagrams, and charts in various non-fiction leveled text.</p> <p>Activity: Match examples of graphics, maps, diagrams, charts and an index in various non-fiction texts with like samples that the teacher displays to the class.</p> <p>Vocabulary: picture, graphic, match, index, diagram, key, bold, map, chart, example</p>	<p>Relate graphics, maps, diagrams, charts and index to the main topic of the non-fiction leveled text with teacher modeling.</p> <p>Activity: Answer with simple sentences or physical response teacher-generated questions about how the graphics, maps, diagrams, charts and index help understand a non-fiction leveled text.</p> <p>Vocabulary: graphic, map, diagram, chart, caption, highlighted, same, connected, index</p>	<p>Relate graphics, maps, diagrams, charts and index to the main topic of the non-fiction leveled text with a small group.</p> <p>Activity: Complete a graphic organizer (matrix, etc.) to identify connecting concepts between the main ideas and various text features that appear in the text.</p> <p>Vocabulary: graphic, map, diagram, chart, caption, highlighted, same, connected, index</p>	<p>Relate graphics, maps, diagrams, charts and index to the main topic of the non-fiction modified text with a partner.</p> <p>Activity: Use information from the ext features to write a paragraph with a partner about the chapter or article read.</p> <p>Vocabulary: Preview vocabulary from the text being read.</p>	<p>Relate graphics, maps, diagrams, charts and index to the main topic of a non-fiction grade level text independently.</p> <p>Activity: Use information from the text features to write a report about the chapter or article to share in a small group or whole class.</p> <p>Vocabulary: Preview vocabulary from the text being read.</p>
ST	CA 3 1.6, 2.4				
FR	I 6a, 3g, 5-8				

3	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
C	Grade 8				
Text Elements	Use details from text to <ul style="list-style-type: none"> paraphrase author's stated ideas 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Restate the author's ideas in your own words with visuals and teacher modeling.	Restate the author's ideas in your own words using a leveled text with teacher support.	Restate author's ideas in your own words using a modified text in a small group with teacher support.	Restate author's ideas in your own words using a modified text with a partner and teacher support.	Restate author's ideas in your own words using a grade level text with minimal teacher support.
	Activity: Retell story using pictures and identify details from visually supported simplified or leveled text following a teacher model.	Activity: Explain author's stated main idea using previously discussed details and a list of key vocabulary provided by teacher in a small group.	Activity: Restate author's ideas in modified non-fiction text using teacher-generated outline and word list in a small group.	Activity: Retell author's stated ideas from modified non-fiction text based on a teacher-generated outline using bilingual dictionary, thesaurus or ESL dictionary.	Activity: Paraphrase author's stated ideas from non-fiction text with dictionary support.
	Vocabulary: retell, What comes next?	Vocabulary: main idea, shorter, shorten, paraphrase	Vocabulary: restate, paraphrase	Vocabulary: paraphrase	
ST	CA 3 1,6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 8				
Text Elements	Use details from text to <ul style="list-style-type: none"> • make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use text-related visuals to make predictions about concepts/ideas in non-fiction text.	Make a prediction from teacher-generated sentences with teacher modeling.	Predict outcomes from leveled text using phrases or short sentences in small groups.	Analyze pictures, diagrams and graphs in text to make predictions about concepts/ideas in non-fiction text with a partner.	Analyze pictures, diagrams and graphs in non-fiction text to make predictions about concepts/ideas independently.
	<p>Activity: Match simple instructions or direction vocabulary to visuals using a simple diagram from a technical manual.</p> <p>Vocabulary: guess, future, predict</p>	<p>Activity: Match teacher-chosen predictions from text to pictures in written text with a partner.</p> <p>Vocabulary: predict, predictions, outcome, future events</p> <p>Stem: “What happens next?”, “What will it look like?”, “What if...?”</p>	<p>Activity: Make predictions about the main character and future events in the story to group members.</p> <p>Vocabulary: predict, predictions, outcome, future events</p> <p>Stem: “I predict that...”</p>	<p>Activity: Use teacher-generated graphic organizers to assist in analyzing pictures, diagrams and graphs to predict main idea in non-fiction text to be read.</p>	<p>Activity: Create and use an appropriate graphic organizer to record predictions for non-fiction text.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6				
FR.	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 8				
Text Elements	Use details from text to <ul style="list-style-type: none"> • make inferences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make inferences from pictures.</p> <p>Activity: Create a visual from a teacher-chosen picture that explains why an event has occurred.</p> <p>Stem: What will happen next? What happened?</p>	<p>Make inferences from leveled non-fiction text in groups.</p> <p>Activity: Respond to teacher generated questions in a small group that require simple inferences regarding text.</p> <p>Vocabulary: Why?</p>	<p>State a simple inference using a leveled or modified text and details provided by the teacher.</p> <p>Activity: Record details on chart paper or a graphic organizer from non-fiction text that aided readers to make inferences in a small group</p> <p>Vocabulary: infer, inference, "Read between the lines." "Does this make sense?"</p>	<p>State simple inference using details from modified text with a partner.</p> <p>Activity: Record details used to make inferences from a modified non-fiction text with a partner.</p> <p>Vocabulary: infer, inference</p>	<p>Use details from grade level text to make inferences with minimal teacher support.</p> <p>Activity: Make an inference from a non-fiction grade level text and discuss the details that led to the inference. Use class discussion or written explanation.</p>
ST	CA 3 1,6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 8				
Text Elements	Use details from text to <ul style="list-style-type: none"> sequence events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Sequence visual details from text with teacher modeling.</p> <p>Activity: Order picture cards based on a story read aloud by the teacher with peer and teacher support.</p> <p>Vocabulary: first, second, third, etc.</p>	<p>Sequence teacher-selected details using transitional words from leveled text with teacher modeling.</p> <p>Activity: Complete a pictorial timeline based on a text in a small group.</p> <p>Vocabulary: first, second, third, etc., next, then, after</p> <p>Structure: transitional words</p>	<p>Sequence events from details using key transitional words and phrases from leveled text in a small group.</p> <p>Activity: Sequence events based on leveled text using a graphic organizer in a small group with teacher support.</p> <p>Vocabulary: first, second, etc.; then, next, after that, at first, finally, etc.</p>	<p>Sequence events or details moving from simple to complex sentences from a modified text with a partner.</p> <p>Activity: Sequence sentences with a partner adding details to form more complex sentences from simple sentence stems.</p> <p>Note: teacher provides sentence stems & subordinating conjunctions for pairs to complete.</p>	<p>Use details from grade level text to sequence events using transitional words.</p> <p>Activity: Sequence events from a grade level text including transitional words with a partner or independently with minimal teacher support.</p>
ST	CA 3 1,6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 8				
Text Elements	Use details from text to <ul style="list-style-type: none"> compare and contrast details 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify similarities and differences between two text visuals with teacher modeling. Activity: Use a Venn diagram to compare pictures of two settings, people, objects (i.e. native city vs. local city, bicycle vs. motorcycle) with teacher modeling. Vocabulary: same, different, Venn diagram	Identify similarities and differences between two leveled non-fiction texts with teacher modeling. Activity: Use a Venn diagram to compare simple details from a non-fiction leveled text or simple paragraph using teacher-generated vocabulary with a small group. Vocabulary: same, different, Venn diagram	Compare and contrast details using pictures and simple modified non-fiction text in a small group. Activity: Complete a graphic organizer to compare and contrast details from the two texts in a small group. Vocabulary: and, but, or, compare, contrast	Interpret a graphic organizer that compares and contrasts a non-fiction modified text. Activity: Compose a paragraph comparing and contrasting two topics using a graphic organizer such as a Venn diagram with a partner. Vocabulary: transitional words	Create a graphic organizer to compare and contrast two grade level texts with minimal teacher support. Activity: Complete an appropriate graphic organizer after reading two grade level texts and write a compare and contrast essay. Note: Teach the different structures of how to write a compare and contrast essay.
	ST	CA 3 1,6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7			
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 8				
Text Elements	Use details from text <ul style="list-style-type: none"> identify and explain cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify cause and effect using visual representations with teacher modeling.</p> <p>Activity: Show a short video or clip then match pictures to identify cause and effect with teacher modeling.</p>	<p>Identify and explain cause and effect using details from a leveled text with teacher modeling.</p> <p>Activity: Illustrate an example of cause and effect after reading a leveled text.</p> <p>Or</p> <p>Match pictures of causes and effects from a previously read leveled text, e.g. ice on steps – man falling.</p> <p>Stem: “The man fell because...”</p>	<p>Identify and explain cause and effect using details from a modified text in a small group.</p> <p>Activity: Sequence details/events and write simple sentences explaining cause and effect in a small group.</p> <p>Vocabulary: First, then, finally, if..then</p>	<p>Identify and explain cause and effect using details from a modified content area text with a partner.</p> <p>Activity: Read a modified passage from a social studies text with a partner and fill in a graphic organizer with the events that caused a historical event. Then write a paragraph explaining the causes and effects with teacher support.</p> <p>Vocabulary: First, then, finally, if...then</p>	<p>Identify and explain cause and effect using details from a grade level text with minimal teacher support.</p> <p>Activity: Write an essay explaining what caused a historical event to take place using a grade level content text. For example explain what event caused World War II.</p>
ST	CA 3 1,6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D	Grade 8				
Understanding Directions	Read and follow multi-step directions to complete a complex task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Follow visual directions to complete a simple/multi-step task(s) with teacher modeling.</p> <p>Activity: TPR activity: Follow simple teacher directed directions to complete simple tasks in the classroom, e.g. “Take out a piece of paper and a pencil and write your name on the top of the paper.”</p>	<p>Follow a simple, procedural text, using visuals as a guide to complete a task with a partner.</p> <p>Activity: Prepare a food item using a simple recipe, e.g. Make a sandwich from verbal or written directions.</p>	<p>Complete a multi-step simple task following written instructions and visual support with a partner.</p> <p>Activity: Follow steps in a simple technical manual or follow directions on how to fold a simple origami form.</p>	<p>Complete a multi-step complex task following written instructions with a partner.</p> <p>Activity: Follow the steps on an in-class project that has multiple steps and a greater difficulty level with a partner. E.g. discuss a story read by completing a book jacket project.</p>	<p>Complete a multi step complex task using grade-level material or instructions.</p> <p>Activity: Follow the steps on an in-class project that has multiple steps and a greater difficulty level using grade level texts independently with minimal teacher support. E.g. discuss a story read by completing a book jacket project</p>
ST	CA 3 1.5, 1.6				
FR	I 6a, 5-8				

Writing

1 Apply a writing process in composing text					
A		Grade 8			
Writing Process	Follow a writing process to				
	<ul style="list-style-type: none"> • choose and use an appropriate graphic organizer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Complete a teacher-generated graphic organizer with teacher modeling.	Complete a graphic organizer in a small group using a visuals and simple labels.	Choose from a variety of graphic organizers and complete as a pre-writing activity.	Create and/or use appropriate graphic organizers after brainstorming on a topic for a teacher-selected writing task.	Create and/or use appropriate graphic organizers to organize information to be used in writing compositions independently.
	<p>Activity: Complete a web using visuals based on a story the teacher read aloud. Web can also be created after watching a short video or clip.</p> <p>Vocabulary: appropriate to the story, web, center, circle</p>	<p>Activity: Introduce another graphic organizer to brainstorm ideas during the writing process. E.g. concept map, t-chart.</p> <p>Vocabulary: pre-writing, graphic organizer, t-chart, concept web/concept map, flow chart, etc.</p>	<p>Activity: In small groups, discuss why a certain graphic organizer is more appropriate than another.</p> <p>Vocabulary: pre-writing, graphic organizer, t-chart, concept web/concept map, flow chart, etc.</p>	<p>Activity: Use a web to pre-write on a topic. Then use the web to write a first draft.</p> <p>Vocabulary: graphic organizer, t-chart, concept web/concept map, flow chart, etc.</p>	<p>Activity: Use or create an appropriate graphic organizer to collect data for an essay or a report.</p>
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

1 Apply a writing process in composing text					
A	Grade 8				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> • apply writing process to write effectively in various forms and types of writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use a graphic organizer using pictorial representations to prewrite on a teacher-selected topic. Activity: Complete a graphic organizer as a class with pictures or drawings for a prewriting class activity. Vocabulary: pre (before), write, graphic organizer, picture, drawing, idea, brainstorm	Create simple sentences from a graphic organizer with teacher modeling in a small group. Activity: Complete sentence stems using a teacher model. Read sentences to class. Structure: word order S-V-O, simple sentences Mechanics: capitals and end punctuation.	Apply the writing process when writing in small groups with teacher support to write effectively. Activity: Compose a rough draft from a graphic organizer in a small group with teacher support and peer edit and revise with teacher modeling. Vocabulary: edit, re-write, writing process, formal, informal, purpose, editing symbols	Apply the writing process to compose and revise various forms and types of writing with teacher support. Activity: Follow an effective writing process when teacher selects the form and topic for writing Write with independently or with a partner using appropriate resources. Apply peer editing for revision and follow a teacher-generated scoring guide. Vocabulary: edit, revise, re-write, writing process	Apply writing process to various forms and types of writing independently. Activity: Use the writing process to effectively write a composition following the guidelines of a teacher-selected format. Share in a small group. Vocabulary: edit, revise, re-write, writing process
	ST	CA 1, 4 1.8, 2.1, 2.2			
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

2 Compose well-developed text using standard English conventions					
A	Grade 8				
Handwriting	Create legible compositions with correct spacing between words in a sentence and in margins.				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Write a sentence with correct spacing between words with teacher modeling.</p> <p>Vocabulary: word, space, between</p>	<p>Write sentences with correct spaces between words and between sentences with a partner.</p> <p>Vocabulary: word, sentence, space, between</p>			
ST	CA 1 1.6, 2.2				
FR	I 1a, II 6b, IV 3b, K-4				

2 Compose well-developed text using standard English conventions					
B	Grade 8				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> • within divided quotes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use capital letters for divided quotes	Use capital letters for divided quotes	Use capital letters for divided quotes	Use capital letters for divided quotes	Use capital letters for divided quotes
	Activity: Circle capital letters in a teacher –prepared text as a whole class activity.	Activity: Identify and correct capitalization of teacher-selected sentences containing quotes in a teacher-directed classroom activity.	Activity: Write sentences with simple quoted speech, using correct capitalization at the beginning of quoted sentences with a small group.	Activity: Write sentences, which include divided quotes, using correct capitalization with a partner.	Activity: Write a narrative containing dialogue including divided quotes using correct capitalization with a partner or independently with some teacher support.
	Vocabulary: Find, circle, highlight, capital letters, lower case, quotation marks Structure: proper nouns, first word of a sentence.	Vocabulary: quote, quotation marks, divide, divided. Structure: proper nouns, pronouns, first word of direct quotations.	Vocabulary: divided quote, quotation marks, divide, divided, apply, edit Structure: proper nouns, pronouns, first word of direct quotations.	Vocabulary: divided quote, quotation marks, divide, divided, apply, edit. Structure: proper nouns, pronouns, first word of direct quotations, dialogue.	Vocabulary: divided quote, dialogue Structure: proper nouns, pronouns, first word of direct quotations, dialogue.
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III d, 5-8				

2 Compose well-developed text using standard English conventions

B	Grade 8				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> for historical periods and events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use capitalization for historical periods and events. Activity: Model and copy teacher use of proper capitalization in examples of historical periods. Vocabulary: Find, circle, highlight, capital letters, lower case letters, capitalization, historical, history, events, periods Structure: proper nouns, first word of a sentence.	Use capitalization for historical periods and events. Activity: Identify and correct capitalization of teacher-generated sentences containing historical periods and events in a teacher-directed classroom activity. Vocabulary: Find, edit, sentence, capitalization, historical, history, events, periods. Structure continued: proper nouns (cities, states, countries, nationalities, languages, and holidays).	Use capitalization for historical periods and events. Activity: Write teacher-selected sentences using capitalization for historical periods and event with spelling assistance and/or dictionary support in a small group with teacher assistance. Vocabulary: capitalization, historical periods and historical events. Structure Continued: proper nouns (cities, states, countries, nationalities, languages, and holidays.)	Use capitalization for historical periods and events. Activity: Write a paragraph on a teacher selected topic using appropriate capitalization for historical periods and events with spelling assistance and/or dictionary support with a partner and some teacher support. Vocabulary: historical periods and historical events. Structure Continued: proper nouns (cities, states, countries, nationalities, languages, and holidays.)	Use capitalization for historical periods and events. Activity: Compose an essay about a historical period or event with correct capitalization with spelling assistance and/or dictionary support and minimal teacher support. Vocabulary: historical periods and historical events. Structure: proper nouns (cities, states, countries, nationalities, languages, and holidays.)
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III d, 5-8				

2 Compose well-developed text using standard English conventions					
B	Grade 8				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> geological eras 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use capital letters for all geological eras.	Use capital letters for all geological eras.	Use capital letters for all geological eras.	Use capital letters for all geological eras.	Use capital letters for all geological eras.
	Activity: Circle capital letters in a teacher –prepared text as a whole class activity.	Activity: identify and correct capitalization of geological eras in simple teacher-selected text in a small group	Activity: Write teacher-selected sentences capitalizing geological eras in a small group with teacher support.	Activity: Write a paragraph on a teacher-selected topic appropriately capitalizing geological eras with a partner and dictionary support.	Activity: Write an essay on a teacher selected topic capitalizing geological eras with dictionary support and minimal teacher support.
	Vocabulary: Find, circle, highlight, capital letters Structure: proper nouns, first word of a sentence.	Vocabulary: geological, era, sentence, capital letter Structure continued: proper nouns	Vocabulary: geological eras, capitalization Structure Continued: proper nouns, geographical eras	Vocabulary: geological eras, capitalization Structure Continued: proper nouns, historical periods and events, geological eras, scientific terms.	Vocabulary: geological eras, capitalization Structure Continued: proper nouns, historical periods and events, geological eras, scientific terms.
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III d, 5-8				

2 Compose well-developed text using standard English conventions					
B	Grade 8				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> scientific terms 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use capital letters for all scientific terms.	Use capital letters for all scientific terms.	Use capital letters for all scientific terms.	Use capital letters for all scientific terms.	Use capital letters for all scientific terms.
	Activity: Circle capital letters in a teacher –prepared text as a whole class activity.	Activity: identify and correct capitalization of scientific terms in simple teacher-selected text in a small group	Activity: Write teacher-selected sentences related to a lab report capitalizing scientific terms in a small group with teacher support.	Activity: Write up a lab report based on a simple experiment capitalizing scientific terms with a partner and teacher support.	Activity: Write up a lab report based on an experiment capitalizing scientific terms independently with minimal teacher support.
	Vocabulary: Find, circle, highlight, capital letters Structure: proper nouns, first word of a sentence.	Vocabulary: scientific, terms, sentence, capital letter. Structure continued: proper nouns, scientific terms	Vocabulary: scientific terms, experiment, lab report, capitalization Structure Continued: proper nouns, scientific terms.	Vocabulary: scientific terms, capitalization, experiment, hypothesis, procedure, etc.) Structure Continued: proper nouns, geological eras, and scientific terms.	Vocabulary: scientific terms, capitalization, experiment, hypothesis, procedure, etc.) Structure Continued: proper nouns, geological eras, and scientific terms.
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III d, 5-8				

2 Compose well-developed text using standard English conventions					
C	Grade 8				
Punctuation	In composing text, use colon and semi-colon				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use colons and semi-colons correctly when composing text.	Use colons and semi-colons correctly when composing text.	Use colons and semi-colons correctly when composing text.	Use colons and semi-colons correctly when composing text.	Use colons and semi-colons correctly when composing text.
	Activity: Circle colons and semi-colons in teacher-prepared text as a whole class activity.	Activity: Insert colons in simplified sentences in a teacher directed activity.	Activity: Insert colons after sentence starters on a sentence strip and generate a list of specific nouns to follow it in a small group using available resources and teacher support. Introduce other uses for colons.	Activity: Insert semi-colons based on usage rules in modified paragraphs or text with a partner and teacher support.	Activity: Revise a composition using colons and semi-colons appropriately with minimal teacher support.
	Vocabulary: find, circle, highlight, colon and semi-colon Structure: colons are used in sentences that contain a general noun followed by specific nouns describing it.	Vocabulary: sentence, rules, punctuation, colons Structure: colons are used in sentences that contain a general noun followed by specific nouns describing it (e.g. introducing lists, with definitions and explanations, in salutations in business letters).	Vocabulary: colons, nouns, list Structure: colons are used in sentences that contain a general noun followed by specific nouns describing it (e.g. introducing lists, with definitions and explanations, in salutations in business letters).	Vocabulary: semi-colon, independent clauses, join, Structure: semi-colons to join independent clauses.	Vocabulary: colon, semi-colon, hyphen, syllable Structure: semi-colons and colons usage.
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 8					
Punctuation	In composing text, use <ul style="list-style-type: none"> hyphens to divide words into syllables at end of line 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Apply hyphenation rules to divide words into syllables at the end of a line.	Apply hyphenation rules to divide words into syllables at the end of a line.	Apply hyphenation rules to divide words into syllables at the end of a line.	Apply hyphenation rules to divide words into syllables at the end of a line.	Apply hyphenation rules to divide words into syllables at the end of a line.
	Activity: Orally break down vocabulary words into syllables (e.g. clap your hands for each syllable you hear), draw lines between each syllable in a teacher led activity.	Activity: Using a teacher generated word list, work with a partner to correctly pronounce words, orally divide them into syllables and write the words with hyphens between syllables.	Activity: Complete teacher-selected sentences by filling in the blanks at the end of one line and the beginning of the next with an appropriate hyphenated word with a partner and dictionary and teacher support	Activity: Write a paragraph on a teacher-selected topic hyphenating words as needed with a partner with dictionary and teacher support.	Activity: Write a composition on a teacher-selected topic hyphenating words as needed with dictionary and minimal teacher support.
	Vocabulary: clap, syllable, listen, draw a line	Vocabulary: sentence, rules, punctuation, hyphen, hyphenate, syllable.	Vocabulary: rules, punctuation, hyphen, hyphenate, syllable.	Vocabulary: rules, punctuation, hyphen, hyphenate, syllable.	Vocabulary: rules, punctuation, hyphen, hyphenate, syllable.
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions						
D		Grade 8				
Parts of Speech		Use parts of speech correctly in written text <ul style="list-style-type: none"> pronoun cases 				
		Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
		<p>Apply correct usage of pronoun cases with teacher modeling.</p> <p>Activity: Orally produce simple phrases and sentences using commonly used subjective or nominative pronouns e.g. I, you, he, she, it, we, they, who) and possession (my, mine, your(s), her(s), his, it(s), heir(s), our(s).</p> <p>Vocabulary: nouns, verbs, pronouns</p>	<p>Apply correct usage of pronoun cases in small groups with teacher support.</p> <p>Activity: Select from a list of pronouns to complete a sentence read by the teacher correctly choosing the possessive, subject or object case (me, you, him, her, us them).</p> <p>Vocabulary: ending, subject, agreement, verb, adverb, compare, conjunctions</p> <p>Structure: subject/verb agreement, conjunctions</p>	<p>Apply correct usage of pronoun cases with teacher support.</p> <p>Activity: Fill in the blanks of teacher-created sentences with pronouns that agree with the antecedent in number, case and gender in a small group with teacher assistance.</p> <p>Vocabulary: subject, object, possessive, adverb, verb tense, preposition, prepositional phrases</p> <p>Structure: adjective forms</p>	<p>Apply correct usage of pronoun cases with a partner.</p> <p>Activity: Write a paragraph summarizing the action in a story using pronouns that agree with the antecedent in number, case and gender with a partner and teacher support.</p> <p>Vocabulary: appositives, antecedents, consistent</p> <p>Structure: consistent verb tense</p>	<p>Apply correct usage of pronoun cases independently.</p> <p>Activity: Write a paragraph with dictionary support summarizing the actions in a story using pronouns that agree with the antecedent in number, case and gender.</p> <p>Vocabulary: pronoun case, adverb forms</p>
ST	CA 1 1.6, 2.2					
FR	II 4d, 6b, III 4d, 5-8					

2 Compose well-developed text using standard English conventions					
D	Grade 8				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> adverb forms 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify adverbs in a class activity with teacher modeling.</p> <p>Activity: Add suffixes “ly” and “est” to words to create adverbs. Use visuals and manipulatives to reinforce both the word and suffix meanings (e.g. She is tall, he is taller and the teacher is tallest)</p> <p>Vocabulary: nouns, verbs, pronouns, adjectives, adverbs, suffix</p>	<p>Make adverbs from uninflected adverbs with teacher modeling in a small group.</p> <p>Activity: Complete teacher-generated sentences containing uninflected adverbs, by adding the appropriate suffix.</p> <p>Vocabulary: ending, subject, agreement, verb, adverb, compare, conjunctions</p> <p>Structure: subject/verb agreement, conjunctions</p>	<p>Use adverbs correctly in written text with teacher and peer support.</p> <p>Activity: Write a paragraph and add the correct adverbs from a word bank in a small group with teacher support.</p> <p>Vocabulary: subject, object, possessive, adverb, verb tense, preposition, prepositional phrases</p> <p>Structure: adjective forms</p>	<p>Apply adverb forms correctly in written text with a partner and teacher support.</p> <p>Activity: Write an original paragraph comparing and contrasting the attributes of two object or people with a partner.</p> <p>Vocabulary: appositives, antecedents, consistent</p> <p>Structure: consistent verb tense</p>	<p>Apply correct usage of adverbs in written text independently.</p> <p>Activity: Write an essay comparing and contrasting the attributes of two places, people, or objects using adverb forms correctly with minimal teacher support.</p> <p>Vocabulary: pronoun case, adverb forms</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
E	Grade 8				
Spelling	<ul style="list-style-type: none"> In writing, use dictionary, spell-check and other resources to spell correctly 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create and use a personal dictionary to spell correctly with teacher modeling.</p> <p>Activity: Create a personal glossary or mini-dictionary, organized alphabetically of core vocabulary words learned through classroom activities. Pictures and native language may be included.</p> <p>Vocabulary: dictionary, glossary, spelling</p>	<p>Use a glossary or dictionary to spell correctly with teacher modeling.</p> <p>Activity: Use a glossary or mini-dictionary of core vocabulary words to correctly spell words either given orally or written incorrectly.</p> <p>Vocabulary: correct, incorrect, check, dictionary, glossary</p>	<p>Use a language-learning dictionary or computer assistance to verify spelling of grade-level vocabulary found in a modified paragraph with a partner.</p> <p>Activity: Correct a teacher-generated paragraph or edit a personal composition for spelling errors using an ESL dictionary (e.g. Longman or Heinemann) or spell check on the computer.</p> <p>Vocabulary: correct, incorrect, spell check, edit, proofread</p>	<p>Use appropriate dictionary, spell-check and other resources to correct spelling in modified text with teacher support.</p> <p>Activity: Correct spelling in a narrative text of teacher selected modified text, frequently used words verifying with dictionary or computer assistance.</p> <p>Or</p> <p>Edit and revise student's own composition using dictionary or computer assistance.</p> <p>Vocabulary: edit, proofread, revise</p>	<p>Use dictionary, spell-check and other resources to verify spelling of all unknown words when writing.</p> <p>Activity: Correct spelling errors in own writing using appropriate resources.</p> <p>Vocabulary: edit, proofread, revise</p>
	ST	CA 1 1.6, 2.1, 2.2			
FR	II 4d, 6a, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F	Grade 8				
Sentence Construction	In composing text, use <ul style="list-style-type: none"> precise and vivid language 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use adjectives, strong verbs, and figurative language in compositions. Activity: Introduce words that describe a noun or a verb. Use pictures and match them to the descriptive word. Use a personal dictionary to record the words. Structure: adjective	Use adjectives, strong verbs, and figurative language in compositions. Activity: Replace a word in a teacher – generated sentence with a more descriptive word from a list of previously taught choices in a small group with teacher assistance. Structure: adjectives, adverbs	Use adjectives, strong verbs, and figurative language in compositions. Activity: Write three complete sentences in a collaborative group using adjectives and strong verbs from a previously taught list to form vivid descriptions. E.g. use <i>sprinted</i> instead of <i>walked</i> Structure: adjectives, adverbs, strong verbs	Use adjectives, strong verbs, and figurative language in compositions. Activity: Write with a partner and dictionary support, a descriptive paragraph using adjectives, adverbs, figurative language, and strong verbs to form vivid descriptions. Structure: adjectives, adverbs, strong verbs, figurative language (metaphor, simile, hyperbole)	Use adjectives, strong verbs, and figurative language in compositions. Activity: Write with a descriptive paragraph using references such as a thesaurus and dictionary and adjectives, strong verbs, figurative language and adverbs to form a vivid description with minimal teacher support. Structure: adjectives, adverbs, strong verbs, figurative language (metaphor, simile, hyperbole)
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F	Grade 8				
Sentence Construction	In composing text, use <ul style="list-style-type: none"> • cohesive devices <ul style="list-style-type: none"> ○ transitions ○ repetition ○ parallelism 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Use transitions, repetition and parallelism effectively when composing text.	Use transitions, repetition and parallelism effectively when composing text.	Use transitions, repetition and parallelism effectively when composing text.	Use transitions, repetition and parallelism effectively when composing text.	Use transitions, repetition and parallelism effectively when composing text.
	Activity: Circle transition words in a simple text. Teacher will model how to use them when building sentences with word cards.	Activity: Introduce transitions of time in classroom activity using simple sentences on sentence strips to build a paragraph.	Activity: Identify examples of repetition and parallelism in modified/simplified prose and poetry. Use the examples to aid in writing simple prose and poetry.	Activity: Compose with partner support and a dictionary, a paragraph or short poem containing repetition or parallelism to provide topic cohesiveness.	Activity: Compose a paragraph, essay or poem containing repetition or parallelism to provide cohesiveness, with dictionary support
	Vocabulary: And, first, second	Vocabulary: then, next, last, after	Vocabulary: but, since, then, so	Vocabulary: therefore, although	
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F	Grade 8				
Sentence Construction	In composing text, use <ul style="list-style-type: none"> • editing to eliminate fragments 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate knowledge of independent clauses and appropriate punctuation for complete sentences.	Demonstrate knowledge of independent clauses and appropriate punctuation for complete sentences in a small group with teacher modeling.	Demonstrate knowledge of independent clauses and appropriate punctuation for complete sentences in a small group with teacher support.	Demonstrate knowledge of independent clauses and appropriate punctuation for complete sentences with a partner.	Demonstrate knowledge of independent clauses and appropriate punctuation for complete sentences independently.
	Activity: Combine subjects and verbs from known vocabulary to create simple S-V sentences. Add the correct end punctuation with teacher modeling.	Activity: Use the rules of a sentence to decide whether teacher-generated sentences are complete sentences and fix those that are fragments.	Activity: Distinguish between sentence fragments and complete sentences in written text and edit them to complete sentences in a small group or with a partner.	Activity: Identify fragments and edit them into complete sentences with a partner with a modified text or during the writing process on a peer's draft.	Activity: Self-correct sentence structures to eliminate fragments in student writing.
	Vocabulary: subject, verb, end punctuation, sentence, who, what Stem: "Who or what is...?", What are they doing?	Vocabulary: independent clause, sentence fragment, complete sentence, complete idea/thought	Vocabulary: independent clause, fragment, edit	Vocabulary: independent clause, fragment, edit, peer edit, self-correct .	
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F	Grade 8				
Sentence Construction	In composing text, use <ul style="list-style-type: none"> repetition for effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recognize the use of repetition in text with teacher modeling.	Identify examples of repetition in leveled text or simplified text with teacher modeling.	Identify examples of repetition in modified/simplified prose and poetry in a small group with teacher support.	Compose prose or poetry containing repetition to provide topic emphasis and/or clarity with a partner and teacher support.	Compose prose or poetry containing repetition to provide a desired literary effect.
	Activity: Follow teacher model to recognize repetition in prose and poetry. (ex: jazz chant, books that repeat, simple poems)	Activity: Identify examples of repetition in teacher-generated oral examples of prose and/or poetry, through teacher-led discussion. Or Highlight repetitive text in previously read simplified text or poetry.	Activity: Highlight repetitive text in previously read text and attempt to compose a simple poem or story using the technique. (Text Examples: Dr. Suess, Jack Pretelusky, Edgar Allen Poe)	Activity: Create a poem or paragraph with repetition after discussing and brainstorming topics and possible repetitive lines with a partner and teacher support.	Activity: Compose an illustrated storybook or a poem using repetition to create a literary effect with minimal teacher support. Share the stories and poems with a younger audience.
	Vocabulary: repeat, repetition, poem, prose, story	Vocabulary: repeat, repetition, poem, prose, story	Vocabulary: repeat, repetition, poem, prose, story, compose	Vocabulary: repeat, repetition, poem, prose, literature, topic	
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
F	Grade 8				
Sentence Construction	In composing text, use <ul style="list-style-type: none"> parallel structure 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate knowledge of parallel structure in prose and poetry with teacher modeling. Activity: Follow teacher model to recognize parallel structure in prose and poetry. (ex: jazz chants)	Demonstrate knowledge of parallel structure in prose and poetry with teacher modeling. Activity: Identify examples of parallel structure in teacher-generated oral examples of prose and/or poetry, through teacher-led discussion	Demonstrate knowledge of parallel structure in prose and poetry in small groups with teacher support. Activity: Identify examples of parallel structure in modified/simplified prose and poetry by highlighting the structure and explain why they are parallel structures in a small group with teacher support.	Demonstrate knowledge of parallel structure in prose and poetry in partners with teacher support. Activity: Create a poem or paragraph with parallel structure when given the repetitive line.	Demonstrate knowledge of parallel structure in prose and poetry independently. Activity: Compose a paragraph, essay or poem containing parallel to provide a desired literary effect.
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

3 Write effectively in various forms and types of writing					
A Grade 8					
Narrative and Descriptive Writing	Write about personal experiences and revise by adding details such as literary devices such as metaphors, analogies and symbols.				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Relate an event of a personal experience with visuals or simple sentences and teacher modeling.</p> <p>Activity: Illustrate an event and/or write a simple sentence about your arrival in the United States with teacher modeling.</p> <p>Vocabulary: describe, story, events, illustrate, draw a picture</p>	<p>Relate an event of a personal experience and add details to the account in a small group with teacher modeling.</p> <p>Activity: Retell an event of a personal experience and write simple sentences to describe the event adding details to clarify the event as needed in a small group with teacher modeling.</p> <p>Vocabulary: personal narrative, describe, description, descriptive, story, event</p>	<p>Write about a personal experience and revise adding details and literary devices with a small group and teacher assistance.</p> <p>Activity: Revise a first draft adding details such as metaphors, analogies and symbols.</p> <p>Vocabulary: personal narrative, descriptive writing, story, event, analogy, metaphor, symbols</p>	<p>Write about a personal experience and revise adding details and literary devices where appropriate with a peer.</p> <p>Activity: Revise a first draft adding detail based on teacher-generated questions and adding metaphors, symbols and analogies where appropriate using peer and teacher support.</p> <p>Vocabulary: metaphor, analogy, symbols</p>	<p>Write about personal experiences and revise by adding details and literary devices independently.</p> <p>Activity: Compose and revise a personal narrative adding details where needed and adding metaphors, symbols and analogies where appropriate with minimal teacher and peer support.</p>
	ST	CA 4 1.8, 2.1			
FR	II 6d, III 4c, 5-8				

3 Write effectively in various forms and types of writing					
B Grade 8					
Note-Taking	Select and use an appropriate method for note-taking				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Compose notes from oral presentations and readings selecting from a variety of methods as modeled by the teacher.	Compose notes from oral presentations and simplified or leveled readings selecting from a variety of methods in small groups with teacher modeling.	Compose notes from oral presentations and leveled readings selecting from a variety of methods in a small group with teacher support.	Compose notes from oral presentations and modified readings selecting from a variety of methods with a partner and teacher support.	Compose notes from oral presentations and grade level readings selecting from a variety of methods independently with minimal teacher support.
	Activity: Copy key words and phrases, written on board, from oral presentation onto a teacher-generated graphic organizer, with teacher modeling.	Activity: Copy key words and phrases from oral presentation or a simplified text onto a teacher-generated graphic organizer or outline with teacher modeling. (e.g, T-charts.	Activity: Choose an appropriate method for note taking from a variety of previously learned graphic organizers and outlines in a small group with teacher support. Share your choice and the reasons for it with the class. (e.g. T-charts, double entry notes)	Activity: Choose and complete an appropriate graphic organizer or outline using a modified text with a partner and teacher support.	Activity: Create and complete an appropriate graphic organizer or outline from a grade level content area text with minimal teacher support.
	Vocabulary: copy, notes, graphic organizer, note-taking	Vocabulary: vocabulary related to the graphic organizer, key words, phrases, note-taking, outline	Vocabulary: vocabulary related to the chosen graphic organizer, key words, phrases, note-taking, outline	Vocabulary: vocabulary related to the chosen graphic organizer, key words, phrases, note-taking, outline	
ST	CA 2, 3, 4 1.6, 1.8				
FR	I 3d, II 4a, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 8					
Expository and Persuasive Writing	Write <ul style="list-style-type: none"> multi-paragraph expository and persuasive essays (including problem/solution) with <ul style="list-style-type: none"> a thesis statement 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify topic sentence with teacher modeling.	Identify a topic sentence in small group with teacher modeling.	Compose a thesis statement in small group with teacher support.	Compose an introductory paragraph for an expository or persuasive essay with an effective thesis statement with a partner and teacher support.	Compose an introductory paragraph for an expository or persuasive essay with an effective thesis statement independently.
	Activity: Identify topic sentence by highlighting the first sentence (main idea) in simplified paragraph supported with illustrations from a previously read text with teacher modeling.	Activity: Match a simple paragraph with the topic sentence after reading a leveled text in small group with teacher modeling and highlight the topic sentence.	Activity: Match missing thesis statements to appropriate paragraphs, explain why they are appropriate and compose thesis statement for a paragraph that lacks a statement.	Activity: Use an appropriate graphic organizer to write an introductory paragraph with a clear thesis statement and support based on a previously read text with a partner with teacher support. (Hook, background, thesis).	Activity: Complete an introductory paragraph with a thesis statement with minimal teacher support.
	Vocabulary: main idea, topic sentence, highlight	Vocabulary: main idea, topic sentence, highlight, graphic organizer Stem: What's the topic or main idea of the paragraph?	Vocabulary: hook, background, thesis Stem: What's the paper about? Thesis = what's the paper about?	Vocabulary: hook, background, thesis Stem: What's the paper about? Thesis = what's the paper about?	
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 8					
Expository and Persuasive Writing	Write <ul style="list-style-type: none"> multi-paragraph expository and persuasive essays (including problem/solution) with <ul style="list-style-type: none"> supporting details/examples 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify supporting details/examples based on a topic with pictorial representation and teacher modeling.	Identify supporting details/examples based on a previously read leveled text with teacher modeling.	Identify supporting details/examples based on a leveled text in small groups with teacher support.	Create an extended paragraph containing supporting details and examples when given a thesis statement with a partner and teacher support.	Create a multi-paragraph essay containing supporting details and examples when given a thesis statement independently.
	Activity: Find pictures that exemplify a given topic in a group activity. Use single words or short phrases to explain them with teacher modeling.	Activity: Complete a graphic organizer using words or phrases from a word bank to support with details or examples the main ideas. Highlight the details from the topic sentence.	Activity: Highlight in leveled persuasive or expository essay the main point, supporting sentences and details/examples of each paragraph.	Activity: Use a thesis statement from a teacher selected persuasive or expository prompt to write a paragraph containing supporting details/examples effectively in partners with teacher support.	Activity: Write a persuasive or expository essay when given a thesis statement effectively using example and/or supporting details with minimal teacher support.
	Vocabulary: find, details, examples, topic	Vocabulary: details, examples, topic, paragraph	Vocabulary: details, examples, topic, paragraph, expository, persuasive, essay	Vocabulary: details, examples, topic, paragraph, expository, persuasive, essay	
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 8					
Expository and Persuasive Writing	Write <ul style="list-style-type: none"> multi-paragraph expository and persuasive essays (including problem/solution) with <ul style="list-style-type: none"> evidence that readers' concerns and arguments have been anticipated and addressed 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify problems and solutions about a topic. Activity: Using pictorial representations identify concerns or problems with a topic following teacher model.	Identify evidence that reader's concerns and arguments have been anticipated and addressed in a teacher-generated essay with teacher modeling. Activity: Identify concerns and arguments following teacher model and highlight them in the essay.	Compose a paragraph which includes evidence that readers' concerns and arguments have been anticipated and addressed in small group with teacher support. Activity: Compose a paragraph and with a small group and underline areas where the reader may have a concern or argument.	Compose a multi-paragraph expository or persuasive essay which includes evidence that readers' concerns and arguments have been anticipated and addressed with a partner with teacher support. Activity: Compose a multi-paragraph essay, underline areas where the reader may have a concern or argument and address the concern with a partner. Revise writing to meet the reader's needs.	Compose a multi-paragraph expository or persuasive essay which includes evidence that readers' concerns and arguments have been anticipated and addressed independently. Activity: Compose a multi-paragraph paper, underline areas where the reader may have a concern or argument and address the concern. Revise writing to meet the reader's needs with minimal teacher support.
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C	Grade 8				
Expository and Persuasive Writing	Write <ul style="list-style-type: none"> effective multi-paragraph expository essays drawing from a variety of sources 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Write effective expository essays using a variety of sources with teacher modeling. Activity: Locate pictures/illustrations or graphics that support topic sentences in simplified multi-paragraph informational texts.	Write effective expository essays using a variety of sources in small groups with teacher modeling. Activity: Locate a variety of sources with simplified text and use them to compose single sentences about a topic following a teacher model.	Write effective expository essays using a variety of sources in small groups with teacher support. Activity: Arrange teacher-generated sentence strips from a graphic organizer into multi-paragraphs each containing a main idea and supporting details into an organized short expository essay using the information from a variety of simplified pre-read sources with teacher assistance.	Write effective expository essays using a variety of sources with a partner and teacher support. Activity: Compose short expository essay using a graphic organizer with information researched from a variety of modified pre-read sources with teacher support.	Write effective expository essays using a variety of sources independently. Activity: Compose an expository essay from information researched from a variety of grade level sources with minimal teacher support.
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
C Grade 8					
Expository and Persuasive Writing	Write <ul style="list-style-type: none"> a logical response to a newspaper/magazine article, editorial, advertisement, political cartoon or news program that includes supporting evidence from text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify types of articles in a newspaper /magazine including advertisements, political cartoons, news articles and editorials Activity: Use realia to match examples of magazine, newspaper, ads, etc. to their vocabulary word. Vocabulary: magazine, newspaper, ad, advertisement, cartoon, news, editorial	Respond to a newspaper/magazine, editorial, advertisement, political cartoon, or news program and support it with evidence in small groups with teacher modeling. Activity: Create a graphic organizer to summarize the events in a simplified current event article or news program. Write an opinion.	Respond to a newspaper/magazine, editorial, advertisement, political cartoon, or news program and support it with evidence in small groups and teacher support. Activity: Summarize a simplified current event article, cartoon, advertisement or news program in a small group and write a simple opinion with supporting evidence and teacher modeling to share with the class.	Respond to a newspaper/magazine, editorial, advertisement, political cartoon, or news program and support it with evidence with a partner and teacher support. Activity: Discuss an advertisement or political cartoon with a partner, orally state whether you agree or disagree with the premise or point, then write an opinion with supporting evidence and teacher assistance.	Respond to a newspaper/magazine, editorial, advertisement, political cartoon, or news program and support it with evidence independently. Activity: Create a logical response to a newspaper /magazine article, editorial, advertisement, political cartoon or news program that includes supporting evidence from text with minimal teacher support.
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing					
D	Grade 8				
Summary Writing	Summarize two or more articles and write a brief informational paper integrating supporting information from both sources				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify the main idea in two articles with teacher modeling and pictorial support.</p> <p>Activity: Scan pictures and captions in newspaper/magazine articles to determine the main idea of the articles.</p> <p>Vocabulary: same, different, similar</p>	<p>Summarize two articles from a leveled source and write a brief informational paragraph with teacher modeling.</p> <p>Activity: Discuss two simplified informational articles, and summarize the information in a teacher-generated graphic organizer.</p> <p>Vocabulary: integrate, combine</p>	<p>Write an informational paper based on the summaries of two or more articles using supporting information from both in a small group and teacher support.</p> <p>Activity: Discuss two simplified informational articles on the same topic in a small group, and summarize the information on a graphic organizer. Use the graphic organizer to compose a short paper combining the two articles.</p>	<p>Write an informational paper based on the summaries of two or more articles using supporting information from both with a partner and teacher support.</p> <p>Activity: Create a graphic organizer to summarize the information in simplified current event articles or news programs. Use the graphic organizer to write a multi-paragraph summary with supporting information from the articles</p>	<p>Write an informational paper based on the summaries of two or more articles using supporting information from both independently.</p> <p>Activity: Summarize the information in a current event article or news programs by writing a multi-paragraph summary with supporting information from the articles.</p>
ST	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1				
FR	II 1a, 2a, b, 5-8				

3 Write effectively in various forms and types of writing					
E Grade 8					
Audience and Purpose	Compose texts <ul style="list-style-type: none"> for a workplace communication (e.g., memo or letter) that includes summaries directives, meeting minutes and/or complains and concerns 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify texts used for workplace communication with teacher modeling. Activity: Match samples of various writing forms including memo, letters, email and instructions with the name of the form. Vocabulary: match, letter, memo, e-mail, instructions	Compose texts used for workplace communication in a small group with teacher modeling. Activity: Write a response to a teacher-generated email/memo with spelling assistance, teacher prompting and sample email/memos for reference. Set up a practice company. Vocabulary: e-mail, memo, response	Compose texts used for workplace communication in a small group with teacher support. Activity: Write a memo or letter containing meeting minutes or summary for a teacher-generated workplace task in small group with dictionary and teacher support. Or Write instructions for a routine tornado drill, workplace dress code, or telephone etiquette.	Compose texts used for workplace communication with a partner with teacher support. Activity: Write a complaint letter or memo directive including appropriate format in response to a teacher-generated scenario with sample business letters and memos for reference.	Compose texts used for workplace communication independently. Activity: Choose a communication format and use it to convey information appropriately in the workplace to complete a teacher-generated scenario with minimal teacher support.
ST	CA 4 1.8, 2.1, 2.6				
FR	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8				

3 Write effectively in various forms and types of writing					
E Grade 8					
Audience and Purpose	Compose texts <ul style="list-style-type: none"> that address the same topic from two points of view, using appropriate forms (e.g., interpret a school rule from the perspective of an adult and a student) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify point of view using physical responses with teacher modeling. Activity: Respond to a topic using gestures to indicate two points of view. Thumbs up or thumbs down, smiley faces, etc to express like or dislike to a topic Vocabulary: like, dislike, point of view	Compose texts that address the same topic from two points of view in small group with teacher support. Activity: Match sentences depicting points of view on a topic with the possible view holder. E.g. Match different points of view to a picture of teacher and a student, policeman and criminal, etc. Vocabulary: point of view	Compose texts that address the same topic from two points of view in small group with teacher support. Activity: Write two sets of sentences addressing a topic, each taking a different point of view, following a teacher model. Share with a group or role-play the opposing points of view.	Compose texts that address the same topic from two points of view with a partner and teacher support. Activity: Write an essay discussing a topic from two separate points of view based on a situation that is personal to the students. E.g. whether to allow students in the Jr. High to bring cell phones to school.	Compose texts that address the same topic from two points of view independently. Activity: Research and write a paper discussing a topic with personal significance from two points of view using the appropriate form with minimal teacher support.
ST	CA 4 1.8, 2.1, 2.6				
FR	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8				

Listening and Speaking

1 Develop and apply effective listening skills and strategies					
A	Grade 8				
Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make eye contact with teacher and focus on text pictures during reading.</p> <p>Activity: Actively listen to teacher-read stories with visual support. Indicate like or dislike with simple thumbs up or thumbs down physical response.</p> <p>Vocabulary: like, dislike, thumbs up, thumbs down</p>	<p>Respond to stories by expressing likes and dislikes.</p> <p>Activity: Express opinions (likes, dislikes, favorites) in response to teacher-read stories with visual support.</p> <p>Stem: “I liked the story because...” “I disliked the story because...” “My favorite story was...because...”</p>	<p>Listen to stories on C/D, tape or read by teacher for enjoyment.</p> <p>Activity: Evaluate personal likes and dislikes after listening to stories. Orally discuss preferences or write a simple paragraph.</p>	<p>Self-select modified listening materials for enjoyment.</p> <p>Activity: Self-select listening materials e.g. stories, news reports, poetry, etc. and explain the reasoning behind the personal preference.</p>	<p>Self-select grade level listening materials for enjoyment.</p> <p>Activity: Self-select listening materials e.g. stories, news reports, poetry, etc. and retell story highlights (favorite parts) of grade level materials to a partner.</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies					
A	Grade 8				
Purpose for Listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Actively listen to teacher-read stories with pictorial/visual support.	Respond to comprehension and recall questions based on an oral reading or storytelling (or video)	Respond to comprehension and recall questions based on an oral reading or storytelling (or video)	Clarify information based on a short selection of listening materials or books on tape/CD with a partner.	Demonstrate level of listening comprehension by summarizing or paraphrasing information.
	<p>Activity: Select the correct picture cards that correspond to events in the teacher-read story with teacher modeling.</p> <p>Vocabulary: listen, match</p>	<p>Activity: Answer yes/no (true/false) questions based on teacher-read, simplified materials with pictorial/ visual support after listening to the story.</p> <p>Vocabulary: yes, no, true, false, did, does, is, are, was, were</p> <p>Stem: “_____ is true.” “_____ is false.” “Yes, the boy ran to the store.” “No, he did not buy candy.”</p>	<p>Activity: Answer basic knowledge and comprehension questions based on teacher-read, simplified materials with pictorial/visual support, and then compare with a partner.</p> <p>Vocabulary: check, compare, who, what, when, where, why, how</p> <p>Stem: “I agree that” “I disagree that”</p>	<p>Activity: Develop three questions designed to clarify information with a partner.</p>	<p>Activity: Summarize the information presented in grade-level listening materials or books on tape/CD referring to student-generated notes.</p> <p>Vocabulary: summarize, paraphrase</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1	Develop and apply effective listening skills and strategies				
A	Grade 8				
Purpose for listening	Listen <ul style="list-style-type: none"> • for directions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Follow simple oral teacher directions.</p> <p>Activity: Follow simple single-step teacher-read directions using Total Physical Response (TPR), pictorial / visual support, or realia.</p> <p>Stem: “Open the door.”</p> <p>Structure: command form</p>	<p>Follow simple multi-step (2-3) teacher-read directions with teacher modeling.</p> <p>Activity: Follow multi-step directions when steps are given individually using Total Physical Response (TPR), pictorial/visual support, or realia.</p> <p>Structure: command form</p>	<p>Follow simple multi-step (3-5) teacher-read directions with teacher support.</p> <p>Activity: Read simple multi-step directions with increasing difficulty and have students complete various tasks with various levels of difficulty and ask clarifying questions when necessary.</p> <p>Stem: “Would you please explain...?” “May I have an example of..., please?” “Would you please repeat ...?”</p> <p>Structure: command form</p>	<p>Follow multi-step teacher-read directions with minimal teacher support.</p> <p>Activity: Read multi-step directions with increasing difficulty and have students complete various tasks with various levels of difficulty and ask clarifying questions when necessary.</p> <p>Stem: “Would you please explain...?” “May I have an example of..., please?” “Would you please repeat ...?”</p> <p>Structure: command form</p>	<p>Follow multi-step, teacher-read directions independently.</p> <p>Activity: Follow multi-step directions asking clarifying questions when necessary.</p> <p>Stem: “Would you mind repeating, etc.?”</p> <p>Structure: command form</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies					
A	Grade 8				
Purpose for listening	Listen <ul style="list-style-type: none"> and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify question words after listening to a story.	Listen to stories on C/D, tape or read by teacher and ask simple questions for clarification.	Listen to modified materials and ask questions and summarize the material for clarification.	Listen to a presentation and question, summarize or paraphrase to clarify information presented.	Paraphrase or summarize the most important ideas of an oral presentation with minimal support.
	<p>Activity: Choose the correct question word that goes with pictures of the story events from simplified, orally presented story with teacher modeling. E.g. Who? Matches a picture of the main character.</p> <p>Vocabulary: who, what, where, when, why, match</p>	<p>Activity: Ask simple questions about the story using sentence stems using question words.</p> <p>Vocabulary: who, what, where, when, why, how</p> <p>Stem: “Who...? What happened?”</p>	<p>Activity: Orally or in written form summarize the material with a small group and ask any questions needed to complete the task.</p> <p>Vocabulary: summarize</p>	<p>Activity: Ask simple questions to create an outline that records the most important ideas of an oral presentation with a partner.</p> <p>Vocabulary: paraphrase, outline</p> <p>Stem: “What is the main idea of ...?” “How is _____ related to _____?” “What are some characteristics of ...?”</p>	<p>Activity: Write a summary or complete a graphic organizer outlining the main points of a speaker to the class. Use questions to clarify information when necessary.</p> <p>Vocabulary: summarize, paraphrase</p> <p>Stem: “The main points covered in this section are ...”</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1	Develop and apply effective listening skills and strategies				
B	Grade 8				
Listening Behavior	Use active-listening behaviors (e.g., ask questions of speaker and use body language and facial expressions to indicate agreement, disagreement or confusion)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify active listening behaviors during a listening activity.</p> <p>Activity: During an oral presentation: --Observe teacher/peer modeling of questioning techniques. --Identify common moods with teacher modeling using role playing.</p> <p>Vocabulary: body language, facial expression, happy, sad, angry, confused, afraid, agree, disagree</p>	<p>Demonstrate proper use of active listening behaviors.</p> <p>Activity: When watching a play, drama or other oral presentation: --Demonstrate the proper method of asking a question in the classroom (i.e. raising hand and waiting to be called upon.)</p> <p>Vocabulary: body language, facial expression, happy, sad, angry, confused, afraid, agree, disagree</p>	<p>Demonstrate proper use of active listening behaviors.</p> <p>Activity: During teacher or peer oral presentation: --Ask “Wh- (information) questions” appropriately (following classroom rules, staying on topic, polite phrasing, etc.) to clarify the presenter’s viewpoint with a partner. Stem: “What is the body temperature of the whale under normal conditions?”</p> <p>Structure: question word order</p>	<p>Demonstrate proper use of active listening behaviors.</p> <p>Activity: After an oral presentation, use small group discussion to: --Demonstrate appropriate responsive body language to an oral presentation and justify the behaviors, which demonstrate the mood. --Ask questions to better understand the meanings of body language and facial expression. Stem: “I raised my hand because I didn’t understand the presenter.” “I nodded my head in agreement with the speaker.”</p>	<p>Demonstrate proper use of active listening behaviors.</p> <p>Activity: After an oral presentation: --Demonstrate appropriate responsive body language to an oral presentation and justify the behaviors, which demonstrate the mood. --Ask questions to better understand the meanings of body language and facial expression.</p>
ST	CA 5, 6 1.5				
FR	II 5b, 5d, III 1c, IV 1e, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 8				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> • use appropriate body language 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify common moods (happy, sad, angry, afraid, etc) based on body language, intonation and facial expressions using charts, pictures, or presentations with teacher modeling. Activity: Using role-playing and pictures identify the proper body language to use during class presentation and teach moods, facial expressions. Vocabulary: happy, sad, angry, confused, afraid, agree, disagree, body language, mood	Use appropriate body language in discussions and presentations. Activity: After watching a play, drama or other oral presentation discuss the appropriate audience response during the presentation and role play appropriate behaviors with teacher modeling. Vocabulary: mood, imitate, behavior	Use appropriate body language in discussions and presentations. Activity: During an oral presentation (such as readers' theater), use appropriate body language to express mood and emotions. Discuss in small groups using a scoring guide how the group handled the presentation and discussion afterwards. Vocabulary: mood	Use appropriate body language in discussions and presentations. Activity: Practice appropriate body language during a discussion between two people; proximity (how close you should stand when having a discussion), eye contact, voice level, etc. Vocabulary: proximity, close to, far from, facing, eye contact, next to, between	Use appropriate body language in discussions and presentations. Activity: Demonstrate appropriate body language during class presentations and discussions.
ST	CA 1, 6 2.1, 2.3, 46				

FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8
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2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 8				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> incorporate media or technology 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use media or technology in discussions and presentations with teacher support.</p> <p>Activity: Create a poster or cartoon series to present to the class in a small group with teacher modeling.</p> <p>Vocabulary: media</p> <p>Stem: “My presentation is about....” “This is”</p>	<p>Use media or technology in discussions and presentations with a small group and teacher support.</p> <p>Activity: Create a poster or cartoon series to present to the class and explain what the visual represents with a small group.</p> <p>Stem: “This is an example of...” “My work demonstrates”</p>	<p>Use media or technology in discussions and presentations with small group and teacher support.</p> <p>Activity: Create a chart, graph, map, or PowerPoint slide to convey information and explain what the chart represents with a small group.</p> <p>Vocabulary: technology</p> <p>Stem: “For example...”, “I would like to present...”</p>	<p>Use media or technology in discussions and presentations with a partner and with teacher support</p> <p>Activity: Create PowerPoint slides to convey information using a chart, graph, or map and explain what the visual represents in classroom discussion or a short presentation with a partner.</p>	<p>Use media or technology in discussions and presentations with teacher support</p> <p>Activity: Create a PowerPoint presentation incorporating graphics and/or film to convey information independently with minimal teacher assistance.</p> <p>Vocabulary: graphics</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 8				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> respond to questions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond appropriately to questions in class discussions and presentations.</p> <p>Activity: Answer yes/no questions in response to modified classroom discussions and/or presentations with sufficient wait time with teacher assistance.</p> <p>Stem: “Yes, it is.” “No, the dog is not black.”</p>	<p>Respond appropriately to questions in class discussions and presentations.</p> <p>Activity: Provide one-word or short phrase answers to open-ended questions in response to modified classroom discussions and/or presentations with sufficient wait time in a small group.</p>	<p>Respond appropriately to questions in class discussions and presentations</p> <p>Activity: Use a complete sentence to rephrase or clarify information given in discussion or short presentation when asked to explain, allowing sufficient wait time with minimal assistance.</p>	<p>Respond appropriately to questions in class discussions and presentations.</p> <p>Activity: Use complete sentences to rephrase or clarify information given in discussion or short presentations with partner edit.</p>	<p>Respond appropriately to questions in class discussions and presentations.</p> <p>Activity: Use complete sentences citing evidence, examples or source documents to clarify or elaborate on information given in discussion or short presentations.</p> <p>Stem: “According to the author,” “Looking at the graph on page 7,”</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8				

2 Develop and apply effective listening skills and strategies					
B	Grade 8				
Giving Directions	Give clear and concise multi-step oral directions to complete a complex task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Give simple physical, visual or oral directions to complete a task.</p> <p>Activity: Create a pictorial representation (i.e. comic strip) of steps in a process with teacher assistance.</p> <p>Vocabulary: first, second, next, last, finally, then,</p> <p>Structure: command form</p>	<p>Give multi-step oral directions to complete a simple task in a small group with teacher support.</p> <p>Activity: Create a simple recipe including numbered directions (i.e.. peanut butter sandwich) with a partner.</p> <p>Vocabulary: first, second, next, last, finally, then, before, after</p> <p>Structure: command form</p>	<p>Give multi-step oral directions to complete a complex task in a small group with teacher support.</p> <p>Activity: Create multi-step directions in a cooperative group to complete a multi-step complex task. Present to the class as your group or a selected individual follows the directions.</p> <p>Vocabulary: first, second, next, last, finally, then, before, after</p> <p>Structure: command form</p>	<p>Practice giving a partner multi-step oral directions to complete a complex task.</p> <p>Activity: Practice giving a partner oral directions to complete a task (i.e. creating Lego design, drawing a picture, finding location on a map) and answering questions to clarify information.</p> <p>Stem: “After you put the green block on, ...”</p> <p>Structure: command form</p>	<p>Give multi-step oral directions to complete a complex task in a class presentations</p> <p>Activity: Present to class or small group oral directions to complete a complex task (i.e. creating Lego design, drawing a picture, finding location on a map) and answer questions to clarify information.</p> <p>Stem: “When looking for the mountain region...”</p> <p>Structure: command form</p>
ST	CA 1, 6 2.1, 2.3				
FR	II 6d, IV 1d, 5-8				

Reading

1	Develop and apply skills and strategies to the reading process				
A	Grade 9 - 12				
Print Concepts	Demonstrate basic concepts of print Directionality				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate directionality handling a book properly. Activity: Handle a book properly (right side up; opening cover; turning pages) with visual and oral teacher cues Cultural Note: Some cultures start from back to front, right to left, and bottom to top.	Practice handling a book properly. Activity: Handle a book properly (right side up; opening cover; turning pages) with only oral teacher cues			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 9 - 12				
Print Concepts	Demonstrate basic concepts of print print tells story				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate and recognize classmate's names.	Recognize objects in print within the room.	Recognize below grade-level text in print.		
	<p>Activity: Match their own and their classmates' names in print with a teacher.</p> <p>Vocabulary: Match, classmate</p>	<p>Activity: Connect print with objects in classroom and/or visuals in a small group with teacher modeling.</p> <p>Vocabulary: Classroom objects</p> <p>STEM: "This is a ..." "That is a ..."</p>	<p>Activity: Use below grade level text to connect print to story in small group</p> <p>Vocabulary: Preview key words from story.</p>		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 9 - 12				
Print Concepts	Demonstrate basic concepts of print word by word matching				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Mimic pointing to words in print.</p> <p>Activity: Observe teacher reading from a big book and pointing to each word.</p> <p>Vocabulary: Preview key story voc. & define with pictures and visuals.</p>	<p>Illustrate matching words to print.</p> <p>Activity: Follow along and repeat pointing to each word in student book while teacher reads and points out words from big book.</p>	<p>Identify words in print.</p> <p>Activity: Point to and identify known words in student book with a partner.</p>		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 9-12				
Print Concepts	Demonstrate basic concepts of print upper- and lower- case letters				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify upper and lower case letters using manipulatives.	Recognize between upper- and lower-case letters in words.	Differentiate between upper- and lower-case letters in words.		
	Activity: Identify upper and lower case letters using manipulatives when provided by the teacher. Vocabulary: letter, upper-case, lower-case, capital	Activity: Use flash cards, letter tiles, and/or other manipulatives with teacher modeling. Vocabulary: word, upper-case, lower-case, capital	Activity: Pair upper-case with lower-case letters during class practice with a partner. Vocabulary: Match, pair, put together, same letter		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 9-12				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> • first and last letter in words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the beginning and ending letters. Activity: Point to either first or last letter as directed by teacher to demonstrate comprehension of vocabulary needed. Vocabulary: first, last, letter, beginning, word Note: Students may have no 1 st language literacy skills.	Identify the beginning and ending letters. Activity: Locate first and last without support. Vocabulary: first, last, letter, beginning, word Sentence Structure: “The first letter is...The last letter is...” Note: Students may have little or no 1 st language literacy skills.	Demonstrate by writing beginning and ending letters of picture or words. Activities: Select words and write words that start or end with the same letter with a partner Circle words from provided list that share the same first and/or last letters with limited teacher support Sentence structure: (“The first and last letter is”)		
ST					

1 Develop and apply skills and strategies to the reading process					
A		Grade 9-12			
Print Concepts	Demonstrate basic concepts of print spaces between words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify individual words or spaces in sentences. Activity: Circle or highlight spaces between words in sentences after teacher modeling. Vocabulary: word, space, separate	Identify individual words in printed text and paragraphs. Activity: Circling or highlighting spaces between words in paragraphs independently. Vocabulary: space, individual, separate			
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 ^{LR}	Develop and apply skills and strategies to the reading process				
A	Grade 9-12				
Print Concepts	Demonstrate basic concepts of print letter and word order				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
<p>Copy letter and word order from teacher example.</p> <p>Activity: Identify subject and verb by color-coding in a simple text along with the teacher.</p> <p>Vocabulary: beginning, first, last, middle, word, start, end</p> <p>Structure: Subject-verb word order</p> <p>Note: Students may come from other literacy back-grounds which do not read left to right or do not follow a subject-verb-object order.</p>	<p>Identify word order from teacher example and with a small group.</p> <p>Activity: Identify subject and verb by color-coding in a simple text as modeled by the teacher or in a small group setting.</p> <p>Vocabulary: subject (person, place, thing) action word, 'to be', pronoun</p> <p>Structure: Subject-verb word order</p> <p>Note: Students may come from other literacy backgrounds which do not read left to right.</p> <p>Note: See note Basic Beginners.</p>	<p>Identify word order from teacher example and with a small group.</p> <p>Activity: Identify subject and verb with a small group by color-coding a leveled text as modeled by the teacher.</p> <p>Vocabulary: subject, predicate, pronouns, preposition (other parts of speech)</p> <p>Structure: English syntax</p> <p>Note: Students may come from other language backgrounds that do not follow a subject-verb-object order.</p>	<p>Apply knowledge of basic English word order to more complex sentence structure with peer and teacher assistance.</p> <p>Activity: Re-order a scrambled sentence with complex structures (including phrases and clauses) with a partner after teacher modeling .</p> <p>Vocabulary: subject, predicate, phrases, clauses</p> <p>Structure: English syntax--subject, predicate, phrases, clauses</p>	<p>Apply knowledge of basic English word order to more complex sentence structure with peer and teacher assistance.</p> <p>Activity: Re-order a scrambled sentence with complex structures (including phrases and clauses) independently.</p> <p>Vocabulary: subject, predicate, pronouns (other parts of speech)</p> <p>Structure: English syntax--subject, predicate, phrases, clauses</p>	
ST	CA 2, 3 1.5, 1.6				

1 Develop and apply skills and strategies to the reading process					
A	Grade 9-12				
	Demonstrate basic concepts of print punctuation has meaning				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Print Concepts	<p>Identify basic punctuation marks.</p> <p>Activity: Use flash cards, posters, tiles, and/or other manipulatives to name punctuation marks after teacher modeling.</p> <p>Vocabulary: period, question mark, exclamation mark/exclamation point, and comma</p> <p>Structure: Declarative, Interrogative, Exclamatory</p>	<p>Use punctuation marks correctly in a cloze dictation.</p> <p>Activity: Listen to teacher’s intonation and fill-in missing punctuation marks in a cloze dictation.</p> <p>Vocabulary: period, question mark, sentence, end, question, statement, exclamation mark</p> <p>Structure: Types of Sentences: Declarative, Interrogative, Imperative, Exclamatory</p>	<p>Discern simple punctuation rules with peer assistance.</p> <p>Activity: Analyze examples and find patterns for simple punctuation usage with a small group after teacher modeling.</p> <p>Vocabulary: comma, apostrophe, quotation marks, colon, semi-colon</p> <p>Structure: Declaratives, quotes, listing items</p>	<p>Discern punctuation rules with a partner.</p> <p>Activity: Analyze examples and find patterns for simple punctuation usage with a partner.</p> <p>Vocabulary: comma, apostrophe, quotation marks, colon, semi-colon</p> <p>Structure: introductory phrases, appositives, compound-complex sentences</p>	<p>Apply punctuation rules to peer editing.</p> <p>Activity: Demonstrate knowledge of correct punctuation rules by editing punctuation in peer writings.</p> <p>Vocabulary: comma, apostrophe, quotation marks, colon, semi-colon</p> <p>Structure: introductory phrases, appositives, compound-complex sentences</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
B Grade 9 -12					
Phonemic awareness	Demonstrate ability to hear and say separate sounds in words separate and say sounds in words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize and recite beginning, medial and final sounds in words.</p> <p>Activity: Point to a letter at the beginning, in the middle or at the end of the word to demonstrate comprehension of a phoneme as modeled by teacher.</p> <p>Vocabulary: point, repeat, sounds, beginning, middle and end.</p> <p>Structure: Phonemes, syllabication</p> <p>(Note: Special emphasis may need to be placed on those phonemes not in first language.)</p>	<p>Identify and say sounds of words in familiar text.</p> <p>Activity: Produce the individual sounds in a word from a list of previously introduced words with teacher modeling.</p> <p>Vocabulary: say, repeat,</p> <p>Structure: Phonemes, syllabication</p>	<p>Identify and say sounds of words in a variety of contexts, i.e. social studies vocabulary.</p> <p>Activity: Produce the individual sounds in unknown words with a partner.</p> <p>Structure: Phonemes, syllabication</p>		
ST	CA 2, 3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 9 - 12				
Phonemic awareness	Demonstrate ability to hear and say separate sounds in words blend sounds to form words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Blend individual letter sounds given by teacher to create words. Activity: Point to the letters and say the isolated sounds (c-a-t) then blend back together to create the word following teacher example. (For example – <u>c-a-t</u> , <u>st-u-d-ent</u>) Structure: Blends, syllabication Note: Special emphasis may need to be placed on those blends not in first language.	Blend individual sounds to decode unknown words. Activity: Orally produce individual sounds and blend them into words with a partner. Vocabulary: say, repeat, Structure: blends, syllabication	Blend individual sounds to decode unknown words. Activity: Orally produce blends from a list of unknown words independently. Structure: blends, syllabication		
	ST	CA 2, 3 1.5, 1.6			
FR	I 1a, K-4				

1	Develop and apply skills and strategies to the reading process				
B	Grade 9 - 12				
Phonemic awareness	Demonstrate ability to hear and say separate sounds in words replace beginning and ending sounds to form new words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Reproduce new words in a given word family by substituting the initial or final letter with words modeled by teacher.</p> <p>Activity: Using a letter tiles, make new words by substituting initial and/or final letters with teacher modeling and say the sounds aloud as they build the word.</p> <p>Vocabulary: word, family, beginning, ending, sound, replace, repeat</p>	<p>Create new words from dictation in a given word family by substituting the initial or final letter.</p> <p>Activity: Using letter tiles, make new words as the teacher dictates with minimal support.</p> <p>Vocabulary: word family, beginning, ending, sound, replace, repeat</p>			
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
C	Grade 9-12				
Phonics	Apply decoding strategies to “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Pronounce initial, medial and final letter sounds. Activity: Separate and pronounce words that follow phonetic patterns in leveled texts with teacher support. Vocabulary: Divide, say	Recognize and pronounce letter sounds, blends and word chunks. Activity: Identify and pronounce letter sounds and word chunks found in individual written words in leveled texts with teacher support. Vocabulary: pronounce, divide, separate, syllable	Generalize decoding strategies to unfamiliar words in unfamiliar leveled texts. Activity: Separate and pronounce words using phonics, affixes, and word families in leveled texts in reading groups. Vocabulary: prefixes, suffixes, syllables, root word, parts of speech, pronounce, pronunciation	Generalize decoding strategies to unfamiliar words in unfamiliar leveled texts. Activity: Separate and pronounce words using phonics, affixes, and word families in a modified text with teacher and small group support. Vocabulary: prefixes, suffixes, syllables, root word, parts of speech, pronounce, pronunciation	Generalize decoding strategies to unfamiliar words in unfamiliar leveled texts. Activity: Segment and pronounce words using phonics, affixes, and word families in a grade-level text. Vocabulary: prefixes, suffixes, syllables, root word, parts of speech, pronounce, pronunciation
ST	CA 2, 3 1.6				
FR	I 6b, 9-12				

1 Develop and apply skills and strategies to the reading process

D Grade 9-12

	Read instructional text with fluency, accuracy and appropriate expression				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Fluency	Apply knowledge of sounds and letters to form new words.	Apply knowledge of sounds and letters to form new words.	Demonstrate fluency and expression in choral reading with a small group.	Demonstrate fluency and expression in choral reading with a small group.	Demonstrate fluency and expression in oral reading.
	<p>Activity: Create new words in a given word family by substituting the initial or final letter with assistance.</p> <p>Vocabulary: word, family, beginning, ending, sound, replace, repeat</p> <p>Structure: Chunking</p>	<p>Activity: Create new words in a given word family by substituting the initial or final letter with examples from individuals.</p> <p>Vocabulary: word, family, beginning, ending, sound, replace, repeat</p> <p>Vocabulary: period, question mark, exclamation mark, voice</p> <p>Structure: Chunking</p>	<p>Activity: Read aloud with a small group a practiced paragraph using appropriate fluency, accuracy and expression as indicated by the punctuation.</p> <p>Vocabulary: period, question mark, exclamation mark, voice, comma</p> <p>Structure: Chunking</p>	<p>Activity: Read leveled texts aloud in a teacher-led activity practicing appropriate fluency, accuracy and expression as indicated by the punctuation.</p> <p>Vocabulary: intonation, inflection, voice</p> <p>Structure: Chunking</p>	<p>Activity: Read aloud grade-level texts and trade books independently and in small groups.</p> <p>Vocabulary: intonation, inflection, voice</p> <p>Structure: Chunking</p>

ST CA 2, 3, 1.5

FR

1 Develop and apply skills and strategies to the reading process					
D	Grade 9-12				
Fluency	Read instructional text adjusting reading rate to difficulty and type of text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen to text read at a normal rate.	Practice reading leveled texts with various rates with teacher.	Demonstrate reading modified texts using various rates with a partner	Differentiate appropriateness of reading rates from different types of modified texts.	Assess appropriate reading rates by reading different types of grade-leveled texts.
	Activity: Listen to modified text read at correct rate by proficient reader, while tracking words.	Activity: Repeat modeled rate of modified text at a sentence level being read by proficient reader.	Activity: Practice reading rates with partner in modified texts of varying difficulty after teacher models the various texts. (Example: social studies texts are read at a slower reading rate than fictional texts.)	Activities: Give various texts and adjust their reading rate appropriately and self-assess using a tape recorder and a stop-watch to figure out reading rate. Calculate different reading rates on various texts by using a stop-watch or having teacher time class.	Activity: Apply knowledge of reading speed and fluency as it relates to the difficulty of various independent reading material with teacher observation/assessment.
	Vocabulary: listen, track, follow along, finger	Vocabulary: repeat, listen, track, follow along, finger	Vocabulary: track, follow along, rate		
ST	CA 2, 3, 1.5				
FR					

1 Develop and apply skills and strategies to the reading process					
E		Grade 9-12			
Vocabulary	Develop vocabulary through text, using root and affixes				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Develop vocabulary of common root words using manipulatives.	Match roots and their meanings from a list of common words using manipulatives.	Make new words using root words and affixes	Define new words based on knowledge of the meaning of the root and affixes.	Define new words based on knowledge of the meaning of the root and affixes.
	Activity: Separate, with a small group, simple suffixes and prefixes from root words on flash cards.	Activity: Develop vocabulary of common affixes using pictures, flash cards, word lists, and/or photographs, dictionaries, and simple sentences.	Activity: Combine roots and affixes of target vocabulary written on cards or strips to create meaningful words with peer support.	Activity: Write a definition of new target words that share roots and affixes using an affix chart with peer support.	Activity: Write a definition of new target words that share roots and affixes using an affix chart independently.
	Vocabulary: root word, suffix, prefix Structure: morphological affixes	Vocabulary: root word, suffix, prefix Structure: morphological affixes	Vocabulary: root word, suffix, prefix, combine Structure: morphological affixes	Vocabulary: root word, suffix, prefix Structure: morphological affixes	Vocabulary: root word, suffix, prefix, deduce Structure: morphological affixes
ST	CA 2, 3 1.5, 1.6				
FR	I 5c, 6b, 9-12				

1 Develop and apply skills and strategies to the reading process					
E		Grade 9-12			
	Develop vocabulary through text, using context clues				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Vocabulary	<p>Develop vocabulary of common affixes with peers using manipulatives.</p> <p>Activity: Match roots and their meanings from a list of common words with peer support using word lists, pictures, dictionaries, and/or simple sentences.</p> <p>Vocabulary: match</p>	<p>Define new vocabulary through context clues.</p> <p>Activity: Identify context clues embedded in sentences from a simplified text with a small group.</p> <p>Vocabulary: match, context clue</p> <p>Stem: This words meansbecause....</p> <p>Note: Provide a word bank, especially for synonyms which are particularly confusing for ELLs</p>	<p>Define new vocabulary through context clues.</p> <p>Activity: Identify word meanings in sentences and related content material given a choice between two oral and/or visual definitions with a partner after teacher modeling.</p>	<p>Apply new vocabulary to non-fiction (informational) writing.</p> <p>Activity: Complete a cloze paragraph based on content material, independently, from a list of words provided by the teacher.</p>	<p>Apply strategies to infer meaning in grade level text.</p> <p>Activity: Identify content-related word meanings found in grade-level content text, which includes visual support.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 5c, 6b, 9-12				

1 Develop and apply skills and strategies to the reading process					
E		Grade 9-12			
Vocabulary	Develop vocabulary through text, using glossary, dictionary and thesaurus				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>List survival words in personal glossary in alphabetical order and illustrate.</p> <p>Activity: Create a glossary using illustrations or words to define key vocabulary in a simplified text.</p> <p>Note: Provide and use native language dictionaries when possible.</p>	<p>List content vocabulary in a glossary or dictionary in alphabetical order with student definitions and/or illustrations.</p> <p>Activity: Create a glossary or dictionary using illustrations, words, or phrases to define key vocabulary in a simplified text.</p> <p>Vocabulary: Glossary, dictionary, synonym, antonym</p> <p>STEM: “ ____ means ____.”</p> <p>Note: Provide and use native language dictionaries when possible.</p>	<p>Use an ESL or simplified dictionary (ex: Oxford English Language Learners Dictionary) to define key vocabulary.</p> <p>Activity: Learn format of each entry (pronunciation key, part of speech, etc.) and related vocabulary with teacher support.</p> <p>Vocabulary: Glossary, dictionary, pronunciation key, part of speech, synonym, antonym</p> <p>Note: Provide and use native language dictionaries when possible.</p>	<p>Use an ESL or simplified Thesaurus to define key vocabulary in modified text.</p> <p>Activity: Introduce the purpose and format of the thesaurus and related vocabulary, i.e. synonyms, antonyms, etc.</p> <p>Practice using a thesaurus to find synonyms of related reading vocabulary.</p> <p>Note: Provide and use native language dictionaries when possible.</p>	<p>Decide which resource (glossary, dictionary or thesaurus) would be most appropriate for use in discovering meaning of unknown vocabulary.</p> <p>Activity: Choose the appropriate resource when reading a text for understanding key vocabulary with minimal teacher support.</p> <p>Note: Provide and use native language dictionaries when possible.</p>
ST	CA 2, 3 1.5, 1.6				
FR	I 5c, 6b, 9-12				

1 Develop and apply skills and strategies to the reading process					
F		Grade 9-12			
Pre-Reading	Apply pre-reading strategies to aid comprehension access prior knowledge				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Demonstrate prior knowledge using illustrations with teacher modeling.</p> <p>Activity: Brainstorm a topic associated with a text and complete a <i>before</i>-reading web in teacher-led activity</p> <p>Vocabulary: web</p>	<p>Brainstorm words/phrases on a text-related topic.</p> <p>Activity: Complete a K-W-L chart as a teacher-led activity.</p> <p>Vocabulary: web</p> <p>STEMS: “I know” “I want to learn (about, why, if, when, etc.)...” “I learned that”</p>	<p>Complete a graphic organizer within a small group on a text-related topic.</p> <p>Activity: Complete a K-W-L Chart with a small group after brainstorming words/phrases associated with text-related topic.</p> <p>Vocabulary: What I Know What I Want to Know What I’ve Learned</p> <p>STEMS: “I know” “I want to learn (about, why, if, when, etc.)...” “I learned that....”</p>	<p>Complete a graphic organizer after brainstorming words or phrases associated with text-related topic with a partner.</p> <p>Activity: Complete a K-W-L Chart with a partner after brainstorming words/phrases associated with text-related topic.</p> <p>Vocabulary: What I Know What I Want to Know What I’ve Learned</p> <p>STEMS: “I know” “I want to learn (about, why, if, when, etc.)...” “I learned that”</p>	<p>Complete a graphic organizer after brainstorming words or phrases associated with theme of text</p> <p>Activity: Complete a K-W-L Chart or other before-reading web with independently after brainstorming words/phrases associated with text-related topic.</p> <p>STEMS: “I know” “I want to learn (about, why, if, when, etc.)...” “I learned that”</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 4b, 9-12				

1 Develop and apply skills and strategies to the reading process					
F Grade 9-12					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension preview				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Preview concepts and ideas through visuals with teacher modeling.</p> <p>Activity: Look at title and pictures to determine content in teacher-led activity.</p> <p>Vocabulary: title</p>	<p>Preview concepts and ideas through visuals with peer support.</p> <p>Activity: Discuss in small groups the title, pictures, and text features to determine content using teacher-generated guide or questions to focus discussion.</p> <p>Vocabulary: title, headings, illustrations</p>	<p>Preview concepts and ideas through visuals with peer support.</p> <p>Activity: Discuss with a partner the title, pictures, and text features to determine content using teacher-generated guide or questions to focus discussion.</p>	<p>Preview concepts and ideas through visuals with peer support.</p> <p>Activity: Examine pictures, diagrams and graphs in text to identify concepts/ideas in modified-content-text before reading text with a partner and limited teacher support.</p>	<p>Preview concepts and ideas through visuals independently with minimal teacher support.</p> <p>Activity: Scan text for key vocabulary words and subject headings to identify topics/concepts before reading text with minimal teacher support.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 4b, 9-12				

1 Develop and apply skills and strategies to the reading process						
F		Grade 9-12				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension predict					
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient	
	<p>Illustrate predictions before reading using pictures and/or diagrams from text.</p> <p>Activity: Illustrate possible outcomes based on a picture preview of a text after teacher modeling, questioning, and prompting.</p> <p>Vocabulary: draw, preview, predict</p> <p>Stem: “I think that”</p>	<p>Evaluate accuracy of predictions during a picture walk of illustrated fiction text.</p> <p>Activity: Respond to a series of agree/disagree statements by the teacher about the text based on a picture preview of modified text following teacher questioning.</p> <p>Vocabulary: agree, disagree, prediction</p> <p>Stem: “I think that”</p>	<p>Predict major events of illustrated fiction.</p> <p>Activity: List three predictions with a partner about the text based on a picture preview of the text.</p> <p>Stem: “I predict that”</p>	<p>Predict major events of illustrated fiction.</p> <p>Activity: Record predictions, based on a picture preview of a modified- or adapted-text, on a prediction organizer with a partner.</p> <p>Stem: “I think that”</p>	<p>Predict major issues or topics in content-area texts or informational texts.</p> <p>Activity: Record predictions on a prediction organizer with peer support after previewing diagrams, pictures and text features in informational text.</p> <p>Stem: “I think that”</p>	
	ST	CA 2, 3 1.5 & 1.6				
	FR	I 4b, 9-12				

1 Develop and apply skills and strategies to the reading process					
F		Grade 9-12			
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> o set a purpose and rate for reading 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Determine the purpose and rate for reading.</p> <p>Activity: Formulate three questions as a class that set a purpose for reading simplified text or trade book after previewing text.</p> <p>Vocabulary: slow, fast, speed,</p> <p>Stem: What, who, how, why, will</p> <p>Structure: Question forms (<i>Wh</i>- questions)</p>	<p>Determine the purpose and rate for reading.</p> <p>Activity: Formulate three questions in a small group that set a purpose for reading a leveled text or trade book after previewing.</p> <p>Vocabulary: slowly, quickly, rate</p> <p>Stem: What...? Who...?, How...?, Why...?, Will...?</p> <p>Structure: Question forms, simple future tense</p>	<p>Determine purpose for reading after previewing the modified text features.</p> <p>Activity: Complete a teacher-generated graphic organizer in a small group to analyze pictures, diagrams, graphs, and scan text for vocabulary words and subject headings to set a purpose for reading and a reading rate for simplified/modified text summaries.</p> <p>Stems: What...? Who...?, How...?, Why...?, Will...?</p>	<p>Determine purpose for reading and set a rate after previewing the modified text features.</p> <p>Activity: Complete a teacher-generated graphic organize in with a partner to analyze pictures, diagrams, graphs, and scan text for vocabulary words and subject headings to set a purpose for reading and a reading rate for simplified/modified text summaries.</p> <p>Stem: What...?Who...?, How...?, Why...?, Will...?</p> <p>Vocabulary: purpose, rate, information, entertainment, leisure/pleasure, learning, persuasion, etc.</p>	<p>Determine the purpose of reading and appropriate rate individually.</p> <p>Activities: Complete a teacher-generated graphic organizer independently to analyze pictures, diagrams, graphs, and scan text for vocabulary words and subject headings to set a purpose for reading and a reading rate for simplified/modified text summaries.</p> <p>Stems: What...? Who...?, How...?, Why...?, Will...?“If...then....”</p> <p>Structure: Conditional (If...then....”)</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 4b, 9-12				

1 Develop and apply skills and strategies to the reading process					
G		Grade 9-12			
	During reading, utilize strategies to self-question and correct				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
During Reading	<p>Observe self questioning and self-correcting to simplified text.</p> <p>Activity: Listen to teacher model self-questioning and correcting using pictures, flip books and/or other visuals and manipulatives.</p> <p>Vocabulary: who, what, where, when, why</p>	<p>Apply self questioning and self-correcting to leveled text.</p> <p>Activity: Select appropriate self-questions from a list and self-correct errors in leveled text after teacher modeling.</p> <p>Vocabulary: who, what, where, when, why</p> <p>Structure: Question forms</p>	<p>Apply self questioning and self-correcting to modified text.</p> <p>Activity: Demonstrate use of self-questions and self-corrections within a modified text during reading in a group with teacher modeling.</p> <p>Strategy: Write simple questions to address text.</p> <p>Vocabulary: who, what, where, when, why</p> <p>Note: Use chunking during reading rather than at the end.</p>	<p>Apply self questioning and self-correcting to grade-level text.</p> <p>Activity: Construct self-questions about grade-level text material and compare with a partner to correct. (e.g. “Why is Justin scared of the dark?”)</p> <p>Vocabulary: who, what, where, when, why, how</p>	<p>Apply self questioning and self-correcting to grade-level text with minimal teacher support.</p> <p>Activity: Write complex questions to address text (sticky notes reading log or think-pair-share)</p> <p>Vocabulary: who, what, where, when, why, how</p> <p>Note: Use chunking during reading rather than at the end</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6c, 9-12				

1 Develop and apply skills and strategies to the reading process					
G		Grade 9-12			
	During reading utilize strategies to infer				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
During Reading	<p>Make inferences by responding to simple teacher-led questions from a leveled text with visual support and teacher modeling.</p> <p>Activity: Hold up a picture of a wet dog and ask, “Is it raining?” Use picture books, repetitive books, etc.</p> <p>Stem: Is he/she/it...sad?</p>	<p>Make inferences by responding correctly to questions from a leveled text with teacher modeling.</p> <p>Activity: Respond to guided questions that require inference from modified text. (“How does...feel?”, “Why is...wet/ dry?”)</p>	<p>Make inferences from teacher-generated questions for modified text with peer support.</p> <p>Activity: Respond in complete sentences to teacher-generated questions to infer and comprehend a modified text with peer support.</p> <p>Vocabulary: author’s purpose, reading between the lines, guess</p> <p>Structure: Conditionals</p> <p>Stems: “I know ...because...” “Why do you think...?” “If...then...”</p>	<p>Make inferences from teacher-generated questions for modified text with peer support.</p> <p>Activity: Construct inferences using complete sentences from student-generated questions based upon modified text with a partner.</p> <p>Stem: I know..., because ...” How do you know”</p> <p>Structure: Conditional tense</p>	<p>Make inferences from teacher-generated questions for modified text independently.</p> <p>Activity: Construct interferences in complete sentences from grade level text using self- generated questions with minimal teacher support.</p> <p>Vocabulary: infer, details. evidence</p> <p>Stem: I know..., because ...” How do you know”</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6c, 9-12				

1 Develop and apply skills and strategies to the reading process					
G		Grade 9-12			
During Reading	During reading utilize strategies to visualize				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Picture the story's characters and events while being read to by the teacher.</p> <p>Activity: Draw or act out a word or phrase from a simple text read by a teacher.</p> <p>Vocabulary: draw, picture, act out, close your eyes, in your head</p>	<p>Picture text's characters and events during reading.</p> <p>Activity: Label, illustrate or act out a sentence or section from a text read by teacher. or Act out a sentence or section from a text.</p> <p>Vocabulary: illustrate, visual, visualize</p>	<p>Illustrate or act out a sentence or selection from a modified text with a partner.</p> <p>Activity: Record the similarities and differences of reader's visualizations with a cooperative group after viewing the completed drawings and watching the scenes enacted.</p> <p>Vocabulary: visualize, visual, illustrate</p>	<p>Illustrate a scene or paragraph in a grade-level text.</p> <p>Activity: Discuss the similarities and differences of reader's visualizations with a cooperative group after viewing the completed drawings and watching the scenes enacted with minimal teacher support.</p> <p>Vocabulary: visualize, visual, illustrate</p>	<p>Illustrate a scene or paragraph in a grade-level text.</p> <p>Activity: Discuss the similarities and differences of reader's visualizations with a cooperative group after viewing the completed drawings and watching the scenes enacted.</p> <p>Vocabulary: visualize, visual, illustrate</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6c, 9-12				

1 Develop and apply skills and strategies to the reading process					
G		Grade 9-12			
During Reading	During reading utilize strategies to predict and check using cueing systems (meaning, structure, visual)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use visual cues to assist while reading.</p> <p>Activity: Complete a graphic organizer using visuals to record predictions and check accuracy in order to guide reading with simplified materials and teacher modeling.</p> <p>Vocabulary: Find, guess</p>	<p>Use visual and meaning cues to assist while reading.</p> <p>Activity: Explain how grammatical structures (paragraphing, end punctuation, capitalization) within leveled text provide comprehension cues.</p> <p>Vocabulary: guess, context clues</p> <p>Structure: paragraphing, end punctuation, capitalization, quotation marks</p>	<p>Apply visual and meaning clues to modified text with peer support.</p> <p>Activity: Explain to small group how grammatical structures (paragraphing, end punctuation, capitalization) and structural analysis (different parts of speech) within modified text provide comprehension cues to word meaning and text comprehension.</p> <p>Vocabulary: predict</p> <p>Structure: verb and plural endings, simple tenses, punctuation, noun, adjective and adverb endings</p>	<p>Identify structural and visual cues to predict meaning of modified text with a partner.</p> <p>Activity: Explain to a partner how grammatical structures (paragraphing, end punctuation, capitalization) and structural analysis within modified text provide comprehension cues.</p> <p>Structure: auxiliary verbs, tenses, punctuation, noun, adjective and adverb endings</p>	<p>Identify structural and visual cues to predict meaning from grade level text and check with a partner</p> <p>Activity: Explain to class how grammatical structures and word endings within modified text provide comprehension cues.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6c, 9-12				

1 Develop and apply skills and strategies to the reading process					
H		Grade 9-12			
	Apply post-reading skills to comprehend text question to clarify				
	Post-Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate
<p>Respond to yes/no questions in teacher-led whole class discussion of simplified text.</p> <p>Activity: Respond to yes/ no or true/false written questions about a simplified text with visual support in teacher-led activity.</p> <p>Vocabulary: True, False, yes, no</p> <p>Note: Not all cultures indicate yes/no in the same way. Nor do they use the same non-verbal gestures or verbal utterances. Appropriate gestures must be taught.</p>		<p>Respond to simple <i>wh</i>-questions with a partner about a leveled text.</p> <p>Activity: Respond to simple <i>wh</i>- questions about leveled text in written and oral forms with a small group.</p> <p>Vocabulary: Who, what , when, where, why and how</p> <p>Structure: Question form</p> <p>Stem: “I don’t understand.”</p> <p>Note: Not all cultures indicate yes/no in the same way. Nor do they use the same non-verbal gestures or verbal utterances. Appropriate gestures must be taught.</p>	<p>Ask or write clarifying questions about modified text.</p> <p>Activity: Write or ask 5 <i>wh</i>- questions about a modified text after reading the text independently.</p> <p>Vocabulary: Who, what , when, where, why and how</p> <p>Structure: Question form</p>	<p>Create and respond to a variety of questions about modified text with a partner.</p> <p>Activity: Respond in pairs to clarifying questions (comprehension and analytical questions) recorded in a log/ journal during reading.</p>	<p>Use a variety of questions to identify key points and supporting details in grade level text.</p> <p>Activity: Respond in pairs to clarifying questions (comprehension and analytical questions) recorded in a log/ journal during reading.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, 4c, 9-12				

1 Develop and apply skills and strategies to the reading process					
H		Grade 9-12			
	Apply post-reading skills to comprehend text reflect				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Post-Reading	<p>State opinion, using a sentence stem, to reflect on a simplified text after read orally by the teacher.</p> <p>Activity: Complete sentence starters with words or short phrases provided in a word bank.</p> <p>Stem: “I like ____.” I do not like ____”</p>	<p>Reflect on a teacher-reading of a modified text.</p> <p>Activity: Complete teacher-generated sentence starters with provided short phrases that express opinion of text. (Examples: “I liked...because...”, “I did not like...because...”, “I feel...because...”)</p>	<p>Create a simple journal entry to reflect on a modified text in a small group.</p> <p>Activity: Write a short journal entry justifying opinion of the text after a class discussion. Stems: “I liked...because...”, “I did not like...because...”, “I feel...because...”</p> <p>or</p> <p>Write a dialectic journal reflecting on the given reading.</p> <p>Vocabulary: reflect</p>	<p>Write a constructed response with supportive evidence to reflect a given topic from a modified text.</p> <p>Activity: Write a constructed response with a peer using a teacher-generated question or stem reflecting on the given reading.</p> <p>Structure: complex sentences, transitional words</p> <p>Vocabulary: reflect, constructive</p>	<p>Write a constructive response with supportive evidence to reflect on a given topic from a grade-leveled text.</p> <p>Structure: complex sentences</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, 4c, 9-12				

1 Develop and apply skills and strategies to the reading process					
H	Grade 9-12				
Post-Reading	Apply post-reading skills to comprehend text analyze				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Analyze story events using a pictorial representation of a text.</p> <p>Activity: Brainstorm a list of adjectives describing the main character in a whole class teacher-led activity.</p> <p>Vocabulary: Analyze, analysis, character, events</p>	<p>Analyze through the use of picture cards created from text illustrations as a group.</p> <p>Activity: Complete a character map (3 character traits (adjectives) and 3 pieces of evidence per trait) or a similar graphic organizer on the text's main character in a teacher-led class activity.</p> <p>Vocabulary: motivation, support, details</p> <p>Structure: adjectives, nouns</p>	<p>Classify events from a modified text with a partner.</p> <p>Activity: Analyze the main character by completing a graphic organizer or outline with a partner and providing 3 detailed pieces of support per trait from the modified text.</p> <p>Vocabulary: motivation, support, details</p> <p>Structure: adjectives, nouns,</p>	<p>Analyze character motivation with a partner through the use of picture cards created from text illustrations.</p> <p>Activity: Compose a character analysis essay using notes, text and previously-completed graphic organizer(s) about story events and character motivation. Peer edit according to a scoring guide.</p> <p>Structure: transitional words, complete sentence structure, mechanics</p>	<p>Defend story events based on personal analysis.</p> <p>Activity: Write a 5-paragraph character or theme analysis using notes, text and previously-completed graphic organizer(s). Self-editing according to a scoring guide.</p> <p>Structure: transitional words, complete sentence structure, mechanics</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, 4c, 9-12				

1 Develop and apply skills and strategies to the reading process					
H	Grade 9-12				
Post-Reading	Apply post-reading skills to comprehend text draw conclusions				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Draw conclusions from story events using a pictorial representation of text.</p> <p>Activity: Chart sequence of story events in pairs and illustrate the conclusion using transitional words (first, second, third...).</p> <p>Vocabulary: 1st, 2nd, 3rd ...</p>	<p>Discuss story events and draw conclusions through the use of picture cues.</p> <p>Activity: Chart sequence of story events in triads choosing from a provided list of possible conclusions. Connect sequence with provided list of transitional words.</p> <p>before, after, in conclusion, at the end, finally</p>	<p>Draw conclusions based on story events with peer support.</p> <p>Activity: Complete a short story or article that was read in small groups by composing a final paragraph.</p>	<p>Draw conclusions based on story events with peer support.</p> <p>Activity: Create a new ending to the modified story with a partner.</p>	<p>Defend conclusions of story events based on facts.</p> <p>Activity: Answer text questions in complete sentences that are labeled “Drawing Conclusions” after class discussion of the chapter/material.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, 4c, 9-12				

1 Develop and apply skills and strategies to the reading process					
H	Grade 9-12				
Post-Reading	Apply post-reading skills to comprehend text summarize				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Summarize text events using a pictorial representation of text with teacher support.</p> <p>Activity: Compose a pictorial summary of a whole-class oral reading by the teacher.</p> <p>Vocabulary: Beginning, middle, end, summarize, main idea, summary</p>	<p>Summarize the story with a group citing support and examples sentences from a leveled text.</p> <p>Activity: Compose a whole-class paragraph summarizing a shared reading, with teacher prompting and writing.</p> <p>Vocabulary: summary, shortened form, details, take off</p>	<p>Restate major events of text or story by summarizing.</p> <p>Activity: Develop an outline of a modified text in a small group.</p> <p>Vocabulary: delete, remove, outline</p>	<p>Compose a summary of text with a partner.</p> <p>Activity: Write, in pairs, a 40-word summary of modified text after highlighting key information to be included.</p> <p>Vocabulary: Eliminate, delete</p> <p>Structures: transition words; nouns and verbs that express key information</p>	<p>Compose a summary of text.</p> <p>Activity: Write a 40-word summary of a text after highlighting key information.</p> <p>Vocabulary: Omit</p> <p>Structures: transition words; nouns and verbs that express key information</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, 4c, 9-12				

1 Develop and apply skills and strategies to the reading process					
H	Grade 9-12				
	Apply post-reading skills to comprehend text paraphrase				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Post-Reading	<p>Paraphrase story events using a pictorial representation of text.</p> <p>Activity: Paraphrase a shared reading with teacher assistance.</p> <p>Vocabulary: Same, different, your own words, write down in another way</p>	<p>Restate orally simplified text using key words/short phrases with teacher prompting.</p> <p>Activity: Highlight key words with a partner; write a sentence to paraphrase text. Orally share with class and select the best paraphrase.</p> <p>Vocabulary: Synonyms, your own words, paraphrase, rewrite, substitute</p>	<p>Paraphrase main ideas from a modified text following teacher model.</p> <p>Activity: Retell a story or main ideas from a modified text to a small group.</p> <p>Vocabulary: restate</p>	<p>Rewrite reading selections from modified texts in own words based on a teacher-generated outline and peer support.</p> <p>Activity: Write a paraphrased paragraph of a 80 to 100-word leveled-text after highlighting key information in a small group.</p> <p>Vocabulary: paraphrase,</p> <p>Structures: transition words; nouns and verbs that express key information</p>	<p>Rewrite reading selections from grade-level text in own words with minimal support</p> <p>Activity: Write a paraphrased paragraph of a level text after highlighting key information with minimal teacher support.</p> <p>Vocabulary: Paraphrase</p> <p>Structures: transition words; nouns and verbs that express key information</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, 4c, 9-12				

1 Develop and apply skills and strategies to the reading process					
I					
Grade 9-12					
Making Connections	Compare contrast, analyze and evaluate connections between information and relationships in various fiction and non-fiction works				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Compare people or events from leveled texts.	Compare and contrast people and/or events from leveled texts with peer support.	Compare and contrast people and/or events from leveled texts in paired writing.	Analyze differences and similarities on the same topic after completing a graphic organizer	Activity: Analyze characters, people or events from a fiction and non-fiction work.
	Activity: Complete a comparison/contrast organizer from one short, fictional text and from one short informational text on the same topic as a teacher-led activity.	Activity: Complete a comparison/contrast organizer from one leveled, fictional text and from one leveled informational text on the same topic as a group activity.	Activity: Write simple sentences with a partner using examples from a previously completed graphic organizer comparing and contrasting a fictional and non-fictional account of an event..	Activity: Write a comparison-contrast paragraph comparing people and/or events from modified or adapted texts.	Write an essay comparing and contrasting people and/or events from grade-level fiction and non-fiction texts with minimal support.
	Structure: coordinating conjunctions: and, but	Structure: coordinating conjunctions: and, but, or nor, for, yet;	Structure: coordinating conjunctions: and, but, or nor, for, yet; compound sentence structure punctuation rules	Structure: Transitional words, compound sentence structure punctuation rules	Structure: Coordinating conjunctions, compound sentence structure, transitional words, punctuation rules
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b-d, 4a-b, 6d, II 1d, III 2c, IV 2b-c, 9-12				

1 Develop and apply skills and strategies to the reading process					
I Grade 9-12					
Making Connections	Compare contrast, analyze and evaluate connections between text ideas and own experiences				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	State personal knowledge or information on a topic related to text.	Relate personal experiences to leveled text.	Relate personal experiences to leveled text through comparing and contrasting.	Analyze personal experiences and modified text.	Evaluate personal experiences and validity of ideas in grade-level text.
	Activity: Brainstorm prior knowledge during a teacher-led activity.	Activity: Compare and contrast individuals or situations in leveled text with personal experiences using visual representations and simple sentences.	Activity: Compare and contrast leveled text and those from own experiences and analyze events of each with a small group with teacher support.	Activity: Analyze events and characters from modified texts with personal experiences with a partner and teacher support.	Activity: Judge validity of text/ideas based on personal experience
	Vocabulary: different; I, you, he, she, it, we, us, her, him, they, them, my, experience Structure: alike, same, compare, contrast,	Vocabulary: alike, same, compare, experience, contrast, different; I, you, he, she, it, we, us, her, him, they, them, my) Structure: coordinating conjunctions (and, but)	Vocabulary: alike, same, compare, experience, contrast, different, relate, connect Structures: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure	Vocabulary: alike, same, compare, experience, contrast, different, relate, connect. Structures: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure	Vocabulary: alike, same, compare, experience, contrast, different, relate, connect. Structures: coordinating conjunctions (and, but, or, nor, for, yet; compound sentence structure
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b-d, 4a-b, 6d, II 1d, III 2c, IV 2b-c, 9-12				

1 Develop and apply skills and strategies to the reading process					
I Grade 9-12					
Making Connections	Compare contrast, analyze and evaluate connections between text ideas and the world within a cultural and historic time frame.				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify when and where the text was written and the setting of a text.</p> <p>Activity: Label places in modified text on a world map and/or view historic timeline.</p> <p>Vocabulary: locate, author, place, time, map, future, year, label, past</p>	<p>Compare and contrast information and events in modified text w/current world information & events.</p> <p>Activity: Complete a graphic organizer to compare current news to informational text with teacher modeling.</p> <p>Vocabulary: events</p> <p>Structure: coordinating conjunctions (and, but) I, you, he, she, it, we, us, her, him, they, them</p>	<p>Compare and contrast modified materials with current world information and events.</p> <p>Activity: Explain a timeline of either cultural and/or historical events of text to its time frame with a partner.</p> <p>Vocabulary: culture, events</p> <p>Structure: coordinating conjunctions (and, but) I, you, he, she, it, we, us, her, him, they, them</p>	<p>Analyze relationships between text and history or cultures with peer support.</p> <p>Activity: List events from timeline on an organizer by date to compare and contrast the differences of the two time periods with a partner.</p> <p>Structure: coordinating conjunctions (and, but) I, you, he, she, it, we, us, her, him, they, them</p>	<p>Analyze relationships between text and history and culture in a grade level text with minimal teacher support.</p> <p>Activity: Choose a graphic organizer to collect relationships and report or discuss analysis of relationships between text and history/culture.</p> <p>Structure: coordinating conjunctions (and, but) I, you, he, she, it, we, us, her, him, they, them</p>
ST	CA 2, 3, 7 1.5, 1.6, 1.9				
FR	I 1b-d, 4a-b, 6d, II 1d, III 2c, IV 2b-c, 9-12				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A					
Grade 9-12					
Text Features	Locate interpret and apply information in title, pictures, table of contents and glossary				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate the title and pictures in various texts.	Label examples of text features (title, pictures, table of contents, glossary).	Use correct vocabulary to name various text features.	Infer content of texts by previewing text features.	Analyze text features.
	Activity: Identify books by title and or picture (book cover) orally to teacher.	Activity: Label title, picture, table of contents, and glossary for teacher-provided samples of each with a partner	Activity: Categorize samples of text features below: <ul style="list-style-type: none"> • title of book • table of contents • illustrations/pictures • glossaries with minimal teacher support	Activity: Categorize a variety of books according to title, table of contents, glossary and illustrations with a partner to infer content. Record inferences.	Activity: Compare the content of two texts on the same topic, focusing on specific features such as title, pictures, table of contents, and glossary. Complete a teacher-prepared graphic organizer.
	Vocabulary: front, back, title, pictures, page number	Vocabulary: front, back, title, pictures, table of contents, page number, glossary	Vocabulary: illustrations		
ST	CA 2, 3 1.5, 1.6				
FR					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A		Grade 9-12			
Text Features	Locate and recognize the text features of fiction , poetry and drama in text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify a short poem, play, or fictional work.</p> <p>Activity: Match examples of formatting from leveled fiction, poetry and drama as a class activity.</p> <p>Vocabulary: fiction, poetry, play, format features (spacing, indentation, paragraph)</p>	<p>Identify literary genre (i.e. fiction, poetry, play) based on formatting.</p> <p>Activity: Label examples of formatted samples from leveled fiction, poetry and drama with its genre in a pair activity.</p> <p>Vocabulary: fiction, poetry, play, characters, dialogue, parts, chapter, format features (spacing, indentation, paragraph, chapters)</p>	<p>Identify differences in punctuation rules and formatting among fiction, poetry and drama.</p> <p>Activity: Label examples of text features from modified fiction, poetry and drama in a pair activity.</p> <p>Vocabulary: fiction, poetry, play, stanza, indent, characters, dialogue, parts, section, chapter, format features (spacing, indentation, paragraph, chapters)</p>	<p>Locate and identify the text features of poetry, drama in modified text.</p> <p>Activity: Classify genres based on text features with a partner.</p> <p>Vocabulary: fiction, poetry, play, stanza, indent, characters, dialogue, parts, section, chapter, format features (spacing, indentation, paragraph, chapters, quotation mark, dash, colon, punctuation mark, spacing, italics, parenthesis)</p>	<p>Apply text features to a given scenario.</p> <p>Activity: Convert a fictional dialogue in to a drama format with a small group.</p> <p>Vocabulary: fiction, poetry, play, stanza, indent, characters, dialogue, parts, section, chapter, format features (spacing, indentation, paragraph, chapters)</p>
ST	CA 2, 3 1.5, 1.6				
FR					

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C		Grade 9-12			
Text Elements	Use details from text to analyze character, plot, setting, point of view and development of theme				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize personal pronouns in text to identify point of view.</p> <p>Activity: Identify personal pronouns to determine the point of view from which the story is told.</p> <p>Vocabulary: who</p> <p>Stems: “Who’s talking...?, who said...?”</p> <p>Grammar: Personal pronouns (I, me, you, he, she, it, him, we, us, they, them, etc.)</p> <p>Possessive pronouns (my, ours, yours, etc.)</p>	<p>Analyze setting and characters in a modified text.</p> <p>Activity: List key vocabulary that indicate time, place, and mood.</p> <p>Vocabulary: character, mood, setting, point of view</p> <p>Grammar: Personal pronouns (I, me, you, he, she, it, him, we, us, they, them, etc.)</p> <p>Possessive pronouns (my, ours, yours, etc.)</p> <p>Stems: “The main character is....” “The setting is....” “The point of view is....”</p>	<p>Analyze plot, setting, characters and identify possible themes.</p> <p>Activity: Fill-out plot diagram using a check-list and/or graphic organizer with teacher modeling. Include character in setting(s) in the diagram.</p>	<p>Compose a character analysis on a graphic organizer from a modified text.</p> <p>Activity: Use a character map/outline to identify 3 character traits and details for supporting evidence.</p> <p>Structure: Adjectives</p>	<p>Analyze theme development.</p> <p>Activity: Use a graphic organizer or outline to identify theme and include support from text to justify reasoning.</p>
ST	CA 2 1.6, 2.4, 3.5, 3.7, 3.8, 3.1				
FR	I 1b, c, d, 4a, 6d, III 1a, e & h, 2a-c, 1h, IV 2b, 9-12				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C					
Grades 9-12					
Text Elements	Use details from text to evaluate proposed solutions				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Illustrate a character's conflict.</p> <p>Activity: Draw a character's conflict from a simplified text in a teacher-led class activity.</p> <p>Vocabulary: draw, problem, character</p>	<p>Identify conflict and possible solutions.</p> <p>Activity: Discuss a character's conflict and brainstorm possible solutions as a class activity.</p> <p>Vocabulary: problem, solution, character, conflict Stem: "The main conflict of the story is <i>man against</i> _____."</p>	<p>Evaluate possible solutions to a conflict in a leveled text.</p> <p>Activity: Rank solutions in order of most effectiveness to a character's problem in a small group activity.</p> <p>Vocabulary: cause, effect, best, better, worst, Structure: comparatives, superlatives</p>	<p>Evaluate possible solutions to a conflict in a modified text.</p> <p>Activity: Explain which solution would be most effective for a character's conflict to a partner. Justify your reasoning.</p> <p>Vocabulary: cause, effect, affect, best, better, worst, worse</p>	<p>Evaluate possible solutions to a conflict in a grade-level text.</p> <p>Activity: Refer to a previously-completed story map to rate effectiveness of solutions based on the outcome of conflict in the story.</p> <p>Vocabulary: effectiveness</p>
ST	CA 2 1.6, 2.4, 3.5, 3.7, 3.8, 3.1				
FR	I 1b, c, d, 4a, 6d, III 1a, e & h, 2a-c, 1h, IV 2b, 9-12				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
A		Grades 9-12			
Text Features	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate format examples.	Relate graphics, etc. to the main topic of the non-fiction leveled text.	Analyze text features with modified text.	Construct text features to support written text.	Construct text features to support written text.
	Activity: Identify maps, diagrams, charts in various non-fiction texts with teacher modeling. Vocabulary: key, headline, charts, bold, maps, diagrams, charts	Activity: Given a graphic, etc the students will relate it to the non-fiction leveled text in a small group in response to teacher made questions. Vocabulary: key, headline, charts, bold, connect	Activity: Categorize text features on a chart in a small group activity. Refer to teacher-provided sampler. Vocabulary: categorize, captions, diagrams, charts	Activity: Create text features to enhance understanding of a modified text that is free of text features in a small group activity.	Activity: Create text features to enhance understanding of a grade-level text that is free of text features in a pair activity.
ST	CA 3 1.6, 2.4				
FR	I 6a, 3g, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C		Grades 9-12			
Text Elements	Use details from text to paraphrase author's stated ideas				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify details from pictorial representation.	Re-state author's details.	Restate author's ideas/information in a modified text.	Rewrite author's stated ideas from a modified text.	Paraphrase author's stated ideas from a grade-level text.
	Activity: Label the pictorial representation in a class activity.	Activity: Use key vocabulary provided by teacher to create two sentences to describe the same picture.	Activity: Paraphrase using teacher-generated scrambled sentences with a partner.	Activity: Paraphrase author's ideas with a partner using an ESL or simplified thesaurus or dictionary.	Activity: Paraphrase author's stated ideas using an ESL or simplified thesaurus or dictionary.
	Vocabulary: opposite, the same	Stems: "Another way to say...." "It is _____. It is not _____."	Stems: "Another way to say...." "It is _____. It is not _____."	Stems: "Another way to say...." "It is _____. It is not _____."	
ST	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grades 9-12				
Text Elements	Use details from text to make predictions				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make predictions about concepts or ideas using visuals.</p> <p>Activity: Scan visuals with teacher modeling to predict topic and focus of text.</p> <p>Vocabulary: guess, next</p> <p>Stem: “What happens next?”</p>	<p>Make predictions about concepts/ideas by using simple words or phrases.</p> <p>Activity: Match teacher-selected predictions to pictures in a tech manual or simplified news article with a partner.</p> <p>Vocabulary: predict, guess,</p> <p>Stem: “What will happen next?”</p> <p>Structure: future tense</p>	<p>Identify predictions using sentences or short phrases.</p> <p>Activity: Make predictions in a graphic organizer using sentences or short phrases in a small group activity.</p> <p>Vocabulary: prediction</p> <p>Structure: future tense</p>	<p>Make predictions about concepts/ideas in modified non-fiction text.</p> <p>Activity: Analyze pictures, diagrams and graphs in a modified biography or news article to make predictions about concepts/ideas presented in a whole-class activity.</p>	<p>Make predictions about concepts/ideas with minimal assistance.</p> <p>Activity: Review text for vocabulary words and subject headings to make predictions about topics/concepts in the text.</p> <p>-or-</p> <p>Activity: Create and use an appropriate graphic organizer to record predictions in grade-level texts.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 9-12				
Text Elements	Use details from text to make inferences				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Make inferences visually.	Make inferences using visuals, titles, and headings.	State simple inferences.	Make inferences from a modified informational text.	Make inferences from a grade-level informational text.
	Activity: Explain why an event occurred using a teacher-selected picture in a class activity.	Activity: Match teacher-generated inferences to visuals, titles, and headings in a class activity.	Activity: Make inferences using details provided by teacher from a modified text in a small group activity.	Activity: Make inferences using details from a modified text with a partner.	Activity: Use details from a grade leveled informational text to make inferences with minimal assistance.
	Vocabulary: guess Stems: “What happened?” “Why?” “Because...”	Vocabulary: title, headings, predict	Vocabulary: predict, infer	Vocabulary: reveal, inference, infer	Vocabulary: infer
ST	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 9-12				
Text Elements	Use details from text to sequence events				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Sequence visual details from a text.</p> <p>Activity: Put pictures from manuals in sequence with teacher modeling</p> <p>Vocabulary: order</p>	<p>Sequence simple details from a leveled text.</p> <p>Activity: Sequence teacher selected details, events, or labeled pictures using keywords from a modified text as a group activity.</p> <p>Vocabulary: order, sequence, ordinals (first, second, third...)</p>	<p>Sequence simple events from a modified text.</p> <p>Activity: Sequence and label with transitional words self-selected details/events using key words/phrases in a modified text with a partner.</p> <p>Vocabulary: sequence, next, finally, last, then</p>	<p>Sequence simple events using in simple sentences.</p> <p>Activity: Create a two-sided timeline with one side depicting native culture and the other side depicting American culture using pictures and simple, written text with dictionary support.</p> <p>Vocabulary: on the other hand, in contrast, furthermore, in addition, likewise</p> <p>Structure: transitional words, simple sentences</p>	<p>Sequence events using compound sentences with minimal support.</p> <p>Activity: Use details from text to paraphrased sequenced events using transitional words in sentences.</p> <p>Vocabulary: on the other hand, in contrast, furthermore, in addition, likewise</p> <p>Structure: transitional words, compound sentences</p>
ST	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 9-12

Text Elements	Use details from text to compare and contrast details				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify similarities and differences between two text visuals.	Identify similarities and differences between two leveled texts.	Compare and contrast details in a modified text.	Interpret a graphic organizer that compares and contrasts details in a modified text.	Interpret a graphic organizer that compares and contrasts details in a grade-level text with minimal assistance.
	Activity: Complete a graphic organizer in a small group comparing pictures of text visuals after teacher modeling.	Activity: Complete a graphic organizer to compare and contrast simple details from the text using teacher-generated vocabulary in a pair activity.	Activity: Compare and contrast on a graphic organizer details using pictures and a modified text with a partner	Activity: Explain differences and similarities of a modified text to a partner, using a teacher-generated check-list or graphic organizer.	Activity: Explain a completed graphic organizer in a comparison-contrast paragraph with minimal teacher assistance.
	Vocabulary: same, different	Vocabulary: same, different, compare, contrast	Vocabulary: similar, differences, because... Stems: “This is like ____ because____.” “____ is different than ____ because____.”	Vocabulary: similar, differences, because... Stems: “This is like ____ because____.” “____ is different than ____ because____.”	
ST	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C		Grade 9-12			
Text Elements	Use details from text to identify and explain cause and effect				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify cause and effect in a pictorial text.	Identify cause and effect in a leveled text.	Explain cause and effect in a modified text using simple sentences.	Compose sentences from a graphic organizer depicting causal events.	Create a simple narrative based on events in a grade-level non-fiction text with minimal support.
	Activity: Match pictures to identify cause and effect with teacher modeling.	Activities: Illustrate examples of a cause and effect from a modified text with a partner. Or Activity: Illustrate headline news caption.	Activity: Sequence event and write simple sentences explaining cause and effect with a partner.	Activity: Write if-then sentences, with a partner, from a completed cause and effect graphic organizer based on events from a modified, non-fiction text.	Activity: Use if-then sentences in a narrative to depict events based on a non-fiction, grade-level text.
	Vocabulary: cause, effect, first, then, finally	Vocabulary: cause, effect, first, then, finally Structure: Conditional tense	Vocabulary: if, then, cause, effect, first, finally Structure: Conditional tense	Vocabulary: if, then, cause, effect, first, finally Structure: Conditional tense	Vocabulary: if, then, cause, effect, first, finally Structure: Conditional tense
ST	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4				
FR	I 1c-d, 3a-c, f, III 3e, 5-8				

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D	Grade 9-12				
Understanding Directions	Read and apply multi-step directions to complete complex procedures or tasks				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Follow visual directions to complete a simple task.	Follow a simple procedural text with visuals to complete a task.	Follow simple steps in a multi-step task	Follow the steps of a complex procedure.	Follow the steps of a complex procedure.
	Activity: Follow visual directions to complete a simple steps in a recipes or a tech manual with teacher modeling.	Activity: Prepare a food item by following a recipe or a complete a process in tech manual with a partner.	Activity: Unscramble steps with a partner when given scrambled steps to a simple technical manual.	Activity: Complete a task read by a partner.	Activity: Complete a multi-step task from a technical manual with a partner.
	Vocabulary: procedural words and ordinals Structure: Imperatives	Vocabulary: procedural words and ordinals Structure: Imperatives	Vocabulary: procedural words and ordinals Structure: Imperatives		
ST	CA 3 1.5, 1.6				
FR	I 6a, 5-8				

Writing

1 Apply a writing process in composing text					
A Grade 9-12					
Writing Process	Follow a writing process to <ul style="list-style-type: none"> choose and use an appropriate graphic organizer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Brainstorm ideas for writing. Activity: Create a brainstorm list in a teacher-led class activity. Vocabulary: brainstorm, list	Categorize ideas from a brainstorming activity into a graphic organizer. Activity: Complete a concept web (or other pre-writing organizer) with teacher-supplied categories in a small group using the class-generated brainstorm list. Vocabulary: graphic organizer, map	Assess appropriateness of graphic organizers for a given task. Activity: Choose, in a small group, the most appropriate graphic organizer for the assigned task from a provided selection of pre-taught, familiar organizers. Vocabulary: pre-writing, flow chart, t-chart, web, Venn	Assess appropriateness of graphic organizers for a given task. Activity: Analyze information or organization of text with a partner and choose the most appropriate graphic organizer from a provided selection of pre-taught, familiar organizers. Vocabulary: Venn, cause and effect, outline	Assess appropriateness of graphic organizers for a given task. Activity: Analyze information or organization of text to determine which pre-taught, familiar graphic organizer with a minimal teacher support.
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

1 Apply a writing process in composing text					
A		Grade 9-12			
Writing Process	Follow a writing process to <ul style="list-style-type: none"> • apply writing process to write effectively in various forms and types of writing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Brainstorm ideas and cluster into similar categories in class activity.	Create simple sentences from stems.	Compose and peer edit a simple paragraph.	Compose and revise various writing types.	Apply writing process to writing in other classes in various forms.
	Activity: Brainstorm list on a given topic and, then, complete a pre-writing web as a class in a teacher-led activity.	Activity: Create a paragraph by completing sentence stems from a finished web or other pre-writing graphic organizer in a small group.	Activity: Write a paragraph with a partner using a pre-writing graphic organizer or outline; then, peer edit as partners correcting simple sentence, spelling, capitalization, and punctuation errors as defined on a teacher-generated scoring guide .	Activity: Write with a partner, peer-edit with a teacher-made scoring guide, and share your writing with class.	Activity: Follow the steps of the writing process (brainstorm, pre-writing graphic organizer, first draft, peer editing, revision) when writing a report or essay for another class.
	Vocabulary: idea, brainstorm, web	Vocabulary: brainstorm, idea, web Structure: Simple sentences	Vocabulary: revise, edit Structure: simple sentences Mechanics: spelling, capitalization, punctuation	Vocabulary: revise, publish Structure: simple and compound sentences, subject-verb agreement Mechanics: spelling, capitalization, punctuation	
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

2 Compose well-developed text using standard English conventions					
A	Grade 9-12				
Handwriting	Create legible compositions with correct spacing between letters in a word and words in a sentence				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recopy simple text with visual support.</p> <p>Activity: Copy letters from Roman alphabet followed by copying simple words.</p> <p>Vocabulary: copy, letters, words</p>	<p>Recopy complex text with visual support.</p> <p>Activity: Legibly recopy simplified text focusing on correct spacing between letters, words, and sentences with peer assistance.</p> <p>Vocabulary: spacing, capital letters, end punctuation</p>			
ST	CA 1 1.6, 2.2				
FR	I 1a, II 6b, IV 3b, K-4				

2 Compose well-developed text using standard English conventions					
B		Grade 9-12			
Capitalization	Use conventions of capitalization in written text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate capital letters in a provided text.	Identify capitalization rules.	Identify errors in capitalization in a paragraph.	Apply capitalization rules to an essay with minimal assistance.	Apply correct capitalization rules in writing.
	Activity: Circle capital letters in a teacher-prepared text as a whole class activity.	Activity: Match list, in pairs, of simple capitalization rules with sentence samples containing an example of the rule.	Activity: Correct simplified paragraph applying capitalization rules in a pair activity.	Activity: Edit an essay with correct capitalization in a pair activity	Activity: Compose an essay with correct capitalization using a check-list and peer support as needed.
	Vocabulary: find, circle, highlight, capital letters Structure: upper case and lower case letters	Vocabulary: match, sentence, letter Structure: days of week, months of year, proper nouns, cities, states, greetings/closings of a letter, holidays, countries, nationalities	Vocabulary: mistakes, errors Structure: titles (books, stories, and poems), proper nouns (departments of government, school subjects, team names, companies, schools and institutions)	Vocabulary: edit, apply Structure: proper adjectives (French cooking), first word of direct quotations, titles (magazines, newspapers, songs, works of art), proper nouns (brand names of products), historical periods and events, geological eras, scientific terms, within divided quotes	
ST	CA 1 1.6, 2.2				
FR					

2 Compose well-developed text using standard English conventions					
C Grade 9-12					
Punctuation	In composing text, use correct formatting (e.g., quotation marks, italics and underlining) in citations				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Locate citations in teacher-provided sample.	Apply formatting rules to citations.	Apply formatting rules to citations.	Apply formatting rules in writing with peer support.	Apply formatting rules with minimal assistance.
	Activity: Highlight citations located in a teacher-provided sample of text during a teacher-led activity.	Activity: Match examples of quotation marks, italics and underlining to teacher-provided samples of citations in a small group.	Activity: Add correct formatting to teacher-generated unformatted citations with a partner.	Activity: Write a short paragraph with a partner containing quotes and title reference using correct parenthetical citation; peer-edit before submitting to teacher.	Activity: Write a short paragraph containing quotes and title reference using correct parenthetical citation; peer-edit before submitting to teacher.
	Vocabulary: citation, quote, quotation marks, italics, underlining	Vocabulary: quotation marks, italics, underlining, citations Stem: This matchesWe needhere.	Vocabulary: citations		
ST	CA 1 1.6, 2.2				
FR	II 6a, 9-12				

2 Compose well-developed text using standard English conventions					
C Grade 9-12					
Punctuation	In composing text, use hyphens for compound adjectives				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Form basic compound adjectives. Activity: Combine adjectives with a hyphen from a teacher-generated list of simple compound adjectives. Vocabulary: adjective, hyphen Note: Teacher will increase the level of adjective complexity	Modify simple nouns with simple compound adjectives. Activity: Choose a noun from a word box and place after the listed compound adjective with a partner. Vocabulary: adjective, hyphen, noun	Modify nouns with simple compound adjectives Activity: Combine adjectives with a hyphen and add a noun after the compound adjective in pairs using a teacher-provided list of adjectives. Vocabulary: compound adjective, hyphen	Use compound adjectives in sentences. Activity: Compose sentences containing compound adjectives with a partner.	Use compound adjectives in narrative, expository and descriptive writing. Activity: Compose sentences containing compound adjectives in narrative, expository and descriptive writings.
ST	CA 1 1.6, 2.2				
FR	II 6a, 9-12				

2 Compose well-developed text using standard English conventions					
D Grade 9-12					
Parts of Speech	Use parts of speech correctly in written text				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate simple parts of speech.</p> <p>Activity: Circle nouns and underline verbs with a partner after teacher modeling.</p> <p>Grammar: simple nouns and simple action verbs</p>	<p>Identify simple parts of speech.</p> <p>Activity: Combine simple nouns, verbs and modifiers from class-generated lists to form sentences.</p> <p>Grammar: nouns, action verbs, <i>to be</i> verbs, adjectives, pronouns, adverbs</p>	<p>Apply parts of speech to writing.</p> <p>Activity: Compose a paragraph with a partner using parts of speech in the correct placement in the sentence.</p> <p>Grammar: nouns, action verbs, <i>to be</i> verbs, adjectives, pronouns, adverbs, prepositions, conjunctions</p>	<p>Apply parts of speech in writing.</p> <p>Activity: Compose a paragraph using parts of speech in the correct placement in the sentence.</p> <p>Grammar: nouns, action verbs, <i>to be</i> verbs, adjectives, pronouns, adverbs, prepositions, conjunctions</p>	<p>Apply parts of speech in writing.</p> <p>Activity: Compose a paragraph using parts of speech in the correct placement in the sentence.</p> <p>Grammar: nouns, action verbs, <i>to be</i> verbs, adjectives, pronouns, adverbs, prepositions, conjunctions</p>
ST	CA 1 1.6, 2.2				
FR	II 6a-b, 9-12				

2 Compose well-developed text using standard English conventions					
E Grade 9-12					
Spelling	<ul style="list-style-type: none"> In writing, use dictionary, spell-check and other resources to spell correctly 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate guide words in a dictionary.</p> <p>Activity: Circle guide words when given samples of various pages from the dictionary after teacher modeling.</p> <p>Vocabulary: top of page, alphabetical order, dictionary, guide words</p>	<p>Locate words using guide words in a dictionary.</p> <p>Activity: Locate specific words in the dictionary in a pair activity relying on guide words to find location.</p> <p>Vocabulary: dictionary, guide words</p>	<p>Locate and edit spelling mistakes.</p> <p>Activity: Correct simple misspelled using the computer spell check on a teacher-generated document in a paired activity.</p>	<p>Edit spelling with minimal assistance.</p> <p>Activity: Correct misspelled using the computer spell check on a personal writing after peer editing.</p>	<p>Compose and edit text with minimal spelling errors.</p> <p>Activity: Correct misspelled using the computer spell check on a personal writing after peer editing.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 6a-b, III 1j, 9-12				

2 Compose well-developed text using standard English conventions					
F Grade 9-12					
Sentence Construction	In composing text, use <ul style="list-style-type: none"> a variety of sentence structures 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify end punctuation.</p> <p>Activity: Insert periods and question marks in simple text with a partner after teacher modeling.</p> <p>Vocabulary: period, sentence, question, question mark</p> <p>Structure: declarative, interrogative</p>	<p>Apply end punctuation in simple sentences.</p> <p>Activity: Write correctly punctuated simple sentences in a pair activity.</p> <p>Vocabulary: period, sentence, question mark, exclamation mark</p> <p>Structure: declarative, interrogative, exclamatory, imperative</p>	<p>Compose compound/complex sentences.</p> <p>Activity: Construct compound and complex sentences using manipulatives in a teacher-led activity. [Example: Tape nouns, verbs, and conjunctions on students. Students order themselves according to prompt.] -and- Combine simple sentences on sentence strips to create compound sentences; add appropriate conjunction.</p> <p>Structure: clause, dependent, independent, coordinating and subordinating conjunctions</p> <p>Punctuation: commas, end punctuation, semi-colons</p>	<p>Write a paragraph emphasizing sentence variety.</p> <p>Activity: Compose a paragraph with simple, compound and complex sentence structures.</p> <p>Vocabulary: varied sentences</p> <p>Structure: clause, dependent, independent, coordinating and subordinating conjunctions</p> <p>Punctuation: commas, end punctuation, semi-colons</p>	<p>Write an essay emphasizing sentence variety.</p> <p>Activity: Compose an essay with simple, compound, complex, and compound-complex sentences with minimal assistance</p> <p>Vocabulary: compound-complex sentence</p> <p>Structure: simple, compound, complex, and compound-complex sentences</p> <p>Punctuation: commas, end punctuation, semi-colons</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 6a, 9-12				

2 Compose well-developed text using standard English conventions					
F Grade 9-12					
	In composing text use <ul style="list-style-type: none"> cohesive devices 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Sentence Construction	Use transitional words.	Use transitional words in simple sentences.	Write a paragraph using parallelism.	Apply transitions and parallelism in writing with peer assistance.	Apply repetitions in writing with peer assistance.
	<p>Activity: Sequence a picture story and place transitional words appropriately in a teacher-led activity.</p> <p>Vocabulary: first, second, third...</p> <p>Stem: “This was first (etc)....”</p>	<p>Activity: Write simple sentences for a picture story using time transitional words in a small-group activity.</p> <p>Vocabulary: first, second, third... before, after, next, then, last</p> <p>Stem: “This happened....”</p>	<p>Activity: Re-write a teacher-generated paragraph using no transitional words or phrases and non-parallel structures [Non-parallel structure: I like reading, writing, and to dance. Parallel structure: I like reading, writing, and dancing.] as a small group activity.</p> <p>Vocabulary: however, on the other hand, yet, furthermore, additionally (etc.)</p> <p>Structure: simple gerunds and infinitives Parallelism</p> <p>Punctuation: commas</p>	<p>Activity: Write a paragraph using transitions and parallelism in a pair activity then, peer edit with another pair before revising.</p> <p>Vocabulary: however, on the other hand, yet, furthermore, additionally (etc.)</p> <p>Structure: simple gerunds and infinitives Parallelism</p> <p>Punctuation: commas</p>	<p>Activity: Write multiple paragraphs using transitions, parallelism, and repetitions; then, peer edit before revising.</p> <p>Vocabulary: however, on the other hand, yet, furthermore, additionally (etc.)</p> <p>Structure: simple gerunds and infinitives Parallelism</p> <p>Punctuation: commas</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 6a, 9-12				

2 Compose well-developed text using standard English conventions					
F		Grade 9-12			
	In composing text, use active voice				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Sentence Construction	Locate present and past tense <i>to be</i> verbs in simplified text. Activity: Highlight verbs <i>am, is, are, was, were</i> in a simplified text after teacher modeling and a list of the verbs posted Vocabulary: present and past tense <i>to be</i> verbs	Identify action verbs and <i>to be</i> verbs. Activity: Sort verbs on index cards into action or <i>to be</i> verbs in a pair activity. Vocabulary: simple action verbs, <i>to be</i> verbs	Categorize simple sentence according to action and passive voice. Activity: Sort simple sentences on index cards in a small group activity. Ex: Active Voice: Seldina wrote the book. Passive Voice: The book was written by Seldina. Structure: active and passive voice Prepositional phrases Direct Objects	Apply active voice in writing. Activity: Change passive voice sentences into active voice sentences in a pair activity Structure: active and passive voice prepositional phrases direct objects transitive verbs intransitive verbs	Apply active voice in writing. Activity: Edit peer's paper for active voice. Structure: active and passive voice prepositional phrases direct objects transitive verbs intransitive verbs
	ST	CA 1 1.6, 2.1, 2.2			
FR	II 6a, 9-12				

3 Write effectively in various forms and types of writing					
A					
Grade 9-12					
Narrative and Descriptive Writing	Write about personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/college essays)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Answer simple questions.	Write simple sentences about personal habits and attitudes with teacher support.	Complete a form regarding personal information.	Compose a short personal summary.	Compose a personal narrative for a post-secondary application.
	Activity: Finish sentence stems after teacher modeling.	Activity: Complete sentence stems about personal background or interests after teacher modeling and a provided list of words and phrases.	Activity: Complete a one-page, simple application form with a partner.	Activity: Write a narrative paragraph summarizing your educational history.	Activity: Write a personal narrative essay stating and detailing the strengths you would bring to the educational environment of the school to which you are applying.
	Stems: “My name is....., I am from....., I speak....)	Stem: “I like....” “My favoriteis...”			
ST	CA 4 1.8, 2.1, 4.8				
FR	II 4e, 3a, 9-12				

3 Write effectively in various forms and types of writing					
B Grade 9-12					
Note-Taking	Routinely use an appropriate method for note-taking				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Organize notebook using dividers and labels.</p> <p>Activity: Use sample handouts to show placement in notebook.</p> <p>Vocabulary: notebook, divider, notes, handouts</p>	<p>Record key words and phrases to notes during lecture or presentation.</p> <p>Activity: Complete cloze notes on a leveled text during a teacher-led activity.</p> <p>Vocabulary: notes, note-taking</p>	<p>Record key words and phrases to notes during lecture or presentation.</p> <p>Activity: Record notes on a partially completed outline or note-taking graphic organizer (e.g. T-chart) during student presentations, following teacher modeling.</p> <p>Vocabulary: outline</p>	<p>Record key words and phrases to notes during lecture or presentation.</p> <p>Activity: Take notes on a modified text using an incomplete outline or note-taking graphic organizer (e.g. T-chart) as a teacher-led activity.</p>	<p>Take notes on a grade-level text with minimal support.</p> <p>Activity: Create outline or note-taking graphic organizer (e.g. T-chart) with minimal support.</p>
ST	CA 2, 3, 4, 1.6, 1.8, 4.8				
FR	II 5d, III 1c, 9-12				

3 Write effectively in various forms and types of writing					
C Grade 9-12					
Expository and Persuasive Writing	Write multi-paragraph expository and persuasive essays with <ul style="list-style-type: none"> o an effective thesis statement 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the topic sentence. Activity: Record character traits on a graphic organizer after reading a leveled text; then, write a topic sentence as a class activity. Vocabulary: character, adjective, describe Stems: “What does ____ look like?” “What does ____ act like?” “What does ____ think?”	Write a topic sentence. Activity: Determine character traits after reading a leveled text and record on a graphic organizer; write a topic sentence as a pair activity. Vocabulary: personality, main character Stems: “What does ____ look like?” “What does ____ act like?” “What does ____ think?”	Identify parts of an introductory paragraph. Activity: Unscramble and label the parts of a paragraph (hook, background, thesis) based on a previously read text with a partner; then, match teacher-provided missing theses statements to appropriate paragraphs. Vocabulary: hook, background, thesis Stem: “What’s the paper about?” Thesis = what’s paper about.	Write a thesis statement with peer assistance. Activity: Compose thesis statement with a partner for a paragraph that lacks a statement. Vocabulary: thesis statement	Write a thesis statement. Activity: Compose an introductory paragraph with a thesis statement.
	ST	CA 2, 3, 4 1.8, 2.1, 4.1			
FR	II 1a, c, d, II 3a, IV 2d, 9-12				

3 Write effectively in various forms and types of writing					
C Grade 9-12					
Expository and Persuasive Writing	Write multi-paragraph expository and persuasive essays with <ul style="list-style-type: none"> o effective paragraphing 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Insert correct indentation into a paragraph.</p> <p>Activity: Copy a teacher-generated paragraph and supply correct indentation in a teacher-led activity.</p> <p>Vocabulary: paragraph, indent, space</p>	<p>Indent and space short essays with peer support.</p> <p>Activity: Place correct indentation and spacing in teacher-provided, (non-indented, non-spaced) short persuasive essay with a partner.</p> <p>Vocabulary: paragraph, indent, spacing</p>	<p>Identify parts of a paragraph with peer support.</p> <p>Activity: Unscramble persuasive paragraph and label parts (topic sentence, evidence, example, explanation) of the paragraph with a partner.</p> <p>Vocabulary: topic sentence, evidence, example, explanation, persuade</p>	<p>Compose persuasive paragraphs with peer support.</p> <p>Activity: Compose persuasive essay with a partner that includes topic, examples, explanation, and transitions after teacher modeling.</p> <p>Vocabulary: topic sentence, explanations, transitions, persuasive essay</p>	<p>Compose persuasive 5-paragraph essays with minimal assistance.</p> <p>Activity: Compose a 5-paragraph persuasive essay, using a teacher-generated checklist; peer edit and revise before submission.</p> <p>Vocabulary: topic sentence, explanations, transitions, persuasive essay</p>
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1a, c, d, II 3a, IV 2d, 9-12				

3 Write effectively in various forms and types of writing					
C Grade 9-12					
Expository and Persuasive Writing	Write multi-paragraph expository and persuasive essays with <ul style="list-style-type: none"> o convincing elaboration through specific and relevant details 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Compose a topic sentence with peer and teacher support.</p> <p>Activity: Write a topic sentence as a class activity, referring to a completed character graphic organizer outlining character traits after reading.</p> <p>Vocabulary: Describe, adjective, topic sentence</p>	<p>Identify detail with one or two words from text with peer support.</p> <p>Activity: Complete a character map or similar graphic organizer in a small group after reading a leveled text to list character traits and/or events using and copy details from text as support.</p> <p>Vocabulary: supporting details, character traits, events</p>	<p>Complete body paragraphs with peer support.</p> <p>Activity: Complete cloze persuasive paragraphs with a partner, choosing best supporting details from a list.</p> <p>Vocabulary: persuasive essay, supporting details</p>	<p>Write a 3-paragraph persuasive essay with peer support.</p> <p>Activity: Compose 3-paragraph persuasive essay with a partner from a completed paragraph outline or organizer listing main ideas and supporting details.</p> <p>Vocabulary: persuasive essay, main ideas, supporting details</p>	<p>Write a multiple paragraph persuasive essay.</p> <p>Activity: Revise a persuasive essay adding convincing elaboration through specific and relevant details from a student generated outline or organizer; peer edit and revise before submission.</p>
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1a, c, d, II 3a, IV 2d, 9-12				

3 Write effectively in various forms and types of writing					
C Grade 9-12					
Expository and Persuasive Writing	Write multi-paragraph expository and persuasive essays with <ul style="list-style-type: none"> o complex ideas in a sustained and compelling manner 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Define abstract ideas through visuals with peer and teacher support Activity: Match pictures, drawings or symbols to a list of abstract nouns (love, hate, freedom, etc.) with a partner after defining the nouns in a teacher-led activity. Vocabulary: noun, symbol, drawing, picture	Complete sentence stems expressing complex ideas with peer support. Activity: Complete sentence stems that express abstract concepts with a partner. Vocabulary: sentence, noun, stem Sample Stems: “Love is like...” “Freedom means...” “Sadness makes us...”	Write a paragraph on one complex or abstract topic with graphic and peer support. Activity: Write a group paragraph about a complex idea with beginning, middle and end after completing a pre-writing graphic organizer.	Compose a 3-paragraph persuasive essay with peer support. Activity: Write an essay on a complex issue or topic with a partner using a completed pre-writing organizer and teacher checklist.	Write a persuasive essay with minimal assistance. Activity: Revise a persuasive essay on a complex issue or topic using a completed pre-writing organizer and teacher checklist; peer edit and revise before submission.
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1a, c, d, II 3a, IV 2d, 9-12				

3 Write effectively in various forms and types of writing					
C Grade 9-12					
Expository and Persuasive Writing	Write multi-paragraph texts that <ul style="list-style-type: none"> ○ interpret, evaluate or persuade 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify an explanation with peer support.</p> <p>Activity: Match the outcome with its cause with a small group given teacher-provided pictures. (Example: pictures of hurricane victim and hurricane)</p> <p>Vocabulary: why</p>	<p>Recognize causal relationships with peer support.</p> <p>Activity: Match outcome stems to cause stems. (Example: The teacher gave Jack detention → because he was late to class.)</p> <p>Vocabulary: because, reasons</p>	<p>Provide evidence to support a position.</p> <p>Activity: Complete a graphic organizer in a small group to categorize evidence for/against a position after class brainstorming on the topic.</p> <p>Vocabulary: for, against, pro/con, evidence, defend</p>	<p>Write multiple persuasive paragraphs containing supporting evidence with graphic and peer support .</p> <p>Activity: Compose three persuasive body paragraphs, with a partner, containing 2 pieces of evidence in each from a completed pre-writing organizer.</p> <p>Vocabulary: for, against, pro/con, evidence, defend</p>	<p>Revise 5-paragraph persuasive essay with teacher support.</p> <p>Activity: Revise a previously written persuasive essay from a pre-writing organizer with minimal teacher support: then revise and edit before submission.</p>
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1a, c, d, II 3a, IV 2d, 9-12				

3 Write effectively in various forms and types of writing					
C Grade 9-12					
Expository and Persuasive Writing	Write multi-paragraph texts that use specific rhetorical devices				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate repetition with peer and teacher support.</p> <p>Activity: Highlight repeated sentences in simple text with a partner after teacher modeling.</p> <p>Vocabulary: repeat</p>	<p>Identify repetition as a rhetorical device.</p> <p>Activity: Assemble a strip paragraph that uses examples of repetition as a rhetorical device with a partner.</p> <p>Vocabulary: repetition</p>	<p>Compose a rhetorical question.</p> <p>Activity: Compose rhetorical questions from teacher-generated topics in small groups after teacher modeling.</p> <p>Vocabulary: rhetorical</p>	<p>Create parallelism in sentences with peer support.</p> <p>Activity: Revise a text of simple sentences in pairs by combining sentences to make parallel structures. (Example: I like cooking, swimming, and hiking.)</p> <p>Structure: Coordinating conjunctions, verbals</p>	<p>Revise a persuasive essay adding rhetorical devices.</p> <p>Activity: Revise an essay adding repetition, rhetorical questions, and parallelism with a peer-edit checklist as a guideline.</p> <p>Structure: parallelism, verbals</p>
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1a, c, d, II 3a, IV 2d, 9-12				

3 Write effectively in various forms and types of writing					
C Grade 9-12					
Expository and Persuasive Writing	Write multi-paragraph texts that use relevant evidence to defend a position				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State a position with peer and teacher support.</p> <p>Activity: Agree or disagree with statements by moving to one side of room or other side as teacher reads simple position statements.</p> <p>Vocabulary: position, agree, disagree</p>	<p>Express a position with peer.</p> <p>Activity: Match a position statement with a topic with a partner</p> <p>Vocabulary: why, because</p>	<p>Provide evidence to support a decision.</p> <p>Activity: Select a topic from a teacher-generated list and state a one-sentence position with a partner.</p> <p>Vocabulary: pro/con, evidence, defend</p> <p>Stem: “We think...because....”</p>	<p>Write a 3-paragraph persuasive essay with a partner.</p> <p>Activity: Compose three persuasive body paragraphs, with a partner, containing 2 pieces of evidence in each from a completed pre-writing organizer.</p>	<p>Revise a persuasive essay with clear evidence defending a position with minimal support.</p> <p>Activity: Revise a previously-written persuasive essay from a pre-writing organizer with minimal teacher support: then revise and edit before submission.</p>
ST	CA 2, 3, 4 1.8, 2.1, 4.1				
FR	II 1a, c, d, II 3a, IV 2d, 9-12				

3 Write effectively in various forms and types of writing					
C	Grade 9-12				
	Write a reflective paper				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Expository and Persuasive Writing	<p>Create a graphic representation of a shared experience.</p> <p>Activity: Complete graphic organizer as a whole class activity that expresses the personal reflections of entering a new country or school.</p> <p>Vocabulary: personal, thin about, reflect</p>	<p>Write simple phrases or sentences related to a personal experience.</p> <p>Activity: Respond in writing to simple, reflective questions about a topic.</p> <p>Vocabulary: personal, thin about, reflect</p>	<p>Write a reflective journal entry.</p> <p>Activity: Write a journal entry about a character in a story, movie or modified text.</p>	<p>Write a reflective response from a modified text.</p> <p>Activity: Compose a reflective response to a text focusing on the incidents, conflicts or themes.</p>	<p>Write a reflective response to grade-level with minimal assistance.</p> <p>Activity: Compose a response to a text focusing on the incidents, conflicts, or themes with minimal assistance.</p>
	ST	CA 2, 3, 4 1.8, 2.1, 4.1			
FR	II 1a, c, d, II 3a, IV 2d, 9-12				

3 Write effectively in various forms and types of writing					
D Grade 9-12					
Summary Writing	Write a multi-paragraph text that summarizes large amounts of information clearly and concisely				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Summarize main ideas using a pictorial representation of text.	Summarize the story from a leveled text with peer and teacher support.	Restate main ideas of text by summarizing with peer support.	Compose a summary of modified text with peer support.	Compose a summary of text.
	Activity: Compose a pictorial summary of a shared reading with teacher.	Activity: Compose a whole-class paragraph summarizing a shared reading, with teacher prompting and writing.	Activity: Complete an outline or graphic organizer of a modified text in a small group that summarizes the main events/topic and details.	Activity: Write, in pairs, a 40-word summary that states key information of modified text after highlighting key information.	Activity: Write a 40-word summary that states key information of a grade-level text after highlighting key information.
	Vocabulary: Beginning, middle, end, summary	Vocabulary: summary, fewer words, details, take off	Vocabulary: delete, remove, outline	Vocabulary: omit, delete	Vocabulary: eliminate
ST	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1				
FR	II 1a-c, 9-12				

3 Write effectively in various forms and types of writing					
E Grade 9-12					
Audience and Purpose	Compose texts for a variety of career and workplace communications (e.g., job application, resume, cover letter, college application essay, thank-you note, forms, project proposal, brochure and/or concise directions)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Complete a basic form regarding personal information with teacher and peer support.	Complete a simple form regarding personal information with peer support.	Complete a one-page job application with teacher and peer support.	Create a short educational resume with teacher and peer support.	Complete a post-secondary application with minimal assistance.
	Activity: Complete a school enrollment form as a whole-class activity.	Activity: Complete a school enrollment form with a partner.	Activity: Complete a simple job application with peer editing after teacher modeling.	Activity: Complete a simple resume with peer editing after teacher modeling.	Activity: Complete a post-secondary application with peer editing and minimal teacher assistance.
	Vocabulary: personal information (and additional key words on form)	Vocabulary: personal information (and additional key words on form)	Vocabulary: application, employment (and additional key words on form)	Vocabulary: resume	
ST	CA 4 1.8, 2.1, 2.6, 4.8				
FR	I 5d, II 3a-c, IV 2d, 3e, 9-12				

3 Write effectively in various forms and types of writing					
E Grade 9-12					
Audience and Purpose	Compose texts for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Match audience with pronouns with teacher and peer support.	Identify audience as formal or informal with teacher and peer support	Identify audience and purpose of letter through informal or formal style with peer support.	Identify audience and purpose of letter through informal or formal style.	Write a letter for a specific audience.
	Activity: Sort pictures of people into of 1 st , 2 nd , and 3 rd personal pronouns in a small group after teacher modelin.	Activity: Sort groups of pictures of people into when one would use formal versus informal language. (Example: principal, friend)	Activity: Write a letter with a partner as a witness to a fight to a principal or teacher; then write a letter as one of the fighters, changing point of view.	Activity: Write a description of a day's events for various audiences: your best friend, your teacher, yourself (journal, diary, calendar entry).	Activity: Target and transform an employment cover letter for two different jobs, one a part-time, after school job; the other, a full-time career entry-level position.
	Vocabulary: Personal pronouns	Vocabulary: Personal pronouns	Vocabulary: point of view	Vocabulary: various audiences, journal, diary, calendar entry	
ST	CA 4 1.8, 2.1, 2.6, 4.8				
FR	I 5d, II 3a-c, IV 2d, 3e, 9-12				

1 Develop and apply effective listening skills and strategies					
A	Grade 9-12				
Purpose for Listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen for key information words with visual, teacher and peer support.</p> <p>Activity: Listen for key words regarding personal information as a whole class activity. (Example: What is your name?)</p> <p>Vocabulary: who, what, when, why, how?</p>	<p>Listen for key words in class activities and directions with visual, teacher and peer support.</p> <p>Activity: Listen for key words in teacher directions accompanied by visual cues, drawings, and by observing peers.</p> <p>Structure: Commands</p>	<p>Recognize key words and phrases with visual, teacher and peer support.</p> <p>Activity: Listen to morning announcements for specific information using a teacher-provided check-list in a small group activity.</p> <p>Vocabulary: school personnel, names, locations, days/dates etc.</p> <p>Structure: Commands</p>	<p>Comprehend main idea in media genres with peer support.</p> <p>Activity: Listen to a radio/taped advertisement and assess level of understanding by completing a teacher-generated checklist of information stated or not stated in ad.</p>	<p>Listen for main idea in a broadcast.</p> <p>Activity: Listen to a news broadcast for main events and take notes.</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12				

1 Develop and apply effective listening skills and strategies					
A	Grade 9-12				
Purpose for listening	Listen <ul style="list-style-type: none"> • for directions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to simple directions.</p> <p>Activity: Check off places from a visually-supported list that are mentioned when touring school locations in whole-class or partnered activity.</p> <p>Vocabulary: names of school locations: library, cafeteria, locker, restroom etc., right, left, up, down, follow, check</p>	<p>Follow simple visual and oral directions.</p> <p>Activity: Use map to trace directions or number locations read by teacher during a small group activity.</p>	<p>Follow directions for completing a simple assignment with peer support.</p> <p>Activity: Complete a simple task from oral cueing with a partner.</p>	<p>Follow multi-step directions.</p> <p>Activity: Complete multi-step task from oral cueing with a partner.</p>	<p>Follow directions.</p> <p>Activity: Complete multiple tasks from teacher's oral cueing with minimal visual or peer support.</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12				

1 Develop and apply effective listening skills and strategies					
A Grade 9-12					
Purpose for listening	Listen <ul style="list-style-type: none"> critically to summarize and evaluate communications that inform, persuade and entertain 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen for key information words with visual, teacher and peer support.	Listen for key words in class activities and directions with visual, teacher and peer support.	Recognize key words and phrases with visual, teacher and peer support.	Evaluate advertisement claims with teacher and peer support.	Listen for main idea in a broadcast with teacher and peer support.
	Activity: Listen for key words regarding personal information as a whole class activity. (Example: What is your name ?) Vocabulary: who, what, when, why, how?	Activity: Listen for key words in teacher directions accompanied by visual cues, drawings, and by observing peers. Structure: Commands	Activity: Listen to morning announcements for specific information using a teacher-provided check-list in a small group activity. Vocabulary: school personnel, names, locations, days/dates etc. Structure: Commands	Activity: Listen to a radio/taped advertisement and evaluate purpose and bias(propaganda/slant) in teacher-led, whole-class discussion.	Activity: Listen to a news broadcast for main events and take notes; then, summarize main ideas in class discussion
	ST	CA 5, 6 1.5, 1.6, 1.10			
FR	II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12				

1 Develop and apply effective listening skills and strategies					
A	Grade 9-12				
Purpose for listening	Listen <ul style="list-style-type: none"> to evaluate own and others' effectiveness in presentations and group discussions using provided criteria 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recall peers' names and countries. Activity: Recall students' names and countries after introductions, games, and visual cues in a whole class activity.	Recall personal information of classmates. Activity: Recall names, countries, and personal preferences of classmates after class introductions in a small group activity.	Assess peer's presentation delivery with teacher support. Activity: Evaluate a peer's presentation for voice, eye contact, and body language using teacher-provided scoring guide after teacher modeling.	Assess peers' delivery in oral presentations with teacher support. Activity: Evaluate peers' presentations for voice, eye contact, and body language using teacher-provided scoring guide.	Assess peers' delivery in oral presentations with teacher support. Activity: Evaluate peers' presentations for voice, eye contact, and body language using teacher-provided scoring guide.
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12				

1 Develop and apply effective listening skills and strategies					
A	Grade 9-12				
Purpose for listening	Listen <ul style="list-style-type: none"> to evaluate the validity and reliability of speaker's message 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Indicate level of agreement.</p> <p>Activity: Evaluate speaker's comments by give a thumbs up/thumbs down.</p> <p>Vocabulary: agree, good, bad</p>	<p>Evaluate the validity of the speaker's information.</p> <p>Activity: Complete a checklist in a small group to evaluate the validity of the speaker's information when listening to a radio news presentation.</p> <p>Vocabulary: evaluate</p>	<p>Rank validity and reliability of information.</p> <p>Activity: Rank speaker's logic and knowledge-base on a Likert scale (1-5) in a small group.</p>	<p>Rate information.</p> <p>Activity: Rate speaker's validity and reliability with a partner using a scoring guide (i.e. True/False) to.</p>	<p>Rate information with minimal support.</p> <p>Activity: Rank speaker's logic and knowledge-base on a Likert scale (1-5) giving an explanation for rankings.</p>
ST	CA 5, 6 1.5, 1.6, 1.10				
FR	II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12				

1	Develop and apply effective listening skills and strategies				
B	Grade 9-12				
Listening Behavior	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Use a non-verbal communications to indicate agreement with teacher, visual and peer support.</p> <p>Activity: Demonstrate agreement/disagreement/confusion through thumbs up/thumbs down in a teacher-lead activity.</p> <p>Vocabulary: good, bad, so-so, agree</p>	<p>Use phrases or words and/or non-verbal communication to indicate agreement with teacher, visual, and peer support.</p> <p>Activity: Demonstrate agreement, disagreement or confusion through short phrases and sentences in a teacher-lead activity.</p> <p>Stems: “I agree....” “I don’t agree....”</p>	<p>Ask for clarification with teacher, visual and peer support.</p> <p>Activity: Role-play informal dialogue & misunderstandings and brainstorm solutions in a whole class activity.</p> <p>Vocabulary: Misunderstanding</p> <p>Stems: “I’m sorry, I don’t understand.” “Can you please repeat?”</p>	<p>Ask for clarification with teacher and peer support</p> <p>Activity: Role-play academic dialogues (ex. Teacher conflict/misunderstanding) and brainstorm solutions with a partner.</p>	<p>Ask for clarification with teacher and peer support.</p> <p>Activity: Practice formal versus informal requests with teacher and peers.</p>
ST	CA 5, 6 1.5				
FR	II 5b, III 1b, IV 1c-d, 9-12				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 9-12				
Discussion and Presentation	In discussions and presentations, create concise presentations on a variety of topics				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond to the teacher’s and peer’s questions with one-word answers.</p> <p>Activity: Answer “yes” or “no” and other simple answers to simple questions when asked by a partner or teacher.</p> <p>Vocabulary: yes, no, question, answer, <i>wh</i>-question beginnings</p>	<p>Prepare a simple visual presentation with peer support.</p> <p>Activity: Create poster and/or power point on a topic of interest using simple phrases in a small group to present to the class.</p> <p>Vocabulary: technical terms related to power point, terms related to topic</p>	<p>Present information on a topic of interest with visual and peer support.</p> <p>Activity: Create poster and/ or power point with bullets for main points with a partner on a topic of interest to present to the class.</p> <p>Vocabulary: technical terms related to power point, terms related to topic</p>	<p>Present information on a topic of interest with visual, teacher, technical and peer support.</p> <p>Activity: Outline the main points of the topic to be presented to class, and create a handout to accompany the presentation with peer, teacher and/or technical assistance as needed.</p> <p>Vocabulary: technical terms related to power point, terms related to topic</p>	<p>Present information on a topic of interest with visual and any needed technical support.</p> <p>Activity: Outline the main points of the topic to be presented to class, and create a handout to accompany the presentation with minimal teacher assistance.</p> <p>Vocabulary: technical terms related to power point, terms related to topic</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 9-12				
Discussion and Presentation	In discussions and presentations, use appropriate media or technology				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Create picture-based Power Point to present to the class with peer and teacher support.</p> <p>Activity: Present a power point presentation to a small group and, then, the whole class using teacher-provided captions and personal digital pictures.</p> <p>Sentence Captions: “This is me.” “This is my house (apt., etc.)” “This is my mom.” etc.</p>	<p>Present a simple Power Point with visual, teacher and peer support.</p> <p>Activity: Present a power point on personal information using pictures and completing provided stems with words, and simple phrases; present first to a partner, then the class.</p> <p>Stems: “My name is....” “I am from....” “I speak....” “I live....” “My favorite....is....”</p>	<p>Present a Power Point with pictures and sentences.</p> <p>Activity: Present a power point on student’s native country or birthplace using visuals (pictures, maps, graphs) and completing provided stems with sentences; present first to a partner, then the class.</p> <p>Stems: “In my country, we have...” “In my country, tourism is important because....” Or “I was born in....” “___ is an important state because....”</p>	<p>Create Power Point with pictures and bullets with peer and visual support.</p> <p>Activity: Pa power point presentation on native country or birthplace using only pictures, graphs and bullets as a speaking guide; present first to a partner, then the class.</p>	<p>Create Power Point on grade level content with peer and technical support.</p> <p>Activity: Create an advanced Power Point (with effects) with a partner and minimal technical support.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 9-12				
Discussion and Presentation	In discussions and presentations, use respond to feedback				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond to yes/no questions with visual and teacher support.</p> <p>Activity: Nod, shake head or utter one-word responses to simple “yes/no” questions when asked by peer or teacher; notice verbal cues.</p> <p>Sample questions: “Are you fifteen?” “Are you from Thailand?”</p> <p>Vocabulary: yes, no, is are,</p>	<p>Respond to statements appropriately with words or phrases when receiving feedback from the teacher.</p> <p>Activity: Ask <i>wh</i>-questions when receiving feedback from the teacher to clarify teacher’s directions and suggestions .</p> <p>Stem: “What do you mean?” “How can I...?” “Where can I...?”</p> <p>Structure: <i>wh</i>- questions</p>	<p>Provide meaningful feedback in complete sentences to peers with teacher support.</p> <p>Activity: Provide constructive feedback to peers with teacher-generated structured guidelines to assess peer assignments.</p> <p>Stem: “I liked this because....” “___confused me because....” “Why did you decide to....?”</p>	<p>Provide meaningful feedback in complete sentences to peers with teacher support.</p> <p>Activity: Respond in complete sentences to a series of clarifying questions regarding a piece of student work when questioned by members of a small group.</p> <p>Stem: “I liked this because....” “___confused me because....” “Why did you decide to....?”</p>	<p>Respond to statements appropriately with complete sentences when receiving feedback from the teacher or peers.</p> <p>Activity: Respond with appropriate language, gestures, and non-verbals when receiving feedback from peers or teachers regarding work during discussions or presentations.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 9-12				
Discussion and Presentation	In discussions and presentations, use defend ideas				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State a position with peer and teacher support.</p> <p>Activity: Agree or disagree with statements by moving to one side of room or other side as teacher reads simple position statements.</p> <p>Vocabulary: position, agree, disagree</p>	<p>Express a position with peer and teacher support.</p> <p>Activity: Match a position statement and a topic with a partner.</p> <p>Vocabulary: why, because</p>	<p>Present a position and explain the position with peer and teacher support.</p> <p>Activity: Select a topic from a teacher-generated list; discuss position and evidence with a partner; and orally state a position to the class.</p> <p>Vocabulary: pro/con, evidence, defend</p> <p>Stem: “We think...because....”</p>	<p>Provide evidence to support a position with peer support.</p> <p>Activity: State a position with a partner on a controversial topic; include 2 pieces of evidence supporting the position; defend position to the whole class.</p> <p>Vocabulary: pro/con, evidence, defend</p> <p>Stem: “We think...because....”</p>	<p>Provide evidence to support a position independently.</p> <p>Activity: State a position on a controversial topic; include 2 pieces of evidence supporting the position; defend position to the whole class.</p> <p>Vocabulary: pro/con, evidence, defend</p> <p>Stem: “I think...because....”</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 9-12				
Discussion and Presentation	In discussions and presentations, use demonstrate poise and self-control				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen attentively and quietly to directions for a simple task from teacher.</p> <p>Activity: Follow simple directions to complete a simple classroom task after teacher modeling.</p> <p>Vocabulary: procedural words and ordinals</p> <p>Structure: Imperatives</p>	<p>Listen attentively and quietly to simple procedural directions with visual cues to complete a task.</p> <p>Activity: Follow directions from a partner when told where to put an object. (Ex: “Put the pen on the desk. Put the pen under the desk.”)</p> <p>Vocabulary: procedural words and ordinals</p> <p>Structure: Imperatives, prepositions of place</p>	<p>Listen to simple steps from a peer in order to successfully complete a multi-step task.</p> <p>Activity: Follow clear, concise directions from a partner for opening a locker.</p> <p>Vocabulary: procedural words and ordinals</p> <p>Structure: Imperatives</p>	<p>Listen to the steps of a complex procedure from a peer.</p> <p>Activity: Play an unfamiliar physical game, card game or board game with other peers from another student.</p>	<p>Listen to and watch the steps of a complex procedure with attentiveness.</p> <p>Activity: Listen attentively to a series of demonstration speeches from peers.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12				

2 Develop and apply effective listening and speaking skills and strategies					
B Grade 9-12					
Giving Directions	Give clear and concise multi-step oral directions to perform complex procedures and/or tasks				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Follow directions to complete a simple task with teacher and visual support.	Give simple procedural directions with visual cues to complete a task.	Give simple steps in a multi-step task to a peer after modeling.	Give the steps of a complex procedure to peers.	Follow the steps of a complex procedure with minimal assistance.
	Activity: Follow visual directions to complete a simple classroom task with teacher modeling.	Activity: Tell a partner where to put an object by defining multiple locations. (Ex: "Put the pen on the desk. Put the pen under the desk.")	Activity: Give clear, concise directions for opening a locker to a partner; demonstrate task first.	Activity: Teach a group of peers or younger students a unfamiliar physical game, card game or board game.	Activity: Give a demonstration speech to the whole class.
	Vocabulary: procedural words and ordinals Structure: Imperatives	Vocabulary: procedural words and ordinals Structure: Imperatives, prepositions of place	Vocabulary: procedural words and ordinals Structure: Imperatives		
ST	CA 1, 6 2.1, 2.3				
FR	II 3c, 6a, 9-12				