

# ALIGNMENT

## 2004 ARIZONA ENGLISH LANGUAGE LEARNER (ELL)

### PROFICIENCY STANDARDS, GRADES K-5

AND

## THE *CAROUSEL OF IDEAS*, 4<sup>TH</sup> EDITION PROGRAM – SET 2



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



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## English Language Learner (ELL) Proficiency Standards for Arizona Public Schools, Grades K-5 and the *Carousel of Ideas*, 4<sup>th</sup> Edition Program—Set 2 (Units 5-8)

Intermediate ELL level = *Carousel* Units 5-6  
 Early Advanced ELL level = *Carousel* Unit 7  
 Advanced ELL level = *Carousel* Unit 8

**NOTE:** Most standards listed below are introduced and then reinforced throughout Units 5-8. 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*.

<b>Listening and Speaking: ELL I</b>		<b>Examples from select pages in the <i>Teacher's Guide</i></b>
<b>Delivery of Oral Communications</b>		
<b><u>Standard:</u></b> <i>The student will express orally his or her own thinking and ideas.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Respond to and initiate greetings, courtesy, and leave-taking, and provide basic personal information related to the context of the conversation with key words and short phrases (e.g., name, address, age).	●	Covered in Set 1: 45, 50-51, 75, 102, 114, 250, 264, 273, 369, 629
Communicate in a limited way some basic immediate personal and survival needs without necessarily using purposeful, yet restricted, vocabulary (e.g., <i>I'm hungry</i> .)	●	Covered in Set 1: 179, 237, 248, 265
Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).	●	Covered in Set 1: 40-63, 133-154, 232-259, 337-362, 363-390, 538-562
Recite familiar rhymes, songs, and stories with clear, audible, and expressive phrasing and intonation.	●	Covered in Set 1: 91-92, 379, 418, 595

<b>Early Advanced</b>		
<i>The student will:</i>		
Respond appropriately to most social interactions, including introducing self, asking about the other, and responding to questions about personal information, using phrases and some simple sentences.	●	Covered in Set 1: 45, 50-51, 75, 102, 114, 250, 264, 273, 369, 629
Communicate immediate personal and survival needs, using accurate and somewhat varied vocabulary.	●	Covered in Set 1: 45, 54, 71-72, 81
Describe immediate surroundings, such as classroom, school, or home.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 335, 345, 347
Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.	●	Covered in Set 1: 91-92, 379, 418, 595
<b>Advanced</b>		
<i>The student will:</i>		
Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and simple sentences. (LS-R3, LS-R5)	●	48-49; also addressed throughout Set 1, Units 1-4
Communicate immediate and future personal and survival needs, using precise, descriptive, and varied vocabulary.	●	Standard is addressed throughout Set 1, Units 1-4
Describe familiar objects, people, and events with both general and more specific words and phrases.	●	44-45, 47-48, 52-53; also addressed throughout Set 1, Units 1-4
Retell simple stories in a logical sequence, using expressive phrasing. (LS-R1)	●	58; also addressed throughout Set 1, Units 1-4
<b>Standard English Conventions</b>		
<b><i>Standard:</i></b> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Speak in short patterns of words and phrases using English grammatical structures and linguistic forms outlined in the Advanced Level with <b>habitual</b> errors that <b>sometimes</b> impede communication.	●	Standard is addressed throughout Set 2, Units 5-8; also covered in Set 1, pp. 47, 50, 206, 237, 251

<b>Early Advanced</b> <i>The student will:</i>		
Speak in short phrases and simple sentences using English grammatical structures and linguistic forms outlined in the Advanced Level with <b>some</b> errors, although the errors do not impede communication.	●	Standard is addressed throughout Set 2, Units 5-8; also covered in Set 1, pp. 47, 50, 206, 237, 251
<b>Advanced</b> <i>The student will:</i>		
Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>• verb tenses (present tense, including “to be,” present progressive, and future tenses, imperatives, <i>modal auxiliaries</i>).</li> <li>• possessive adjectives and subject pronouns, including articles.</li> <li>• prepositions of time and place; adverbs of time and frequency.</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 61-63, 243-245, 277-278, 420-421, 447; also covered in Set 1, pp. 47, 50, 206, 237, 251
<b>Comprehension of Oral Communications</b>		
<b><u>Standard:</u></b> <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Comprehend <b>some</b> words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities) when spoken slowly with some rephrasing, repetitions, and contextual clues.	●	Standard is addressed throughout Set 2, Units 5-8; also covered in Set 1, pp. 50-51, 114, 264, 355, 366
Comprehend and follow routine (2- to 3-step) instructions for classroom activities in the presence of gestures and clear contextual clues.	●	Standard is addressed throughout Set 2, Units 5-8; also covered in Set 1, pp. 45, 51, 75, 102, 120, 250, 448
<b>Early Advanced</b> <i>The student will:</i>		
Comprehend <b>many</b> words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 42-43, 47-48, 62; also covered in Set 1, pp. 50-51, 114, 264, 355, 366

Comprehend and follow multiple step instructions for classroom activities in the presence of gesture and clear contextual clues.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 44-45, 49, 76; also covered in Set 1, pp. 45, 51, 75, 102, 120, 250, 448
Listen attentively to simple, short read-aloud stories and identify key details.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 51-53, 56-58; also covered throughout Set 1, Units 1-4
<b>Advanced</b>		
<i>The student will:</i>		
Comprehend a <b>wide-ranging</b> number of words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.	●	42-43, 47-48, 62, 74-75
Comprehend and follow common positive and negative commands and requests. (LS-R2)	●	65, 68, 96
Listen attentively to simple read-aloud stories, poems, and informational text and identify key details and specific facts. (LS-R4)	●	51-53, 56-58, 66, 78, 82-83, 88-89, 91, 93-94
<b>Listening and Speaking: ELL II</b>		
<b>Delivery of Oral Communications</b>		
<b><i>Standard:</i></b> <i>The student will express orally his or her own thinking and ideas.</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Participate in social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and feelings; and familiar events, problems, and situations using purposeful and somewhat varied vocabulary.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 44, 54; also covered in Set 1, pp. 47, 51, 206, 237, 251

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.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 42-43, 48-49, 52-53, 59, 62, 65-66; also covered in Set 1, pp. 53-54, 167, 320, 368-369, 471, 549
Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 46, 50, 54, 60, 64; also covered in Set 1, pp. 51, 114, 180-181, 264
Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 42-43, 48-49, 52-53, 59-60, 62-63, 65-66; also covered in Set 1, pp. 59, 124-125, 127, 146, 152
Issue 1- to 2-step routine directions in a manner that the listener can follow.	●	Covered in Set 1: 51, 94, 120-121, 316
Relate simple stories or events about personal experiences, using logical organization and some descriptive words.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 58-59, 60, 63; also covered in Set 1, pp. 352, 380, 427, 554
<b>Early Advanced</b>		
<i>The student will:</i>		
Participate in expanded social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and feelings; and familiar events, problems, and situations using accurate and varied vocabulary.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 44, 54; also covered in Set 1, pp. 47, 51, 206, 237, 251
Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/disagreeing with others, and making comparisons with occasional hesitancy because of the need to rephrase and search for words.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 42-43, 48-49, 52-53, 59, 62, 65-66; also covered in Set 1, pp. 53-54, 167, 320, 368-369, 471, 549

Use English and his or her native language appropriately in a multilingual social situation (e.g., cooperative games and activities).	●	81
Ask and respond to questions about the similarities and differences in people, objects, events, and situations in some detail, using natural and varied vocabulary.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 42-45, 47-49, 51-53, 59-60, 62-63, 65-66; also covered in Set 1, pp. 59, 124-125, 127, 146, 152
Issue 2- to 3-step routine directions in a manner that the listener can follow.	●	Covered in Set 1: 51, 137, 316
Relate simple stories or events about routine activities, using logical organization and natural and varied vocabulary.	●	58, 80, 90; also covered in Set 1, pp. 79, 249, 276, 328
<b>Advanced</b>		
<i>The student will:</i>		
Open, develop, and close social conversations with small groups in which he or she discusses personal likes, dislikes, wants, and feelings; familiar events, problems, and situations; and other familiar topics using precise and descriptive vocabulary.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 44, 54; also covered in Set 1, pp. 47, 51, 206, 237, 251
Contribute to classroom and academic discussions by asking/answering questions, agreeing/disagreeing with others, making comparisons, and expressing interests and preferences related to class projects and discussions. (LS-F3)	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 42-43, 48-49, 52-53, 59, 62, 65-66; also covered in Set 1, pp. 53-54, 167, 320, 368-369, 471, 549
Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.	●	Covered in Set 1: 206, 282, 451
Describe people, objects, events, and situations in detail (e.g., location, appearance, function, actions) using precise and descriptive vocabulary.	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 42-45, 47-49, 51-53, 59-60, 62-63, 65-66; also covered in Set 1, pp. 59, 124-125, 127, 146, 152
Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (LS-F2)	●	Covered in Set 1: 51, 137, 316
Present coherent personal narrative about ideas, events, or activities of interest that include an introduction, development, and conclusion that listeners can follow. (LS-F3)	●	63,110

Standard English Conventions		
<b>Standard:</b> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, <b>habitual</b> errors <b>sometimes</b> impede communication.	●	Standard is addressed implicitly throughout Set 2, Units 5-8
<b>Early Advanced</b> <i>The student will:</i>		
Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, <b>some</b> errors occur, although they <b>do not</b> impede communication.	●	Standard is addressed implicitly throughout Set 2, Units 5-8
<b>Advanced</b> <i>The student will:</i>		
Speak in phrases and sentences, using the following English grammatical structures and linguistic forms with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>• verb tenses (past and past progressive tenses, modal auxiliaries).</li> <li>• subject-verb agreement.</li> <li>• complete sentences.</li> <li>• comparative and superlative structures.</li> <li>• pronouns, antecedents, pronouns in the possessive, objective, and demonstrative forms.</li> <li>• prepositions of direction and motion; adverbs of manner and sequence (quickly, finally).</li> </ul>	●	44-46, 61-63, 243-245, 277-278, 420-421, 447; standard is also addressed throughout Sets 1 and 2, Units 1-8
Comprehension of Oral Communications		
<b>Standard:</b> <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken slowly with some rephrasing, repetitions, and contextual clues.	●	Standard is addressed implicitly throughout Set 2, Units 5-8

Comprehend and follow 3- to 4-step directions related to the position of one's movement in space.	●	Covered in Set 1: 368, 543-544, 581
<b>Early Advanced</b> <i>The student will:</i>		
Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.	●	Standard is addressed implicitly throughout Set 2, Units 5-8
Comprehend and follow 3- to 4-step directions related the position, frequency, and duration of one's movements in space.	●	Standard is addressed implicitly throughout Set 2, Units 5-8; also covered in Set 1, pp. 368, 543-544, 581
<b>Advanced</b> <i>The student will:</i>		
Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken at a normal rate.	●	Standard is addressed implicitly throughout Set 2, Units 5-8
Comprehend and follow multiple-step directions related to the position, frequency, and duration of one's movements in space. (LS-F2)	●	Standard is addressed implicitly throughout Set 2, Units 5-8; also covered in Set 1, pp. 368, 543-544, 581
<b>Listening and Speaking: ELL III</b>		
<b>Delivery of Oral Communications</b>		
<b><i>Standard:</i> The student will express orally his or her own thinking and ideas.</b>		
<b>Intermediate</b> <i>The student will:</i>		
Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using purposeful and somewhat varied vocabulary.	●	63-63, 78-81, 113, 420-421; also covered in Set 1, pp. 165, 293, 295, 483, 549, 604

Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities with some hesitancy because of the need to rephrase and search for words.	●	63-63, 78-81, 113, 420-421; also covered in Set 1, pp. 224, 248, 279, 385, 407-408
Give and receive compliments, show gratitude, apologize, and express anger or impatience in socially and culturally appropriate ways through verbal and nonverbal means.	●	Covered in Set 1: 206, 282, 451
Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) using phrases and sentences.	●	Covered in Set 1: 193, 368-369, 471, 549
Present coherent personal narratives about ideas, events, or activities of interest, using logical organization and purposeful and somewhat varied vocabulary.	●	Covered in Set 1: 276, 352, 355, 427
<b>Early Advanced</b>		
<i>The student will:</i>		
Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using accurate and varied vocabulary.	●	63-63, 78-81, 113, 420-421; also covered in Set 1, pp. 165, 293, 295, 483, 549, 604
Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities with occasional hesitancy because of the need to rephrase and search for words.	●	63-63, 78-81, 113, 420-421; also covered in Set 1, pp. 224, 248, 279, 385, 407-408
Determine appropriate topics for interaction given audience and setting, including when it is appropriate to tell a joke.	●	Covered in Set 1: 206, 282, 451
Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) with more extensive descriptive comments.	●	Covered in Set 1: 193, 368-369, 471, 549
Prepare and deliver a short oral report in a content area and effectively convey the information in connected discourse with natural and varied vocabulary.	●	63; also covered in Set 1, pp. 276, 352, 355, 427
<b>Advanced</b>		
<i>The student will:</i>		
Open, develop, and close extended social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using precise and descriptive vocabulary.	●	63-63, 78-81, 113, 420-421; also covered in Set 1, pp. 165, 293, 295, 483, 549, 604
Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities, exhibiting some ability to employ circumlocution (i.e., the ability to find another way to say something).	●	63-63, 78-81, 113, 420-421; also covered in Set 1, pp. 224, 248, 279, 385, 407-408
Advise peers on appropriate verbal and nonverbal behavior given the audience and setting.	●	Covered in Set 1: 206, 282, 451

Ask and respond to instructional questions on the content presented (e.g., How do the events of this story relate to your experiences?) with extended explanation.	●	59, 66, 88-89, 91
Prepare and deliver a short oral report in a content area and effectively convey the information through verbal and nonverbal communications in connected discourse with accurate and precise vocabulary. (LS-E1, LS-E2)	●	63; also covered in Set 1, pp. 276, 352, 355, 427
<b>Standard English Conventions</b>		
<i><b>Standard:</b> The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<b>Intermediate</b> <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, <b>habitual</b> errors <b>sometimes</b> impede communication.	●	Standard is addressed implicitly throughout Set 2, Units 5-8
Use phrases and simple sentences, showing some evidence of connected discourse (e.g., the use of words such as <i>and, but, first, next, then, because, however, therefore.</i> )	●	58, 90-91, 118; also, standard is addressed implicitly throughout Set 2, Units 5-8
<b>Early Advanced</b> <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, <b>some</b> errors occur, although they <b>do not</b> impede communication.	●	Standard is addressed implicitly throughout Set 2, Units 5-8
Arrange phrases, clauses, and sentences into correct and meaningful patterns.	●	Standard is addressed implicitly throughout Set 2, Units 5-8
<b>Advanced</b> <i>The student will:</i>		
Speak using the following English grammatical structures and linguistic forms, with <b>occasional</b> errors: <ul style="list-style-type: none"> <li>• verb tenses (present perfect, present perfect progressive tenses, present real conditional, habitual past).</li> <li>• various types of pronouns, including reflexive pronouns.</li> <li>• simple/compound sentences.</li> </ul>	●	47-49, 55, 59, 61, 107-108, 110, 447; also, standard is addressed implicitly throughout Set 2, Units 5-8

Present information in coherent connected discourse.	●	282-284
<b>Comprehension of Oral Communications</b>		
<b><i>Standard:</i></b> <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Restate the factual details, key words and expressions, and overall gist of read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.	●	Covered in Set 1: 378-379, 578
<b>Sometimes</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.	●	Covered in Set 1: 372, 573, 643
<b>Early Advanced</b> <i>The student will:</i>		
Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.	●	109; also standard is addressed throughout Set 2, Units 5-8
<b>Often</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.	●	296-299; also covered in Set 1, pp. 93, 120, 195
<b>Advanced</b> <i>The student will:</i>		
Distinguish fact from opinion from read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.	●	224-225, 531; also covered in Set 1, pp. 604-605
<b>Consistently</b> comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures.	●	296-299; also covered in Set 1, pp. 93, 120, 195

## 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.*

#### Intermediate

*The student will:*

Demonstrate appropriate book handling skills (e.g., recognize left to right and top to bottom directionality of English reading).	●	Covered in Set 1: 53-55
Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).	●	Covered in Set 1: 53, 77

#### Early Advanced

*The student will:*

Demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books.	●	Covered in Set 1: 53-55
Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 383, 504-506

#### Advanced

*The student will:*

(K R 1-1: PO1, PO2, PO3, PO4, PO6, PO7 covered in Beginning through Early Advanced performance levels.)

Distinguish between printed letters and words. (K-R 1-1: PO5)	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 383, 504-506
Demonstrate the one-to-one correlation between a spoken word and a printed word. (K-R 1-1: PO8)	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 253, 311, 383, 673

<b>Phonemic Awareness &amp; Decoding</b>		
<b>Standard:</b> <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>		
<b>Intermediate</b>		
<i>The student will:</i>		
Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language, including long and short vowels (e.g., for students whose first language is Spanish, sounds such as <i>th, ll, b</i> ).	●	Standard is addressed implicitly in Sets 1 and 2, Units 1-8
Identify and produce rhyming words in response to an oral prompt.	●	Covered in Set 1: 91-92, 142
Identify the initial and final sounds (not letters) of a spoken word.	●	Covered in Set 1: 252, 311, 381-383, 673
Recognize and name <b>some</b> upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as <i>Ss, Pp, Cc</i> ).	●	Covered in Set 1: 56, 177, 297
<b>Early Advanced</b>		
<i>The student will:</i>		
Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	●	Standard is addressed implicitly in Sets 1 and 2, Units 1-8
Move sequentially from sound to sound and represent the number and order of 2 and 3 isolated phonemes.	●	Standard is addressed implicitly in Set 1, e.g., pp. 252, 311, 381-383, 673
Orally produce groups of words that begin with the same initial sound.	●	Standard is addressed implicitly in Set 1, e.g., pp. 252, 381-383
Recognize and name <b>many</b> upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., <i>Dd</i> ).	●	Covered in Set 1: 56, 177, 297
<b>Advanced</b>		
<i>The student will:</i>		
Produce English graphemes represented by all the single-lettered consonants and vowels. (K R 1-3: PO3)	●	Standard is addressed throughout Set 1, Units 1-4

Move sequentially from sound to sound and represent the number, order, and similarity or difference of 2 and 3 isolated phonemes. (K R 1-2: PO8)	●	Standard is addressed throughout Set 1, Units 1-4
Orally blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/makes man). (K R 1-2: PO4, PO5, PO6)	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 252, 381-383
Recognize and name <b>all</b> upper and lower case letters of the alphabet. (K R 1-3: PO1)	●	Covered in Set 1: 56, 177, 297
Recognize that a new word is created when a specific letter is changed, added, or removed. (K R 1-3: PO2) (K R 1-2: PO1, PO2, PO3, PO7 handled in Beginning through Early Advanced levels.)	●	Covered in Set 1: 252, 381-383, 420-421, 496-498, 530
<b>Vocabulary</b>		
<b><i>Standard:</i> The student will acquire English language vocabulary and use it in relevant contexts. (Some content also covered in Listening &amp; Speaking)</b>		
<b>Intermediate</b>		
<i>The student will:</i>		
Acquire and use accurate, purposeful, yet restricted vocabulary needed to: <ul style="list-style-type: none"> <li>ask and answer basic questions about personal information (e.g., name, age, address).</li> <li>give and follow simple directions and imperatives, including warnings.</li> <li>identify numbers for routine tasks such as telling time.</li> <li>count money (up to 20).</li> </ul>	●	Standard is addressed throughout Set 2, e.g., pp. 410-418, 426, 438-445; also addressed throughout Set 1, Units 1-4, e.g., pp. 90-105, 214, 216-217, 218-223, 227-228
Identify and sort many common objects into basic categories (e.g., colors, foods, animals).	●	Covered in Set 1: Colors – 110-132; Food – 260-285, 610-633; Animals – 232-259, 586-609
Identify many common signs, symbols, labels, and captions in the environment.	●	Covered in Set 1: 75, 248-249, 302-304, 382, 475, 481, 502
<b>Early Advanced</b>		
<i>The student will:</i>		
Acquire and use accurate, natural, and somewhat varied vocabulary needed to: <ul style="list-style-type: none"> <li>respond appropriately to most basic social interactions.</li> <li>communicate personal and survival needs and personal information about self and others.</li> <li>ask for and grant permission.</li> <li>express ability to do or not do something.</li> <li>retell familiar stories.</li> </ul>	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 50-51, 114, 264, 273, 352, 369, 380, 554, 629

Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common home, school, and classroom objects).	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 40-63, 133-154, 363-390, 538-562, 232-259, 337-362
Sometimes determine what words mean from how they are used in a sentence, heard or read.	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 407, 526, 592
<b>Advanced</b>		
<i>The student will:</i>		
Acquire and use precise, descriptive, and varied vocabulary needed to: <ul style="list-style-type: none"> <li>• respond appropriately to most basic social interactions.</li> <li>• communicate personal and survival needs and personal information about self and others.</li> <li>• ask for and grant permission.</li> <li>• express ability and inability to do or not do something.</li> <li>• retell familiar stories. (LS-R1)</li> </ul>	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 50-51, 114, 264, 273, 352, 369, 380, 554, 629
Describe familiar objects, people, and events in both general and specific language. (K R 1-4: PO3) (K R 1-4: PO2; K R 3-2: PO2 are handled in Beginning through Early Advanced levels)	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 40-63, 133-154, 363-390, 538-562, 232-259, 337-362
Often determine what words mean from how they are used in a sentence, heard or read. (K R 1-4: PO1)	●	Standard is addressed throughout Set 1, Units 1-4, e.g., pp. 407, 526, 592
<b>Comprehending Text</b>		
<b><i>Standard:</i></b> <i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.	●	Covered in Set 1: 124, 146, 300
Demonstrate an understanding of prediction and sequence by arranging a series of pictures in sequence and using key words and physical actions.	●	Covered in Set 1: 55, 174, 200
Comprehend and follow simple 1- to 2-step (2- to 5-word) written directions for classroom activities that are accompanied by picture cues.	●	Covered in Set 1: 95-97

<b>Consistently</b> participate in choral reading by acting out its meaning.	●	Covered in Set 1: 58-59, 379, 418
<b>Early Advanced</b>		
<i>The student will:</i>		
Respond orally to stories read to him or her by answering factual comprehension questions using key words, short phrases, and some simple sentences.	●	Covered in Set 1: 124, 146, 300
Identify basic sequences of events in stories read to him or her.	●	58
Make predictions about content based on book title and illustrations.	●	55, 88
Comprehend and follow short 2- to 3-step written directions for classroom activities that are accompanied by picture cues.	●	Covered in Set 1: 95-97
Restate information from expository text read to him or her, using key words, short phrases, and some simple sentences with teacher support.	●	66
<b>Sometimes</b> participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry are read aloud.	●	53, 78-79
<b>Advanced</b>		
<i>The student will:</i>		
Identify the characters, setting, and key events of stories read to him or her, using key words, short phrases, and simple sentences. (K R 2-1: PO2)	●	59
Retell a simple story, placing events in sequence. (K R 2-1: PO3; LS R-1)	●	58
Make predictions about content based on book title, illustrations, and text.	●	55
Comprehend and sequentially follow short 2- to 3-step written directions for classroom activities. (K R 3-2: PO1)	●	76
Respond to basic comprehension questions about expository text read to him or her, using key words, phrases, and simple sentences. (K R 3-1: PO1, PO2, PO3)	●	66
<b>Consistently</b> participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry are read aloud. (K R 2-1: PO1)	●	78-79

## Reading: ELL II

### Print Concepts

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

#### Intermediate

*The student will:*

Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	●	Covered in Set 1: 449-450, 580-581
Alphabetize a series of words to the <b>first</b> letter.	●	Covered in Set 1: 104-105, 150

#### Early Advanced

*The student will:*

Identify a few organizational features (e.g., title, author, and table of contents) of a book.	●	55
Alphabetize a series of words to the <b>second</b> letter.	●	Covered in Set 1: 150

#### Advanced

*The student will:*

Identify some organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (3 R 3-1: PO3) (3R 1-1: PO2 handled in Intermediate level.)	●	66, 146, 189, 202, 443, 497, 528, 530
Alphabetize a series of words to the <b>third</b> letter. (3R 1-1: PO1)	●	Covered in Set 1: 150

### 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.*

#### Intermediate

*The student will:*

Blend 2 to 4 phonemes orally into recognizable words (e.g., <i>c/ a/ t = cat; fl/ a/ t = flat</i> ).	●	Covered in Set 1: 252, 381-383, 420-421, 496-498, 530
Pronounce <b>many</b> English graphemes with general accuracy while reading aloud.	●	Covered in Set 1: 56, 74, 148

Generate a series of rhyming words, including consonant blends.	●	237; also covered in Set 1, pp. 91-92, 252-253
Segment spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., <i>tiger</i> makes t/ i/ g/ e/ r).	●	Covered in Set 1: 252, 311, 383, 673
Recognize <b>many</b> (26 to 50) common high frequency sight words.	●	Standard is addressed throughout Sets 1 and 2, Units 1-8
Use knowledge of inflectional endings (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i> ) to identify base words (e.g., <i>look</i> , <i>looks</i> , <i>looked</i> , <i>looking</i> ).	●	61, 122, 301-302
<b>Sometimes</b> identify the words that comprise compound words and contractions.	●	Covered in Set 1: 97, 202, 619
Recognize and use knowledge of a few spelling patterns such as consonant blends, <i>consonant digraphs</i> (e.g., <i>th</i> , <i>sh</i> , <i>ck</i> ) and <i>vowel digraphs</i> and <i>diphthongs</i> (e.g., <i>ea</i> , <i>ie</i> , <i>ee</i> ) when reading.	●	53, 146, 317, 635, 647
<b>Sometimes</b> read common abbreviations.	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p. 65
<b>Sometimes</b> use knowledge of word order (syntax) and context to confirm decoding.	●	Covered in Set 1: 407, 526, 592
<b>Early Advanced</b>		
<i>The student will:</i>		
Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	●	Covered in Set 1: 252, 381-383, 420-421, 496-498, 530
Pronounce <b>most</b> English graphemes with general accuracy while reading aloud.	●	Covered in Set 1: 56, 74, 148
Comprehend that as letters or words change, so do the sounds.	●	Covered in Set 1: 252, 381-383, 420-421, 496-498, 530
Orally segment multi-syllable words into syllables and count the number of sounds in syllables and syllables in words.	●	Covered in Set 1: 252, 381-383, 420-421, 496-498, 530
Recognize <b>many</b> (51 to 75) common regular and irregular sight words (e.g., <i>the</i> , <i>have</i> , <i>said</i> , <i>of</i> ).	●	Standard is addressed throughout Set 2, Units 5-8; also covered in Set 1, pp. 78, 142, 248
Read inflectional forms of words, including irregular plurals (e.g., <i>wife/wives</i> ).	●	61, 122, 140-141, 173-174, 301-302, 448
<b>Often</b> use knowledge of base words to identify and read compound words and contractions.	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p. 91; also covered in Set 1, pp. 97, 202, 619

Recognize and use knowledge of some spelling patterns (e.g., inflectional endings; <i>orthographic patterns</i> and rules such as <i>oil/toy, match/speech, badge/cage</i> ; contractions) when reading.	●	61, 122, 301-302
<b>Often</b> read common abbreviations.	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p. 65
<b>Often</b> use knowledge of word order (syntax) and context to confirm decoding.	●	Covered in Set 1: 407, 526, 592
<b>Advanced</b>		
<i>The student will:</i>		
Generate sounds from all letters and letter patterns, including consonant blends and long-and short-vowel patterns (phonograms) and blend those sounds into recognizable words. (3R 1-3: PO1)	●	Covered in Set 1: 252, 381-383, 420-421, 496-498, 530
Pronounce English graphemes with general accuracy when reading multi-syllabic words aloud.	●	Covered in Set 1: 56, 74, 148
Demonstrate command of sound/symbol relationships and basic word formation rules in phrases, simple sentences, or simple text. (3R 1-3: PO1)	●	Covered in Set 1: 252, 381-383, 420-421, 496-498, 530
Apply knowledge of basic syllabication rules when reading (e.g., <i>sup/ per, fam/i/ly, mul/ti/pli/ca/tion</i> ). (3R 1-3: PO2)	●	Covered in Set 1: 252, 381-383, 420-421, 496-498, 530
Develop basic sight vocabulary (76 to 100 words). (3R 1-3: PO5)	●	Standard is addressed throughout Set 2, Units 5-8
Read words from common word families (e.g., <i>-ite, -ate</i> ). (3R 1-3: PO3)	●	Appendix C
<b>Consistently</b> use knowledge of base words to identify and read compound words and contractions.	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p. 91; also covered in Set 1, pp. 97, 202, 619
Recognize and use knowledge of many spelling rules when reading. (e.g., drop the final <i>e</i> when adding endings, doubling consonants, changing <i>y</i> to <i>I</i> , words ending in <i>-tion</i> and <i>-sion</i> , regular phonogram patterns). (3R 1-3: PO3)	●	Standard is addressed throughout Sets 1 and 2, Units 1-8
<b>Consistently</b> read common abbreviations. (3R 1-3: PO4, 3R 1-4: PO3)	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p. 65
<b>Consistently</b> use knowledge of word order (syntax) and context to confirm decoding. (3R 1-3: PO6)	●	Covered in Set 1: 407, 526, 592

Vocabulary		
<b>Standard:</b> <i>The student will acquire English language vocabulary and use it in relevant contexts. (Some content also covered in Listening &amp; Speaking)</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: <ul style="list-style-type: none"> <li>• indicate comprehension of a given situation.</li> <li>• express likes, dislikes, wants, and feelings.</li> <li>• give and receive invitations and apologies.</li> <li>• describe familiar events, routines, problems, situations.</li> <li>• state similarities and differences in objects people, and events.</li> <li>• agree and disagree with others.</li> <li>• give and follow multiple step directions.</li> <li>• comprehend content area words.</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 44, 54, 58-59, 66, 76; also covered in Set 1, pp. 47, 51, 54, 78, 199-200 206, 237, 251, 206, 282, 451, 407, 526, 592
<b>Sometimes</b> determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	●	Covered in Set 1: 97, 202
Comprehend (point, label, name) with the aid of picture cues many simple content-area words and a few, more complex words.	●	Covered in Set 1: 54, 78, 199-200
Recognize the meaning of <b>some</b> common prefixes and suffixes when attached to known vocabulary.	●	Standard is addressed throughout Set 2, Unit 6 and Appendix C
<b>Sometimes</b> recognize the meaning of common antonyms and synonyms in stories or games.	●	Standard is addressed throughout Set 2, Units 6-7; also covered in Set 1, pp. 470, 619, 642
Know what homophones are (e.g., <i>here, hear; to, too, two; hole, whole</i> ).	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 112-113
Know what idiomatic expressions are (e.g., <i>last straw, cold feet, in hot water</i> ).	●	126-128; also covered in Set 1, pp. 151, 256
Use picture dictionary to find the meanings of known vocabulary.	●	45, 65, 76, 328; also covered in Set 1, pp. 57, 74, 83, 101

<b>Early Advanced</b> <i>The student will:</i>		
Acquire and use accurate, natural, and varied vocabulary needed to: <ul style="list-style-type: none"> <li>• indicate comprehension of a given situation.</li> <li>• express likes, dislikes, wants, and feelings.</li> <li>• give and receive invitations and apologies.</li> <li>• describe familiar events, routines, problems, situations.</li> <li>• state similarities and differences in objects, people, and events.</li> <li>• agree and disagree with others.</li> <li>• give and follow multiple step directions.</li> <li>• comprehend content area words.</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 44, 54, 58-59, 66, 76; also covered in Set 1, pp. 47, 51, 54, 78, 199-200, 206, 237, 251, 206, 282, 451, 407, 526, 592
<b>Often</b> determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.	●	Covered in Set 1: 97, 202
Comprehend (name, use, define) some content-area words that are more complex, using knowledge of word order and context to confirm meaning.	●	49, 51-53, 59; also covered in Set 1, pp. 54, 78, 199-200
Recognize the meaning of <b>many</b> common prefixes and suffixes to determine the meaning of unfamiliar words.	●	Standard is addressed throughout Set 2, Unit 6 and Appendix C
<b>Often</b> recognize the meaning of common antonyms and synonyms in stories or games.	●	Standard is addressed throughout Set 2, Units 6-7 ; also covered in Set 1, pp. 470, 619, 642
Know correct usage of a few problematic homophones (e.g., <i>wear, where; bear, bare</i> ).	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 112-113
Demonstrate understanding of a few grade-appropriate idiomatic expressions (e.g., <i>raining cats and dogs, fish out of water</i> ).	●	53, 93-95; also covered in Set 1, pp. 151, 256
Use picture dictionary to find the meanings of unknown vocabulary.	●	65, 76, 328; also covered in Set 1, pp. 57, 74, 83, 101

<b>Advanced</b>		
<i>The student will:</i>		
Acquire and use precise, descriptive, and wide-ranging vocabulary needed to (LS-F1): <ul style="list-style-type: none"> <li>• indicate comprehension of a given situation.</li> <li>• express likes, dislikes, wants, and feelings.</li> <li>• give and receive invitations and apologies.</li> <li>• describe familiar events, routines, problems, situations.</li> <li>• state similarities and differences in objects, people, and events.</li> <li>• agree and disagree with others.</li> <li>• give and follow multiple step directions. (LS-F2)</li> <li>• comprehend content area words.</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 44, 49, 51-54, 58-59, 66, 76; also covered in Set 1, pp. 47, 51, 54, 78, 199-200, 206, 237, 251, 206, 282, 451, 407, 526, 592
<b>Consistently</b> use structural cues to recognize words and their meanings (e.g., compounds, base words, contractions and inflections). (3 R 1-4: PO1, PO2, PO4, PO5)	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p. 91; also covered in Set 1, pp. 97, 202, 619
Comprehend (name, use, define) many content-area words that are more complex, using knowledge of word order and context to confirm meaning. (3 R 1-3: PO6)	●	49, 51-53, 59; also covered in Set 1, pp. 54, 78, 199-200
Recognize the meaning of <b>most</b> common prefixes and suffixes to determine the meaning of unfamiliar words. (3 R 1-4: PO1, PO2)	●	Standard is addressed throughout Set 2, Unit 6 and Appendix C
<b>Consistently</b> recognize the meaning of common antonyms and synonyms in stories and games. (3 R 1-4: PO6)	●	Standard is addressed throughout Set 2, Units 6-7; also covered in Set 1, pp. 470, 619, 642
Know correct usage of some problematic homophones (e.g., <i>there, their, they're; your, you're</i> ). (3 R 1-4: PO6)	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 112-113
Demonstrate understanding of some grade-appropriate idiomatic expressions (e.g., <i>touch and go; on its last legs</i> ).	●	53, 93-95; also covered in Set 1, pp. 151, 256
Use a standard dictionary to find the meanings of unknown vocabulary; comprehend what kinds of information a dictionary contains. (3 R 1-4: PO7)	●	45, 65, 76, 328; also covered in Set 1, pp. 57, 74, 83, 101

Fluency		
<b>Standard:</b> <i>The student will read with fluency and accuracy.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Occasionally read aloud <b>familiar grade level</b> text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	●	Standard is addressed throughout Set 2, Units 5-8
Sometimes read grade level text with at least 90 percent accuracy.	●	Standard is addressed throughout Set 2, Units 5-8
<b>Early Advanced</b> <i>The student will:</i>		
Sometimes read aloud <b>familiar grade level</b> text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	●	Standard is addressed throughout Set 2, Units 5-8
Often read grade level text with at least 90 percent accuracy.	●	Standard is addressed throughout Set 2, Units 5-8
<b>Advanced</b> <i>The student will:</i>		
Consistently read aloud <b>grade level</b> text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). (3R 1-5: PO2)	●	Standard is addressed throughout Set 2, Units 5-8
Consistently read grade level text with at least 90 percent accuracy. (3R 1-5: PO1)	●	Standard is addressed throughout Set 2, Units 5-8
Comprehending Text		
<b>Standard:</b> <i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Respond to stories by answering questions about cause and effect and other relationships.	●	90, 224, 444-445, 531, 535-538, 584
Identify rhyming pairs of words in poetry.	●	53, 183, 449, 524

Identify the main idea of expository or functional text read to him or her, although rereading and clarification is needed.	●	59, 248-251; also covered in Set 1, pp. 452, 500, 526, 593, 603, 648-649
Respond to simple questions (e.g., who, what, where, why) about text read to him or her.	●	56-57, 59, 116-117
Compare a prediction about an action or event to what actually occurs in the reading selection.	●	277-278, 305-306
Comprehend and follow up to 5-step written directions for classroom activities with a few picture cues to assist.	●	127, 158, 220, 282, 335
<b>Early Advanced</b>		
<i>The student will:</i>		
Describe characters, setting, plot, and narrator of a story, heard or read.	●	119
Identify rhyme, rhythm, and repetition in poetry.	●	53, 93, 426, 584; also covered in Set 1, pp. 118, 142-143
Relate the “gist” of expository or functional text read independently, although some rereading and clarification is needed.	●	59, 248-251; also covered in Set 1, pp. 452, 500, 526, 593, 603, 648-649
Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., schedules, maps pamphlets).	●	426, 443, 528
Relate information and events in a reading selection to life experiences and relate life experiences to the text.	●	424-425, 451-452, 535-538
Comprehend and follow up to 5-step written directions for classroom activities.	●	127, 158, 220, 282, 335
<b>Advanced</b>		
<i>The student will:</i>		
Compare characters, setting, plot, and narrator of two stories. (3R 2-1: PO1, PO5)	●	59, 119
Identify rhyme, rhythm, repetition, and sensory images in poetry. (3R 2-1: PO6) (3R 2-1: PO2, PO3, PO4; other parts of 3R 3-2: PO4 handled in Beginning through Early Advanced levels)	●	53, 93, 426, 449, 524, 584; also covered in Set 1, pp. 118, 142-143
Identify the main ideas and supporting details of expository or functional text read independently, with only minor rereading and clarification needed. (3 R 3-1: PO1, 3R 3-2: PO4)	●	59, 248-251; also covered in Set 1, pp. 452, 500, 526, 593, 603, 648-649

Locate various facts in response to questions about basic, short text, read independently, with only minor rereading and clarification needed. (3R 1-5: PO3, PO4; 3R 3-1: PO2; 3R 3-2: PO4) (3R 3-1: PO5 is handled in earlier levels)	●	444, 498, 531
Connect information and events in reading selections to experience and to related text and sources. (3R 1-6: PO6)	●	424-425, 451-452, 535-538
Comprehend, follow, and evaluate a set of written multi-step directions for classroom activities. (3R 3-2: PO1, PO2, PO3)	●	127, 158, 220, 282, 335
Distinguish fact from opinion in persuasive text (e.g., ads, product labels) and identify words intended to influence readers. (3R 3-2: PO1, PO2) (3R 1-6: PO1, PO2 handled in Beginning through Early Advanced levels)	●	105

## Reading: ELL III

### 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.*

#### Intermediate

*The student will:*

Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	●	Standard is addressed throughout Sets 1 and 2, Units 1-8
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#### Early Advanced

*The student will:*

Use common English morphemes in oral and silent reading to derive meaning from text.	●	Standard is addressed throughout Sets 1 and 2, Units 1-8
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#### Advanced

*The student will:*

Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	●	Standard is addressed throughout Sets 1 and 2, Units 1-8
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<b>Vocabulary</b>		
<b>Standard:</b> <i>The student will acquire English language vocabulary and use it in relevant contexts.</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: <ul style="list-style-type: none"> <li>• ask for and give advice, suggestions, permission, reminders.</li> <li>• describe past routines, situations, events.</li> <li>• propose hypothetical events and situations.</li> <li>• state intentions, possibilities, and probabilities.</li> <li>• comprehend content area words.</li> <li>• find another way to say something (e.g., circumlocution, synonyms).</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 49, 51-53, 59 61-63, 420-421; also covered in Set 1, pp. 54, 78, 199-200
Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words.	●	Standard is addressed throughout Set 2, Unit 6 and Appendix C
Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues.	●	89; also covered in Set 1, pp. 143, 281
Use picture dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).	●	53, 93-95, 428-431; also covered in Set 1, pp. 151, 256
Recognize simple analogies and similes in literature and texts in content areas (e.g., <i>fly like a bird</i> ).	●	93-94
<b>Early Advanced</b>		
<i>The student will:</i>		
Acquire and use accurate, natural, and varied vocabulary needed to: <ul style="list-style-type: none"> <li>• ask for and give advice, suggestions, permission, reminders.</li> <li>• describe past routines, situations, events.</li> <li>• propose hypothetical events and situations.</li> <li>• state intentions, possibilities, and probabilities.</li> <li>• comprehend content area words.</li> <li>• find another way to say something (e.g., circumlocution, synonyms).</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 49, 51-53, 59, 61-63, 420-421; also covered in Set 1, pp. 54, 78, 199-200
Use knowledge of root words and affixes to determine the meaning of many unknown grade-level words.	●	Standard is addressed throughout Set 2, Unit 6 and Appendix C

Determine the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues.	●	89; also covered in Set 1, pp. 143, 281
Use standard dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).	●	53, 93-95, 428-431; also covered in Set 1, pp. 151, 256
Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., <i>Give me a hand, scared silly, piece of cake</i> ).	●	53, 93-95; also covered in Set 1, pp. 151, 256
<b>Advanced</b>		
<i>The student will:</i>		
Acquire and use accurate, precise, and extensive vocabulary needed to: <ul style="list-style-type: none"> <li>• ask for and give advice, suggestions, permission, and reminders.</li> <li>• describe past routines, situations, and events.</li> <li>• propose hypothetical events and situations.</li> <li>• state intentions, possibilities, and probabilities.</li> <li>• comprehend content area words.</li> <li>• find another way to say something (e.g., circumlocution, synonyms).</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-8, e.g., pp. 49, 51-53, 59, 61-63, 420-421; also covered in Set 1, pp. 54, 78, 199-200
Use knowledge of root words and affixes to determine the meaning of most unknown grade-level words. (5R 1-4: PO1)	●	Standard is addressed throughout Set 2, Unit 6 and Appendix C
Determine the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues. (5R 1-4: PO2)	●	89; also covered in Set 1, pp. 143, 281
Use multiple reference aids, including a thesaurus, a synonym/antonym finder, a dictionary, and software to clarify word meanings and usage. (5R 1-4: PO5, PO6)	●	559, 532, 584
Determine the meaning of figurative and metaphorical use of words in context, including idiomatic expressions (e.g., <i>Make a mountain out of a molehill, "Scratching at the window with claws of pine, the wind wants in." Imogene Bolls, "Coyote Wind"</i> ). (5R 1-4: PO3, PO4)	●	53, 93-95, 428-431; also covered in Set 1, pp. 151, 256
Identify antonyms, synonyms, and <i>homographs</i> for given words within text. (5R 1-4: PO6)	●	Standard is addressed throughout Set 2, Units 6 and 7, e.g., pp. 331-332; also covered in Set 1, pp. 470, 619, 642

Fluency		
<b>Standard:</b> <i>The student will read with fluency and accuracy.</i>		
<b>Intermediate</b> <i>The student will:</i>		
<b>Sometimes</b> read aloud in <b>grade level</b> selected texts in ways that both reflect understanding of the text and engage the listeners.	●	Standard is addressed throughout Sets 1 and 2, Units 1-8
<b>Early Advanced</b> <i>The student will:</i>		
<b>Often</b> read aloud in <b>grade level</b> selected texts in ways that both reflect understanding of the text and engage the listeners.	●	Standard is addressed throughout Sets 1 and 2, Units 1-8
<b>Advanced</b> <i>The student will:</i>		
<b>Consistently</b> read aloud in <b>grade level</b> selected texts in ways that both reflect understanding of the text and engage the listeners.	●	Standard is addressed throughout Sets 1 and 2, Units 1-8
Comprehending Text		
<b>Standard:</b> <i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Identify the components and main problem or conflict of a plot and its resolution.	●	59
Create a simple table or chart that shows the characteristics of the following forms of literature (poetry, fiction, non-fiction).	●	Covered in Set 1: 173, 198
Identify the main ideas, key words, and important details in text that requires some level of inference.	●	Covered in Set 1: 452, 500, 526, 593, 603, 648-649
Identify stated cause and effect relationships in text.	●	Covered in Set 1: 453, 553-554, 604
Comprehend and follow a set of written multi-step instructions on routine procedures.	●	Covered in Set 1: 373, 450-451, 472, 475, 502
Distinguish facts from opinion in common persuasive text (e.g., ads, product labels).	●	105

Access and locate information through table of contents, indexes, and glossaries.	●	66, 146, 189, 202, 443, 497, 528, 530, 620, 635
<b>Early Advanced</b>		
<i>The student will:</i>		
Identify basic story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme.	●	505-506, 535-538
Identify the structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	●	53, 93, 426, 584; also covered in Set 1, pp. 118, 142-143
Identify the purpose, main ideas, key words, and important details in text that requires some level of inference.	●	Covered in Set 1: 452, 500, 526, 593, 603, 648-649
Identify stated or implied cause and effect relationships in text.	●	Covered in Set 1: 453, 553-554, 604
Comprehend and follow a set of written multi-step instructions to perform routine procedures or answer questions.	●	127, 158, 220, 282, 335
Identify persuasive words in text used to influence readers' opinions and actions.	●	105, 310, 531
Access and locate information through table of contents, indexes, glossaries, titles, and headings.	●	66, 146, 189, 202, 443, 497, 528, 530, 620, 635
<b>Advanced</b>		
<i>The student will:</i>		
Compare and contrast the plot, setting, characters, narration, theme, and author's techniques in a story to another selection and to the reader's experiences. (5 R 2-1: PO1-PO7)	●	505-506, 535-538
Describe meaning and characteristics of various forms of poetry (e.g., limerick, haiku, free verse) and fiction (e.g., novel, short story, essay, science fiction, fable). (5R 2-1: PO8, PO9)	●	55-59, 91, 93-94, 391-393, 563; also covered in Set 1, pp. 118, 198
Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (5R 3-1: PO1, PO8; 5R 3-3 PO1)	●	Standard is addressed implicitly throughout Set 2, Units 5-8; also covered in Set 1, pp. 368, 543-544, 581
Compare and contrast elements in reading selections about the same topic. (5R 3-1: PO9)	●	184, 281-282, 341

Comprehend and follow a set of written multi-step instructions to perform routine procedures, answer questions, or solve problems. (5R 3-2: PO2)	●	127, 158, 220, 282, 335
Identify the intended effect of persuasive words and strategies to influence readers' opinions and actions. (5R 3-3: PO2, PO3)	●	105, 310, 531
Access and locate specific information from informational and functional text by using organizational features of text, including contents, indexes, glossaries, titles, headings, captions, and key words. (5R 3-1: PO4; 5R 3-2: PO1) (5R 3-1: PO2, PO3, PO7 handled in Beginning through Early Advanced levels.)	●	66, 146, 189, 202, 426, 443, 528, 594, 620, 635, 646

## Writing: ELL I

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

Writing Applications		
<b>Standard:</b> <i>The student will express in writing his or her own thinking and ideas.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.	●	Covered in Set 1: 79, 249, 276, 328
<b>Early Advanced</b> <i>The student will:</i>		
Relate messages and short stories by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words.	●	Covered in Set 1: 79, 249, 276, 328
<b>Advanced</b> <i>The student will:</i>		
Relate messages and short stories by writing one to two simple sentences using key words that are posted and commonly used in the classroom. (W-R1: PO1 -PO3)	●	Covered in Set 1: 79, 249, 276, 328
Standard English Conventions		
<b>Standard:</b> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<b>Intermediate</b> <i>The student will:</i>		
Write, with support, 11 to 16 letters of the alphabet legibly.	●	Covered in Set 1: 56, 177, 297
Independently and legibly write 6 to 8 letters of the alphabet.	●	Covered in Set 1: 56, 177, 297
Write, with support, 2 to 3 words posted and commonly used in the classroom.	●	Covered in Set 1: 60, 81, 128, 252, 281
<b>Sometimes</b> write letters of given sounds.	●	Standard is addressed throughout Set 1, Units 1-4

Write self-selected key words.	●	Standard is addressed throughout Set 1, Units 1-4
<b>Sometimes</b> organize writing from left to right and top to bottom.	●	Standard is addressed throughout Set 1, Units 1-4
<b>Early Advanced</b> <i>The student will:</i>		
Write, with support, 17 to 22 letters of the alphabet legibly.	●	Covered in Set 1: 56, 177, 297
Independently and legibly write 7 to 10 letters of the alphabet.	●	Covered in Set 1: 56, 177, 297
Write, with support, 4 to 6 words posted and commonly used in the classroom, printing legibly, and spacing letters, words, and sentences.	●	Covered in Set 1: 60, 81, 128, 252, 281
<b>Often</b> write letters of given sounds.	●	Standard is addressed throughout Set 1, Units 1-4
Write his or her first and last name.	●	Covered in Set 1: 45, 61
<b>Often</b> organize writing from left to right and top to bottom.	●	Standard is addressed throughout Set 1, Units 1-4
<b>Advanced</b> <i>The student will:</i>		
Copy all of the letters of the alphabet legibly. (W-R3: PO1)	●	Covered in Set 1: 56, 177, 297
Independently and legibly write 15 to 16 of the letters of the alphabet.	●	Covered in Set 1: 56, 177, 297
Write, with support, 7 or more words posted and commonly used in the classroom, printing legibly, and spacing letters, words, and sentences. (W-R2: PO1)	●	Covered in Set 1: 60, 81, 128, 252, 281
<b>Consistently</b> apply letter-sound relationships to spell simple (CVC) words. (W-R2: PO1)	●	Standard is addressed throughout Set 1, Units 1-4
Write his or her first and last name and the names of family members.	●	Covered in Set 1: 45-46, 61
<b>Consistently</b> organize writing from left to right and top to bottom.	●	Standard is addressed throughout Set 1, Units 1-4

## Writing: ELL II

### Writing Applications

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

#### Intermediate

*The student will:*

Write <b>several</b> 3 to 4 word phrases and simple sentences about a personal experience generated from a group story.	●	Standard is addressed throughout Set 2, e.g., pp. 60, 63, 342; also covered in Set 1, pp. 353, 379, 427, 554
Report events sequentially using a topic sentence and concluding statement.	●	Standard is addressed throughout Set 2, e.g., pp. 49, 158-160, 573-574; also covered in Set 1, pp. 118, 153, 342, 444, 506, 539

#### Early Advanced

*The student will:*

Write 4 to 6 word simple sentences about events or characters from familiar stories read by the teacher.	●	Standard is addressed throughout Set 2, e.g., pp. 60, 63, 183-184, 215-216, 342; also covered in Set 1, pp. 353, 379, 427, 554
Report events sequentially using a topic sentence, transitional words, and concluding statement.	●	Standard is addressed throughout Set 2, e.g., pp. 49, 158-160, 573-574; also covered in Set 1, pp. 118, 153, 342, 444, 506, 539
Write a friendly letter that is organized and uses a proper format (e.g., heading, greeting, closing, addresses).	●	124, 156, 384, 430, 507, 596, 615

<b>Advanced</b>		
<i>The student will:</i>		
Use the writing process to write short personal experience narratives, friendly letters, and informational reports that are distinguished by: (W-F1, W-F3, W-F4, W-F6) <ul style="list-style-type: none"> <li>• the development of main idea that contains some supporting details.</li> <li>• an organization that has an identifiable beginning, middle, and ending, and places information in sensible order.</li> <li>• a voice appropriate for audience and purpose.</li> <li>• word choices that are accurate and understandable to audience.</li> <li>• varied simple sentences that flow smoothly.</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-6, e.g., pp. 108-110, 202-203, 443-444, 498, 531, 535-538, 564, 583-584, 611, 648
<b>Standard English Conventions</b>		
<b>Standard:</b> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Produce independent writing that uses basic English conventions outlined in the Advanced Level with some errors and difficulty in naturalness of expression.	●	Standard is addressed throughout Set 2, Units 5-6
<b>Often</b> accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.	●	Standard is addressed throughout Set 2, Units 5-6
In informal writing, use phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time.	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p. 91
<b>Early Advanced</b>		
<i>The student will:</i>		
Produce independent writing that uses basic English conventions outlined in the Advanced Level with some errors, although the errors do not interfere with communication.	●	Standard is addressed throughout Set 2, Units 5-6
<b>Consistently</b> accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.	●	Standard is addressed throughout Set 2, Units 5-6
Recognize and use knowledge of some spelling patterns (e.g., inflectional endings, orthographic patterns and rules, contractions) when writing.	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p. 91

<b>Advanced</b>		
<i>The student will:</i>		
Produce independent writing that uses basic English conventions with occasional errors, including: <ul style="list-style-type: none"> <li>• verb tenses (present and present progressive, past and past progressive, future, imperatives, modal auxiliaries).</li> <li>• punctuation (endings of sentences). (W-F2: PO2)</li> <li>• capitalization (sentence beginnings and proper nouns). (W-F2: PO3)</li> <li>• standard grammar and word usage (basic subject-verb agreement, complete sentences, correct verb tense, regular plurals, pronouns in the possessive, object and demonstrative forms, comparative and superlative structures, adverbs and prepositions). (W-F2: PO4)</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-6, e.g., p.p. 44-46, 53, 61-63, 243-245, 277-278, 296-298, 420-421, 447
Write legibly. (W-F2: PO5)	●	Standard is addressed throughout Set 2, Units 5-6
Write simple sentences independently to complete short writing tasks. (W-F2)	●	Standard is addressed throughout Set 2, Units 5-6
Spell words using regular phonogram patterns. (W-F2: PO1)	●	Standard is addressed throughout Set 2, Units 5-6
Spell high frequency words correctly. (W-F2: PO1)	●	Standard is addressed throughout Set 2, Units 5-6
<b>Research</b>		
<b><i>Standard:</i></b> <i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Gather and organize appropriate materials needed to complete a task.	●	219; also covered in Set 1, pp. 604-605
<b>Early Advanced</b>		
<i>The student will:</i>		
Make observations of objects, people, or events for a class project.	●	282-283, 454, 482
Accurately record observations in a field journal in his or her own words.	●	Covered in Set 1: 454, 482

<b>Advanced</b>		
<i>The student will:</i>		
Locate information in various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet). (W-F4; 3R 3-1: PO4)	●	147, 219, 283, 512-513; also covered in Set 1, pp. 604-605
Record observations and reword information into original, simple sentences arranged sequentially. (W-F4: PO1)	●	142, 145-147; also covered in Set 1, pp. 454, 482
List resources used by title. (W-F5: PO3)	●	512-513
<b>Writing: ELL III</b>		
<b>Writing Applications</b>		
<b><i>Standard:</i> The student will express in writing his or her own thinking and ideas.</b>		
<b>Intermediate</b>		
<i>The student will:</i>		
Use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by: <ul style="list-style-type: none"> <li>• identifiable main ideas that contains general supporting details.</li> <li>• simple organization with some relationship among ideas present and lapses in sequencing and use of transitions.</li> <li>• a voice that shows a developing awareness of audience (limited commitment to the topic).</li> <li>• ordinary, generic word choices (some misuse of word choice).</li> <li>• repetitive sentence patterns (occasional attempt at more complex structures).</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-6, e.g., pp. 60, 108-109, 443-444, 498, 535-538, 573-574, 584, 648; also covered in Set 1, pp. 79, 249, 276, 328
<b>Early Advanced</b>		
<i>The student will:</i>		
Use the writing process to create essays and formal communications of up to 3 paragraphs in various genres (expository, narrative, research) distinguished by: <ul style="list-style-type: none"> <li>• clear main ideas that address a purpose and contain some supporting details.</li> <li>• an organization that moves the reader through the sentences with little confusion.</li> <li>• a voice that is sincere and aware of audience and purpose.</li> <li>• accurate word choices appropriate to topic and audience.</li> <li>• some variety in sentence length and structure (limited control of complex sentences).</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-6, e.g., pp. 60, 108-109, 443-444, 498, 535-538, 584, 648

<b>Advanced</b>		
<i>The student will:</i>		
Use the writing process to create essays and formal communications of up to 4 paragraphs in various genres (expository, narrative, research) distinguished by: (W-E1: PO5; W-E2; W-E3; W-E4; W-E5; W-E6; W-E7)	●	Standard is addressed throughout Set 2, Units 5-6, e.g., pp. 60, 108-109, 443-444, 498, 535-538, 584, 648
<ul style="list-style-type: none"> <li>• clear and focused main ideas that include relevant supporting details.</li> <li>• an organization that enhances the central ideas with logical sequencing.</li> <li>• an individual, engaging voice appropriate to audience and purpose (commitment to the topic).</li> <li>• varied, descriptive word choices that adequately convey meaning.</li> <li>• variety in sentence length, structure, and complexity.</li> </ul>		
<b>Standard English Conventions</b>		
<b><i>Standard:</i></b> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with <b>some</b> errors that <b>occasionally</b> impede communication.	●	Standard is addressed throughout Set 2, Units 5-6
<b>Early Advanced</b>		
<i>The student will:</i>		
Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with <b>occasional</b> errors that rarely impede communication.	●	Standard is addressed throughout Set 2, Units 5-6

<b>Advanced</b>		
<i>The student will:</i>		
Produce independent writing that uses the following English conventions with <b>minor</b> errors that <b>do not</b> impede communication: <ul style="list-style-type: none"> <li>• verbs (irregular past, present perfect, present perfect progressive, present real conditional, habitual past). (E-W1: PO4)</li> <li>• punctuation (sentence endings, commas, quotations, apostrophes). (W-E1: PO2)</li> <li>• capitalization (titles, proper nouns, sentence beginnings, abbreviations). (W-E1: PO3)</li> <li>• standard grammar and usage (subject-verb agreement, simple/compound sentences, correct verb tense, irregular plurals, various pronouns). (W-E1:PO4)</li> <li>• differences between colloquial and written language and complete and incomplete sentences.</li> <li>• correct spelling. (W-E1: PO1)</li> </ul>	●	Standard is addressed throughout Set 2, Units 5-6, e.g., pp. 49, 65, 85, 124, 142, 203, 255, 422, 447, 456, 457, 506, 528, 596, 643
<b>Research</b>		
<b>Standard:</b> <i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i>		
<b>Intermediate</b>		
<i>The student will:</i>		
Collect information and organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers).	●	65, 219, 563, 583, 648; also covered in Set 1, pp. 604-605
<b>Early Advanced</b>		
<i>The student will:</i>		
Select the best resource(s) for needed information or a specific purpose.	●	65, 219, 563, 583, 648
Paraphrase information from a variety of sources using independent learning strategies (e.g., graphic organizers).	●	65, 219, 563, 583, 648
<b>Advanced</b>		
<i>The student will:</i>		
Locate specific information by using various organizational and graphic features of text. (5R 3-1: PO4, PO6)	●	90, 244, 426, 443-445, 528
Organize and integrate notes and distinguish between relevant/extraneous information, incorporating the information into a finished product that shows a point of view. (W-E8: PO1) (5R 3-1: PO5 is handled in Beginning through Early Advanced levels.)	●	563, 570, 584, 639, 644