

ALIGNMENT

2004 ARIZONA ENGLISH LANGUAGE LEARNER (ELL)

PROFICIENCY STANDARDS, GRADES K-5

AND

THE *CAROUSEL OF IDEAS*, 4TH EDITION PROGRAM – SET 1



Carousel of IDEAS (4th Edition) is a comprehensive and systematic English language development program designed for K-5 students.



TABLE OF CONTENTS

LISTENING AND SPEAKING: ELL I	1
Delivery of Oral Communications.....	1
Standard English Conventions.....	2
Comprehension of Oral Communications	2
 LISTENING AND SPEAKING: ELL II	3
Delivery of Oral Communications.....	3
Standard English Conventions.....	4
Comprehension of Oral Communications	4
 LISTENING AND SPEAKING: ELL III.....	5
Delivery of Oral Communications.....	5
Standard English Conventions.....	6
Comprehension of Oral Communications	6
 READING: ELL I.....	7
Print Concepts.....	7
Phonemic Awareness & Decoding	7
Vocabulary.....	8
Comprehending Text	8
 READING: ELL II	9
Print Concepts.....	9
Phonemic Awareness & Decoding	10
Vocabulary.....	11
Fluency.....	12
Comprehending Text	12

READING: ELL III	13
Phonemic Awareness & Decoding	13
Vocabulary	14
Fluency.....	15
Comprehending Text	15
 WRITING: ELL I	 17
Writing Applications.....	17
Standard English Conventions.....	17
 WRITING: ELL II	 18
Writing Applications.....	18
Standard English Conventions.....	18
Research.....	19
 WRITING: ELL III.....	 20
Writing Applications.....	20
Standard English Conventions.....	20
Research.....	21

English Language Learner (ELL) Proficiency Standards for Arizona Public Schools, Grades K-5 and the *Carousel of Ideas*, 4th Edition Program—Set 1 (Units 1-4)

Beginning ELL level = *Carousel* Units 1-2

Early Intermediate ELL level = *Carousel* Units 3-4

NOTE: Most standards listed below are introduced and then reinforced throughout Units 1-4. This alignment includes examples of where each standard is addressed, but it does not reference every activity that addresses a given standard. Further, while this alignment references only pages in the *Teacher’s Guide*, certain standards are addressed via other *Carousel* components (e.g., activity sheets) that are referenced in the *Teacher’s Guide*.

Listening and Speaking: ELL I		Examples from select pages in the <i>Teacher’s Guide</i>
Delivery of Oral Communications		
<i>Standard:</i> <i>The student will express orally his or her own thinking and ideas.</i>		
Beginning		
<i>The student will:</i>		
Respond to greetings with simple words, gestures, and other nonverbal behavior.	●	45, 51, 75, 102, 250
Use gestures to communicate basic needs (e.g., points toward door when needing to go to the restroom).	●	45, 54, 71-72, 81
Identify by name a few familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).	●	40-63, 133-154, 363-390, 538-562, 232-259, 337-362
Early Intermediate		
<i>The student will:</i>		
Use common social greetings and simple repetitive phrases using isolated words or strings of 2- to 3-word responses (e.g., <i>Hello. How are you? Thank you. You’re welcome.</i>)	●	50-51, 114, 264, 273, 369, 629
Use more utterances accompanied by gestures to indicate basic needs (e.g., says “bathroom” while pointing toward the door).	●	179, 237, 248, 265

● Standard is addressed

Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).	●	40-63, 133-154, 363-390, 538-562, 232-259, 337-362
Recite simple, familiar rhymes and songs with expressive phrasing and intonation.	●	91-92, 379, 418, 595
Standard English Conventions		
<i>Standard:</i> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
Beginning <i>The student will:</i>		
Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning.	●	47, 50, 206, 237, 251
Early Intermediate <i>The student will:</i>		
Speak in isolated words or strings of 2 to 3 words, depending on gestures to express meaning.	●	47, 50, 206, 237, 251
Comprehension of Oral Communications		
<i>Standard:</i> <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
Beginning <i>The student will:</i>		
Comprehend a limited number of common words and simple phrases in conversations held on topics of personal relevance (e.g., basic greetings and courtesies) when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.	●	50-51, 114, 264
Comprehend and follow simple routine instructions for classroom activities that depend on gestures and other contextual clues (e.g., “Let’s form a line for lunch.”)	●	45, 51, 75, 102, 250
Early Intermediate <i>The student will:</i>		
Comprehend a few common words and simple phrases in conversations on topics of personal relevance (e.g., social courtesies, basic needs), when spoken slowly with frequent rephrasing, repetitions, and contextual clues.	●	51, 114, 264, 355, 366
Comprehend and follow short routine instructions (2- to 5-word phrases) for classroom activities in the presence of gestures and clear contextual clues.	●	45, 51, 75, 102, 120, 250, 448

Listening and Speaking: ELL II

Delivery of Oral Communications

Standard: *The student will express orally his or her own thinking and ideas.*

Beginning

The student will:

Participate in short, routine social conversations with individuals in which he or she exchanges personal information and discusses personal needs using accurate but limited vocabulary.	●	47, 51, 206, 237, 251
Contribute to classroom and small group academic discussions by asking/answering simple questions with considerable hesitancy due to the need to rephrase and search for words.	●	53-54, 167, 320, 368-369, 471, 549
Greet and take leave in socially and culturally appropriate ways.	●	51, 114, 180-181, 264
Describe a person, object, or situation in some detail.	●	117, 165, 179, 237, 248, 265
Issue 2- to 3-word basic, routine directions and commands in a manner that the listener can follow, although meaning may be conveyed by gestures.	●	51, 137, 316
Answer basic questions about read-aloud stories with 1- or 2-word responses.	●	54, 78, 98-99, 123, 145, 174, 368-369, 471, 549

Early Intermediate

The student will:

Participate in social conversations in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs using accurate and somewhat limited vocabulary.	●	81, 96
Contribute to classroom and small group academic discussions by asking/answering simple questions and expressing his or her ability to do or not do something with some hesitancy because of the need to rephrase and search for words.	●	171, 352, 380, 427, 446, 526, 554
Role-play a telephone conversation with others, using English in socially and culturally appropriate ways.	●	104-106
Ask and respond to questions about the size, color, shape, physical characteristics, and number of familiar objects, using accurate and somewhat limited vocabulary.	●	59, 124-125, 127, 146, 152
Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning.	●	51, 94, 120-121, 316

Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.	●	352, 380, 427, 554
Standard English Conventions		
<i>Standard:</i> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
Beginning <i>The student will:</i>		
Speak, with satisfactory control over English grammatical structures and linguistic forms outlined in the earlier stage of proficiency (ELL I); however, errors and pronunciation difficulties still may impede communication.	●	This standard is addressed implicitly throughout Units 1-4.
Early Intermediate <i>The student will:</i>		
Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, many errors or irregular forms often impede communication.	●	This standard is addressed implicitly throughout Units 1-4.
Comprehension of Oral Communications		
<i>Standard:</i> <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
Beginning <i>The student will:</i>		
Comprehend key words, formulaic phrases, and most short sentences in simple predictable conversations on topics of immediate personal relevance (e.g., basic social interactions, needs, warnings) when spoken slowly with frequent rephrasing, repetitions, and contextual clues.	●	This standard is addressed implicitly throughout Units 1-4.
Comprehend and follow 1-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures.	●	93, 115, 166
Early Intermediate <i>The student will:</i>		
Comprehend a range of expressions used to request personal details, direct classroom activities, identify people, objects, and events, and ask for/grant permission when spoken slowly with some rephrasing, repetitions, and contextual clues.	●	This standard is addressed implicitly throughout Units 1-4.
Comprehend and follow 2- to 3-step directions related to the position of one's movement in space, accompanied by contextual cues and gestures.	●	368, 543-544, 581

Listening and Speaking: ELL III

Delivery of Oral Communications

Standard: *The student will express orally his or her own thinking and ideas.*

Beginning

The student will:

Participate in social conversations held in pairs or in groups on his or her basic needs, wants, feelings, and plans; and familiar events, using accurate but limited vocabulary.	●	55, 69, 73, 99, 139
Contribute to classroom and small group academic discussions by asking/answering questions and making comparisons with considerable hesitancy because of the need to rephrase and search for words.	●	179, 237, 248, 265, 279
Greet and take leave appropriately in a variety of settings.	●	51, 81, 105, 114, 163, 189, 264
Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words and phrases.	●	193, 275, 368-369, 471, 549
Relate stories or events about routine activities, using logical organization and accurate but limited vocabulary.	●	51, 54, 142, 174, 181, 199, 273, 276

Early Intermediate

The student will:

Participate in social conversations held in pairs or in groups on immediate and future needs, wants, and plans; and familiar topics of personal reference, using accurate but somewhat limited vocabulary.	●	165, 293, 295, 483, 549, 604
Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/disagreeing with others, and making comparisons with some hesitancy because of the need to rephrase and search for words.	●	224, 248, 279, 385, 407-408
Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.	●	206, 282, 451
Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using phrases and simple sentences.	●	193, 368-369, 471, 549
Relate stories or events about personal experiences, using logical organization and some descriptive vocabulary.	●	276, 352, 355, 427

● Standard is addressed

Standard English Conventions		
Standard: <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
Beginning <i>The student will:</i>		
Speak with satisfactory control over the English grammatical structures and linguistic forms defined in earlier stages of proficiency (ELL I-II); however, errors and pronunciation difficulties still may impede communication.	●	This standard is addressed implicitly throughout Units 1-4.
Early Intermediate <i>The student will:</i>		
Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, many errors or irregular forms often impede communication.	●	This standard is addressed implicitly throughout Units 1-4.
Comprehension of Oral Communications		
Standard: <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
Beginning <i>The student will:</i>		
Recognize topics in read-aloud stories when spoken slowly and with repetitions, rephrasing, and clarifications.	●	54-55, 78-79, 174-175, 378-379
Comprehend and follow 3- to 4-step directions related to the position of one's movements in space.	●	93, 120, 195
Early Intermediate <i>The student will:</i>		
Restate basic facts from read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), repetitions, rephrasing, and clarifications.	●	378-379, 578
Comprehend and follow 3- to 4-step directions related to the position, frequency, and duration of one's movements in space.	●	372, 573, 643

Reading: ELL I

Examples from select pages in the *Teacher's Guide*

Print Concepts

Standard: *The student will demonstrate understanding of print concepts of the English language.*

Beginning

The student will:

Demonstrate appropriate book handling skills (e.g., hold a book right side up and turn pages in the correct direction).

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53-55

Early Intermediate

The student will:

Demonstrate appropriate book handling skills (e.g., identify the front cover, back cover, and title page of a book).

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53, 77

Phonemic Awareness & Decoding

Standard: *The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.*

Beginning

The student will:

Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as *k, l, m, n, p*).

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47-48, 71-71, 74, 140

Early Intermediate

The student will:

Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language, including initial and final consonants (e.g., use words such as *libro* and *clase* or sentences such as *El libro esta en la clase* to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences).

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47-48, 71-71, 74, 140, 251, 381-383

Distinguish spoken rhyming words from non-rhyming words.

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91-92, 142

• Standard is addressed

Vocabulary		
<i>Standard:</i> <i>The student will acquire English language vocabulary and use it in relevant contexts. (Some content also covered in Listening & Speaking)</i>		
Beginning <i>The student will:</i>		
Comprehend and respond to greetings and leave-taking.	●	50-51, 114, 264, 273, 369, 629
Identify and sort a few common objects/pictures into basic categories (e.g., colors, foods, animals).	●	Colors: 110-132; Foods: 260-285; 610-633; Animals: 232-259; 586-609
Identify a few common signs, symbols, labels, and captions in the environment, including traffic signs.	●	75, 248-249, 302-304
Early Intermediate <i>The student will:</i>		
Acquire and use simple vocabulary needed to: <ul style="list-style-type: none"> • initiate and respond to greetings, courtesy, and leave-taking (e.g., <i>Hello, How are you? Thank you. You're welcome. See you later.</i>). • communicate basic needs in social settings. 	●	50-51, 114, 264, 273, 369, 629
Identify and sort some common objects into basic categories (e.g., colors, foods, animals).	●	Colors: 110-132; Foods: 260-285; 610-633; Animals: 232-259; 586-609
Identify some common signs, symbols, labels, and captions in the environment.	●	382, 475, 481, 502
Comprehending Text		
<i>Standard:</i> <i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i>		
Beginning <i>The student will:</i>		
Respond to stories dramatized or read to him or her by using a variety of physical actions (e.g., matching objects, pointing to an answer) and by drawing pictures.	●	54, 78, 124-125
Comprehend and follow simple 1-word written directions for classroom activities that are accompanied by picture cues.	●	95-97

Sometimes participate in choral reading by acting out its meaning.	●	58-59, 91-92, 137-138, 379, 418
Early Intermediate <i>The student will:</i>		
Respond orally to stories dramatized or read to him or her by answering simple questions using isolated words or strings of 2-to 3-word responses.	●	124, 146, 300
Demonstrate an understanding of prediction and sequence by arranging a series of familiar pictures in sequence and occasionally using key words and physical actions.	●	55, 174, 200
Comprehend and follow simple 1-step (2- to 3-word) written directions for classroom activities that are accompanied by picture cues.	●	95-97
Often participate in choral reading by acting out its meaning.	●	58-59, 379, 418
Reading: ELL II		
Print Concepts		
<i>Standard:</i> <i>The student will demonstrate understanding of print concepts of the English language.</i>		
Beginning <i>The student will:</i>		
Identify letters, words, and sentences.	●	383, 504-506 <i>Note: This standard is addressed implicitly throughout Units 1-4.</i>
Early Intermediate <i>The student will:</i>		
Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	●	449-450, 580-581

Phonemic Awareness & Decoding		
Standard: <i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i>		
Beginning <i>The student will:</i>		
Distinguish initial (e.g., /s/ /a/ /t/), medial (e.g., /s/ /a/ /t/), and final sounds (e.g., /s/ /a/ /t/) in single-syllable words.	●	252, 381-383
Pronounce a few ¹ English graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as /m/, /n/, /p/). ¹ Interaction from a student's first language phonology will guide which graphemes will be most easily pronounced with general accuracy. For example, a child whose first language is Spanish may read "speak" as "espeak" for awhile.	●	56, 74, 148
Recognize a few (3 to 4) common high frequency sight words.	●	78, 142, 248 <i>Note: High frequency sight words are integrated throughout Units 1-4.</i>
Early Intermediate <i>The student will:</i>		
Blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., <i>an, man</i>).	●	252, 381-383, 420-421, 496-498, 530
Pronounce some English graphemes with general accuracy while reading aloud.	●	56, 74, 148
Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change <i>hat</i> to <i>cat</i> , <i>pan</i> to <i>an</i>).	●	252, 381-383
Segment spoken phonemes contained in one-syllable words of 2 to 5 phoneme sounds into individual phoneme sounds (e.g., /s/ /p/ /l/ /a/ /t/ = <i>splat</i> ; /r/ /i/ /ch/ = <i>rich</i>).	●	252, 311, 383, 673
Recognize some (5 to 25) common high frequency sight words.	●	78, 142, 248 <i>Note: High frequency sight words are integrated throughout Units 1-4.</i>

● Standard is addressed

Occasionally identify the words that comprise compound words (e.g., <i>popcorn, sailboat, classroom</i>) and contractions (e.g., <i>haven't, aren't</i>).	●	97, 202, 619
Occasionally use knowledge of word order (syntax) and context to confirm decoding.	●	407, 526, 592
Vocabulary		
Standard: <i>The student will acquire English language vocabulary and use it in relevant contexts. (Some content also covered in Listening & Speaking)</i>		
Beginning		
<i>The student will:</i>		
Acquire and use accurate, but limited, vocabulary needed to: <ul style="list-style-type: none"> • respond appropriately to most common social interactions. • communicate personal and survival needs. • provide and comprehend cautions and warnings. • indicate problems in communicating in a number of ways (e.g., <i>I don't understand</i>). 	●	This standard is addressed throughout Units 1-4.
Recognize that 2 words can make a compound word (e.g., <i>lunchtime, daydream, everyday</i>).	●	97, 202
Comprehend (point, label, name) with the aid of picture cues a few simple content-area words.	●	54, 78, 199-200
Recognize with the aid of picture cues the meaning of common antonyms and synonyms.	●	Antonyms: 470, 619, 642; synonyms are addressed in Set 2, Units 6 and 7.
Early Intermediate		
<i>The student will:</i>		
Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to: <ul style="list-style-type: none"> • use classroom language (e.g., <i>How do you spell...?; Please repeat that.; Is this correct?</i>). • attract attention to a situation (e.g., <i>Help me, please; Excuse me</i>). • ask for and grant permission. • express ability to do or not do something. • give and follow 1-to 2-step commands. 	●	This standard is addressed throughout Units 1-4.
Occasionally determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	●	97, 202, 619

Comprehend (point, label, name) with the aid of picture cues some simple content-area words.	●	45, 47, 71-72, 74, 115, 139
Recognize the meaning of a few common prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>dis-</i>) and suffixes (e.g., <i>-ful</i> , <i>-ly</i> , <i>-less</i>) when attached to known vocabulary.	●	Prefixes and suffixes are addressed in Set 2 (see Unit 6 and Appendix C).
Occasionally recognize the meaning of common antonyms and synonyms (e.g., <i>beginning/end</i> ; <i>start/finish</i>) in stories or games.	●	Antonyms: 470, 619, 642; synonyms are addressed in Set 2, Units 6 and 7.
Use personal dictionary or word walls with pictures to find the meaning of known vocabulary.	●	76, 150, 172, 203
Fluency		
<i>Standard:</i> <i>The student will read with fluency and accuracy.</i>		
Beginning <i>The student will:</i>		
Read aloud short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	●	This standard is addressed throughout Units 1-4.
Early Intermediate <i>The student will:</i>		
Read aloud short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	●	This standard is addressed throughout Units 1-4.
Occasionally read grade level text with at least 90 percent accuracy.	●	This standard is addressed throughout Units 1-4.
Comprehending Text		
<i>Standard:</i> <i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i>		
Beginning <i>The student will:</i>		
Retell a simple story with pictures or student's own drawings, placing events in sequence.	●	174, 478, 578

Participate in choral reading when predictably patterned selections of fiction and poetry are read aloud.	●	58-59, 91-92, 102, 137-138, 379, 418
Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).	●	68, 96, 139, 192, 216, 227, 279, 454, 473
Comprehend and follow 2-to 5-word written directions for classroom activities with picture cues to assist.	●	50, 59-60
Early Intermediate		
<i>The student will:</i>		
Retell a simple story, placing events in sequence.	●	478, 578
Participate in the reading of poetry by clapping and chanting to the rhythms and rhymes.	●	58-59, 91-92, 102, 137-138, 379, 418
Indicate the meaning of specific signs (e.g., traffic, safety, warning signs).	●	302-303
Identify specific details (e.g., numbers, letters, a few key words, short expressions) of text read to him or her.	●	78, 99, 174, 352, 378
Predict what might happen next in a reading selection.	●	77, 98, 173, 351, 377
Comprehend and follow short 2- to 3-step written directions for classroom activities with some picture cues to assist.	●	572, 575, 579, 645
Reading: ELL III		
Phonemic Awareness & Decoding		
<i>Standard:</i> <i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i>		
Beginning		
<i>The student will:</i>		
Recognize, decode, and correctly pronounce most English phonemes while reading aloud.	●	This standard is addressed throughout Units 1-4.

Early Intermediate <i>The student will:</i>		
Recognize many common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	●	This standard is addressed throughout Units 1-4. <i>Note: See for example, pp. 450, 532, and 568.</i>
Vocabulary		
<u>Standard:</u> <i>The student will acquire English language vocabulary and use it in relevant contexts.</i>		
Beginning <i>The student will:</i>		
Acquire and use accurate, but limited, vocabulary needed to: <ul style="list-style-type: none"> • use common classroom language and indicate comprehension of a given situation. • give and receive invitations and apologies. • express ability or inability to do or not do something. • give and follow multiple step directions/commands. • comprehend content area words. 	●	This standard is addressed throughout Units 1-4.
Recognize some common roots and affixes when attached to known vocabulary (e.g., <i>wonderful, washable, pre-game, misbehavior</i>).	●	Common root words and affixes are addressed in Set 2 (see Unit 6 and Appendix C).
Recognize that words sometimes have multiple meanings (e.g., <i>present: gift, time</i>).	●	143, 281 (also covered in Set 2, p. 89)
Use picture dictionary to find the meanings of known vocabulary.	●	57, 74, 83, 101
Early Intermediate <i>The student will:</i>		
Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to: <ul style="list-style-type: none"> • discuss personal experiences and common, everyday matters. • describe events, routines, problems, situations. • state similarities and differences in objects, people, and events. • agree and disagree with others. • express likes, dislikes, wants, and feelings. • comprehend content area words. 	●	This standard is addressed throughout Units 1-4.

Use knowledge of root words (e.g., <i>like, pay, or happy</i>) and affixes (e.g., <i>dis-, pre-, un-</i>) to determine the meaning of a few unknown grade-level words.	●	Root words and affixes are addressed in Set 2 (see Unit 6 and Appendix C).
Determine the intended meaning of a few grade-level words with multiple meanings using word, sentence, and paragraph clues.	●	143, 281 (also covered in Set 2, p. 89)
Use picture dictionary to determine meanings of a few unknown words.	●	74, 83, 101, 150, 202
Recognize the difference between figurative and literal language (e.g., <i>break the ice, bury the hatchet</i>).	●	151, 256
Fluency		
<i>Standard:</i> <i>The student will read with fluency and accuracy.</i>		
Beginning <i>The student will:</i>		
Read aloud familiar passages in ways that both reflect understanding of the text and engage the listeners.	●	This standard is addressed throughout Units 1-4.
Early Intermediate <i>The student will:</i>		
Occasionally read aloud in selected grade level texts in ways that both reflect understanding of the text and engage the listeners.	●	This standard is addressed throughout Units 1-4.
Comprehending Text		
<i>Standard:</i> <i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i>		
Beginning <i>The student will:</i>		
Identify the basic sequence of events and make relevant predictions about stories.	●	74-75, 175, 198, 453, 478, 578
Create a simple table or chart that shows the characteristics of one form of literature (poetry, fiction, non-fiction).	●	173, 198
Identify main ideas and key details of text.	●	452, 500, 526, 592, 603, 648-649
Comprehend and follow up to 5-step written directions for classroom activities.	●	373, 450-451

Early Intermediate		
<i>The student will:</i>		
Paraphrase main points of a story that includes a scenario.	●	352, 378-379
Create a simple table or chart that shows the characteristics of two form of literature (poetry, fiction, non-fiction).	●	173, 198
Identify the main ideas, key words, and important details in short text on a familiar topic.	●	378-379, 452, 500, 648-650
Distinguish cause from effect in text.	●	453, 553-554, 604
Comprehend and follow a short set of written instructions on routine procedures.	●	472, 475, 502

Writing: ELL I

Examples from select pages in the *Teacher's Guide*

Writing Applications

Standard: *The student will express in writing his or her own thinking and ideas.*

Beginning

The student will:

Respond with drawings to stories dramatized or contextualized by the teacher.	●	55, 79, 99, 124, 147
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Early Intermediate

The student will:

Relate short messages by drawing, by using imitative writing, or by writing key, self-selected words.	●	79, 249, 276, 328
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Standard English Conventions

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

Beginning

The student will:

Write, with support, 1 to 5 letters of the alphabet.	●	56, 177, 297
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Write, with support, his or her first name.	●	45, 61
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Early Intermediate

The student will:

Write, with support, 5 to 10 letters of the alphabet legibly.	●	56, 177, 297
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Independently and legibly write 1 to 5 letters of the alphabet.	●	56, 177, 297
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Write, with support, the date.	●	45, 55, 57, 61
Occasionally write letters of given sounds.	●	56, 101, 126
Write his or her first name.	●	45, 61
Writing: ELL II		
Writing Applications		
<i>Standard:</i> <i>The student will express in writing his or her own thinking and ideas.</i>		
Beginning <i>The student will:</i>		
Write 2 to 3 word phrases and simple sentences using key words that are posted and commonly used in the classroom.	●	60, 81, 128, 252, 281
Early Intermediate <i>The student will:</i>		
Write a few familiar 3 to 4 word phrases about an event or character from a story dramatized or contextualized by the teacher.	●	353, 379, 427, 554
Standard English Conventions		
<i>Standard:</i> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
Beginning <i>The student will:</i>		
Produce independent writing that controls for directionality (left to right, top to bottom), is written legibly, and leaves spaces between words.	●	This standard is addressed throughout Units 1-4.
Independently and legibly write 17 to 20 of the letters (upper case and lower case) of the alphabet.	●	56, 177, 297

Occasionally accurately write, with support, time, addresses, names, numbers, and prices.	●	61, 103, 105, 358-359, 402, 549-550, 578
In informal writing, use phonetic spellings, with the beginning phoneme correctly represented most of the time.	●	139, 149-150
Early Intermediate		
<i>The student will:</i>		
Produce independent writing that uses basic English conventions outlined in the Advanced Level with many errors that may confuse the reader.	●	This standard is addressed throughout Units 1-4.
Independently write all uppercase and lowercase letters, attending to form and spatial alignment.	●	297
Sometimes accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.	●	This standard is addressed throughout Units 1-4.
In informal writing, use phonetic spellings, with the beginning and final phonemes correctly represented most of the time.	●	139-140, 149-150
Research		
<i>Standard:</i> <i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i>		
Beginning		
<i>The student will:</i>		
Consult print and multimedia resources (e.g., photographs, Internet, interviews), in his or her first language when needed to complete a class project.	●	604-605
Early Intermediate		
<i>The student will:</i>		
Gather information from dictionaries and other basic reference materials needed to complete a class project.	●	407, 526, 592

Writing: ELL III

Writing Applications

Standard: *The student will express in writing his or her own thinking and ideas.*

Beginning

The student will:

Use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by:

- topics and ideas that are broad and simplistic.
- marginally recognizable internal structures or organization.
- a voice that produces little reaction in the reader and reads more like a report.
- word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say.
- little variation in sentence types and a significant number of awkward or rambling constructions.

● This standard is addressed throughout Units 1-4.
Note: See pp. 181, 324, 358-359, 454, 505, 578, 605, and 652-653.

Early Intermediate

The student will:

Use the writing process to write personal narratives or letters on familiar topics up to 2 paragraphs distinguished by:

- identifiable main ideas although not defined meaningfully.
- recognizable introduction and conclusion although ideas not always sequenced meaningfully.
- a voice that is rather mechanical.
- word choices that are accurate yet lack variety.
- satisfactory control over simple sentence structures.

● This standard is addressed throughout Units 1-4.
Note: See pp. 181, 324, 358-359, 454, 505, 578, 605, and 652-653.

Standard English Conventions

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

Beginning

The student will:

Produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II.

● This standard is addressed throughout Units 1-4.

Early Intermediate		
<i>The student will:</i>		
Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with many errors that often impede communication.	●	This standard is addressed throughout Units 1-4.
Research		
<i>Standard:</i> <i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i>		
Beginning		
<i>The student will:</i>		
Select appropriate sources (e.g., dictionary, thesaurus, encyclopedia) for a specific research purpose.	●	604-605
Early Intermediate		
<i>The student will:</i>		
Record relevant information (e.g., notes, graphs, tables) from research materials, using own sentences.	●	454, 482