

# ALIGNMENT

## ENGLISH-LANGUAGE DEVELOPMENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, 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 Development Standards for California Public Schools, Grades K-5 and the *Carousel of Ideas*, 4<sup>th</sup> Edition Program—Set 2 (Levels 5-8)

Intermediate ELD level = *Carousel* Levels 5-6  
 Early Advanced ELD level = *Carousel* Level 7  
 Advanced ELD level = *Carousel* Level 8

**NOTE:** Most standards listed below are introduced and then reinforced throughout Levels 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*.

Standard	Examples from select pages in the <i>Teacher’s Guide</i>	
<b>Listening and Speaking: Strategies and Applications</b>		
<b>Intermediate ELD level: Grades K-2</b>		
<b>Comprehension</b>		
Ask and answer instructional questions by using simple sentences.	●	62, 80, 175, 244, 313
Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	●	93, 116-117, 306-309
<b>Comprehension and Organization and Delivery of Oral Communication</b>		
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	●	140-141, 156, 317

Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	●	62, 84, 139, 295
Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	●	153, 280, 311, 342
<b>Intermediate ELD level: Grades 3-5</b>		
<b>Comprehension</b>		
Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).	●	76, 313, 399-400
Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	●	93, 116-117, 306-309
<b>Comprehension and Organization and Delivery of Oral Communication</b>		
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	●	140-141, 156, 317
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	●	62, 84, 139, 295
Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	●	153, 280, 311, 342
<b>Early advanced ELD level: Grades K-2</b>		
<b>Comprehension</b>		
Listen attentively to stories and information and orally identify key details and concepts.	●	424-426, 530-531, 535-538
<b>Comprehension and Organization and Delivery of Oral Communication</b>		
Retell stories in greater detail by including the characters, setting, and plot.	●	427, 508, 540
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	●	This standard is addressed implicitly throughout Levels 5-8.

● Standard is addressed

Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	●	410-411, 421-422, 500
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	●	413, 482-483, 528
Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).	●	420, 456, 510
<b>Early advanced ELD level: Grades 3-5</b>		
<b>Comprehension</b>		
Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	●	497-498, 530-531, 535-538
<b>Comprehension and Organization and Delivery of Oral Communication</b>		
Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.	●	427, 508, 540
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	●	This standard is addressed implicitly throughout Levels 5-8.
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	●	410-411, 421-422, 500
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	●	413, 482-483, 528
Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).	●	420, 456, 510
Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences.	●	126-127, 429-431; also covered in Set 1, p. 328

<b>Advanced ELD level: Grades K-2</b>		
<b>Comprehension</b>		
Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.	●	563, 569-570, 614, 635-636
Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately.	●	126-127, 571, also covered in Set 1, p. 643
<b>Comprehension and Organization and Delivery of Oral Communication</b>		
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	●	588-589, 648-649
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	●	564, 583, 611
Narrate and paraphrase events in greater detail by using more extended vocabulary.	●	559, 570, 583
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	●	This standard is addressed implicitly throughout Levels 5-8.
<b>Advanced ELD level: Grades 3-5</b>		
<b>Comprehension</b>		
Listen attentively to stories and information on topics; identify the main points and supporting details.	●	563, 569-570, 635-636
Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately.	●	126-127, 571, also covered in Set 1, p. 643
<b>Comprehension and Organization and Delivery of Oral Communication</b>		
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	●	588-589, 648-649

Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	●	564, 583, 611
Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.	●	530-532, 568-570, 594-596, 642-644, 648
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	●	This standard is addressed implicitly throughout Levels 5-8.
<b>Reading: Word Analysis</b>		
<b>Intermediate ELD level: Grades K-2</b>		
<b>Phonemic Awareness</b>		
Pronounce most English phonemes correctly while reading aloud.	●	This standard is addressed implicitly throughout Levels 5-8.
<b>English–Language Arts Content Standards</b>		
<b>Kindergarten: Phonemic Awareness</b>		
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	●	171, 294, 356; also covered in Set 1, pp. 381-383
<b>Grade One: Phonemic Awareness</b>		
1.5 Distinguish long- and short vowel sounds in orally stated single-syllable words (e.g., <i>bit/ bite</i> ).	●	Set 1: 381-382, 420-421, 496-497
1.6 Create and say a series of rhyming words, including consonant blends.	●	237; also covered in Set 1, pp. 91-92 and 252-253
1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).	●	Set 1: 671, Appendix C

<p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p>Set 1: 252, 383, 547</p> <p>Set 1: 383, 547</p>
<b>Decoding and Word Recognition</b>		
<p>Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p><b>English–Language Arts Content Standards</b> <b>Grade Two: Decoding and Word Recognition</b></p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p>171; also covered in Set 1, pp. 56, 74, 221, and 296</p> <p>65, 235; also covered in Set 1, p. 180</p>
<b>Concepts About Print</b>		
<p>Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p><b>English–Language Arts Content Standards</b> <b>Kindergarten</b></p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p><b>Grade One</b></p> <p>1.1 Match spoken words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>Set 1: 297, 490, 495; also covered throughout Levels 1-4 in Set 1—see p. 56 for explanation of activities</p> <p>55, 115, 247</p> <p>66, 93, 202</p> <p>146-147, 179, 189</p> <p>171, 186, 220, 253</p> <p>105, 112, 312</p> <p>108, 334-335</p> <p>47, 296, 384</p>

<b>Intermediate ELD level: Grades 3-5</b>		
<b>Phonemic Awareness</b>		
Pronounce most English phonemes correctly while reading aloud.	•	This standard is addressed implicitly throughout Levels 5-8.
<b>Decoding and Word Recognition</b>		
Use common English morphemes in oral and silent reading.	•	This standard is addressed implicitly throughout Levels 5-8.
<b>Early advanced ELD level: Grades K-2</b>		
<b>Phonemic Awareness and Decoding and Word Recognition</b>		
Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	•	This standard is addressed implicitly throughout Levels 5-8.
<p><b>English–Language Arts Content Standards</b></p> <p><b>Kindergarten: Phonemic Awareness</b></p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p>	<ul style="list-style-type: none"> <li>•</li> <li>• 524; also covered in Set 1, p. 252 and Appendix C</li> <li>• 294; also covered in Set 1, pp. 296 and 383</li> <li>• Set 1: 297, 383, 673, Appendix C</li> <li>• This standard is addressed implicitly throughout Levels 5-8.</li> <li>• 312; also covered in Set 1, p. 547 and Appendix C</li> </ul>	

• Standard is addressed

<p><b>Grade Two</b></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel consonant-vowel = <i>su/per</i>; vowel consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 66, 93, 105</li> <li>• This standard is addressed implicitly throughout Levels 5-8.</li> <li>• 93, 108, 253</li> <li>• 140-141, 173-174</li> <li>• 45, 53, 76</li> </ul>
<p>Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p><b>English–Language Arts Content Standards</b>  <b>Kindergarten: Decoding and Word Recognition</b></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• This standard is addressed implicitly throughout Levels 5-8.</li> <li>• This standard is addressed throughout Levels 1-4 (Set 1).</li> <li>• 66, 113, 397</li> <li>• Set 1: 252</li> </ul>

<p><b>Grade One: Decoding and Word Recognition</b></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>171; also covered in Set 1, pp. 297, 382-383, and 420-421</p> <p>113, 178, 397</p> <p>53, 146, 317</p> <p>53, 65, 178, 274</p> <p>61, 122, 301-302</p> <p>Appendix C</p> <p>45, 53, 76</p>
<p><b>Early advanced ELD level: Grades 3-5</b></p>		
<p><b>Phonemic Awareness and Decoding and Word Recognition</b></p>		
<p>Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>This standard is addressed implicitly throughout Levels 5-8.</p>

<b>Advanced ELD level: Grades K-2</b>		
<b>Decoding and Word Recognition</b>		
Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	•	563, 583, 635-636
<b>English–Language Arts Content Standards</b>		
<b>Kindergarten</b>		
1.14 Match all consonant and short vowel sounds to appropriate letters.	•	This standard is addressed throughout Levels 1-4 (Set 1).
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	•	563, 583, 635-636
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	•	Set 1: 252
<b>Grade One</b>		
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	•	171; also covered in Set 1, pp. 297, 382-383, and 420-421
1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	•	178, 397, 583
1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter sound associations to read words.	•	317, 635, 647
1.13 Read compound words and contractions.	•	557, 583, 616-617
1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).	•	61, 122, 301-302
1.15 Read common word families (e.g., <i>-ite, -ate</i> ).	•	Appendix C
1.16 Read aloud with fluency in a manner that sounds like natural speech.	•	557, 584, 615

• Standard is addressed

<p><b>Grade Two</b></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel consonant-vowel = <i>su/per</i>, vowel-consonant/ consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>66, 93, 105</p> <p>This standard is addressed implicitly throughout Levels 5-8.</p> <p>563, 635, 648</p> <p>443, 583, 586, 611</p> <p>140-141, 173-174, 448</p>
<b>Advanced ELD level: Grades 3-5</b>		
<b>Decoding and Word Recognition</b>		
<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>563, 583, 635-636</p>
<b>Reading: Fluency and Systematic Vocabulary Development</b>		
<b>Intermediate ELD level: Grades K-2</b>		
<b>Vocabulary and Concept Development</b> ( <i>The standards are also addressed in “Listening and Speaking.”</i> )		
<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*</p> <p><small>*Teachers are to monitor English learners’ acquisition of English and provide correction so that kindergarten students working at the advanced ELD level and students in all other grades working at the early advanced level will have internalized English-language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.</small></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>This standard is addressed implicitly throughout Levels 5-8.</p>

Use decoding skills to read more complex words independently.	●	66, 146, 202
<b>English–Language Arts Content Standards</b>		
<b>Grade One</b>		
1.17 Classify grade appropriate categories of words (e.g., concrete collections of animals, foods, toys).	●	52-53, 82, 294
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).	●	49-50, 90, 336
<b>English–Language Arts Content Standards</b>		
<b>Kindergarten</b>		
1.18 Describe common objects and events in both general and specific language.	●	49-50, 90, 336
Apply knowledge of content-related vocabulary to discussions and reading.	●	76, 88, 105
<b>Vocabulary and Concept Development and Decoding and Word Recognition</b>		
Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove</i> , <i>jumping</i> ).	●	154-155, 218-219, 304; Appendix C
<b>Intermediate ELD level: Grades 3-5</b>		
<b>Vocabulary and Concept Development</b> ( <i>The standards are also addressed in “Listening and Speaking.”</i> )		
Create a simple dictionary of frequently used words.	●	76, 201, 237, 266
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.	●	This standard is addressed implicitly throughout Levels 5-8.
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	●	This standard is addressed implicitly throughout Levels 5-8.
*Teachers are to monitor English learners’ acquisition of English and provide correction so that kindergarten students working at the advanced ELD level and students in all other grades working at the early advanced level will have internalized English-language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.		

● Standard is addressed

Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	●	146, 202, 223, 391
Use content-related vocabulary in discussions and reading.	●	76, 88, 105
<b>Vocabulary and Concept Development and Decoding and Word Recognition</b>		
Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i> ).	●	154-155, 218-219, 301, 304
<b>Early advanced ELD level: Grades K-2</b>		
<b>Vocabulary and Concept Development</b>		
Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i> ) in stories or games.	●	332, 358
Use simple prefixes and suffixes when they are attached to known vocabulary.	●	304, 478-479, 524, 539, Appendix C
<b>English–Language Arts Content Standards Grade Two</b> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i> ).	●	304, 478-479, 524, 539, Appendix C
Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	●	443, 512-513, 533
<b>Early advanced ELD level: Grades 3-5</b>		
<b>Vocabulary and Concept Development</b>		
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	●	This standard is addressed implicitly throughout Levels 5-8.
Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i> ) in literature and texts in content areas.	●	89; also covered in Set 1, pp. 143 and 281
Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i> ).	●	478-479, 524, 542
Use a standard dictionary to find the meaning of known vocabulary.	●	412, 495, 528

● Standard is addressed

Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas.	●	93-94, 152, 206
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	●	443, 512-513, 533
Recognize some common idioms (e.g., “scared silly”) in discussions and reading.	●	430, 537
Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	●	53, 161, 449
<b>Advanced ELD level: Grades K-2</b>		
<b>Vocabulary and Concept Development</b>		
Explain common antonyms and synonyms.	●	332-333, 358-360, 495
<b>English–Language Arts Content Standards</b> <b>Grade Two</b> 1.7 Understand and explain common antonyms and synonyms.	●	332-333, 358-360, 495
Recognize words that have multiple meanings in texts.	●	89; also covered in Set 1, pp. 143 and 281
<b>English–Language Arts Content Standards</b> <b>Grade Two</b> 1.10 Identify simple multiple-meaning words.	●	89; also covered in Set 1, pp. 143 and 281
Apply knowledge of academic and social vocabulary to achieve independent reading.	●	563, 583, 635-636
<b>English–Language Arts Content Standards</b> <b>Grade Two</b> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	●	563, 583, 635-636
Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.	●	563, 583

● Standard is addressed

<b>Decoding and Word Recognition</b>		
<b>English–Language Arts Content Standards</b>		
<b>Kindergarten</b>		
1.14 Match all consonant and short vowel sounds to appropriate letters.	•	This standard is addressed throughout Levels 1-4 (Set 1).
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	•	563, 583, 635-636
1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).	•	Set 1: 252
<b>Grade One</b>		
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	•	171; also covered in Set 1, pp. 297, 382-383, and 420-421
1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	•	178, 397, 583
1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter sound associations to read words.	•	317, 635, 647
1.13 Read compound words and contractions.	•	557, 583, 616-617
1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).	•	61, 122, 301-302
1.15 Read common word families (e.g., <i>-ite, -ate</i> ).	•	Appendix C
1.16 Read aloud with fluency in a manner that sounds like natural speech.	•	557, 584, 615

<p><b>Grade Two</b></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/ consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>66, 93, 105</p> <p>This standard is addressed implicitly throughout Levels 5-8.</p> <p>563, 635, 648</p> <p>443, 583, 586, 611</p> <p>140-141, 173-174, 448</p>
<b>Advanced ELD level: Grades 3-5</b>		
<b>Vocabulary and Concept Development</b>		
Apply knowledge of common root words and affixes when they are attached to known vocabulary.	•	This standard is addressed implicitly throughout Levels 5-8.
Recognize that some words have multiple meanings and apply this knowledge consistently.	•	This standard is addressed implicitly throughout Levels 5-8.
Apply knowledge of academic and social vocabulary to achieve independent reading.	•	563, 583, 635-636
Use common idioms, some analogies, and metaphors in discussion and reading.	•	93-94, 571, 644
Use a standard dictionary to determine the meaning of unknown words.	•	559, 584, 632
Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.	•	161, 563, 583

<b>Reading: Reading Comprehension</b>		
<b>Intermediate ELD level: Grades K-2</b>		
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>		
Read stories and respond orally in simple sentences to factual comprehension questions about the stories.	●	66, 93, 397
While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	●	66, 146, 189, 337; also covered in Set 1, p. 228
Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.	●	88-89, 150-151, 182-183
<b>Comprehension</b>		
Write captions or phrases for drawings related to a story.	●	53, 119, 124
Understand and follow some multiple-step directions for classroom-related activities.	●	127, 158, 220, 282, 335
<b>Intermediate ELD level: Grades 3-5</b>		
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>		
Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”).	●	150-151, 248-250, 392, 397
Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	●	66, 146, 189, 202, 528
Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	●	108-110, 202-203
<b>Comprehension</b>		
Read and use more detailed sentences to describe orally the relationships between text and one’s own experiences.	●	278-279, 306-309
Understand and follow some multiple-step directions for classroom-related activities.	●	127, 158, 220, 335

<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>		
Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	●	224-225, 531; also covered in Set 1, pp. 604-605
<b>Early advanced ELD level: Grades K-2</b>		
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>		
Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.	●	443, 498, 531
Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.	●	531, 535-538
Write a brief summary (three or four complete sentences) of a story.	●	444, 506, 539
<b>Comprehension</b>		
Read and use basic text features, such as the title, table of contents, and chapter headings.	●	443, 497, 530
<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>		
Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.	●	444, 498, 531
<b>Early advanced ELD level: Grades 3-5</b>		
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>		
Describe the main ideas and supporting details of a text.	●	443-444, 498, 535-538
Generate and respond to comprehension questions related to the text.	●	56-60, 147, 248-250, 280, 635-636
Describe relationships between the text and one's personal experience.	●	424-425, 451-452, 535-538
<b>Comprehension</b>		
Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.	●	426, 443, 528

<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>		
Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.	●	443, 528, 535-538
Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.	●	531, 538, 584
<b>Structural Features of Informational Materials</b>		
Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.	●	90, 224, 444, 445
<b>Advanced ELD level: Grades K-2</b>		
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>		
Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.	●	563, 583, 648
<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>		
Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.	●	189, 528, 594, 620, 635
<b>Advanced ELD level: Grades 3-5</b>		
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>		
Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.	●	584, 594, 598, 620
<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>		
Describe main ideas and supporting details, including supporting evidence.	●	108-109, 584, 648
Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.	●	189, 528, 594, 620, 635, 646

<b>Structural Features of Informational Materials</b>		
Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect.	●	90, 224, 444, 445
<b>Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique, and Structural Features of Informational Materials</b>		
Distinguish fact from opinion and inference and cause from effect in text.	●	224, 371-373, 392, 396-397, 584; also covered in Set 1, pp. 604 and 625
<b>Reading: Literary Response and Analysis</b>		
<b>Intermediate ELD level: Grades K-2</b>		
<b>Narrative Analysis of Grade-Level-Appropriate Text</b> ( <i>The standards are also addressed in “Word Analysis, Fluency, and Systematic Vocabulary Development.”</i> )		
Use expanded vocabulary and descriptive words in oral and written responses to simple texts.	●	53, 118-119, 210
<b>Narrative Analysis of Grade-Level-Appropriate Text</b> ( <i>The standards are also addressed in “Reading Comprehension.”</i> )		
Read simple poetry and use simple sentences in answering factual comprehension questions.	●	93, 108-109, 206
<b>Intermediate ELD level: Grades 3-5</b>		
<b>Narrative Analysis of Grade-Level-Appropriate Text</b> ( <i>The standards are also addressed in “Word Analysis, Fluency, and Systematic Vocabulary Development.”</i> )		
Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	●	53, 118-119, 210
<b>Narrative Analysis of Grade-Level-Appropriate Text</b> ( <i>The standards are also addressed in “Reading Comprehension.”</i> )		
Apply knowledge of language to derive meaning from literary texts and comprehend them.	●	66, 279, 341

<b>Early advanced ELD level: Grades K-2</b>		
<b>Structural Features of Literature</b>		
Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	●	53, 193, 449, 524
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>		
Read a literary selection and orally identify the literary elements of plot, setting, and characters.	●	505-506, 535-538
Read a story and identify the beginning, middle, and end.	●	58, 90, 341-342
<b>Early advanced ELD level: Grades 3-5</b>		
<b>Structural Features of Literature</b>		
Identify and describe figurative language (e.g., similes, metaphors, and personification).	●	426, 429, 430-431, 537
Distinguish between literary connotations and symbols from culture to culture.	●	206-207, 216, 431
Read a literary selection and orally identify metaphors and similes.	●	93-94, 152, 206
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>		
Identify the motives of characters in a work of fiction.	●	425, 505, 537-538
Recognize and describe themes stated directly in a text.	●	505-506, 523, 537-538
Read a literary selection and orally identify the speaker or narrator by using simple sentences.	●	150
Read a literary selection and orally identify the main conflict in the plot and its resolution.	●	56-59, 247-250, 535-538
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>		
Recognize the difference between the first-person and third-person points of view in a literary text.		

<b>Advanced ELD level: Grades K-2</b>		
<b>Narrative Analysis of Grade-Level-Appropriate Text</b> ( <i>The standards are also addressed in “Reading Comprehension.”</i> )		
Read a variety of children’s literature and respond to it both orally and in writing.	●	569-570, 595-596, 642-643
<b>Structural Features of Literatures</b>		
Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).	●	53, 93, 426, 584; also covered in Set 1, pp. 118 and 142-143
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>		
Compare and contrast different authors’ use of literary elements.		
<b>Advanced ELD level: Grades 3-5</b>		
<b>Structural Features of Literature</b>		
Describe the major characteristics of poetry, drama, fiction, and nonfiction.	●	55-59, 91, 93-94, 391-393, 563; also covered in Set 1, pp. 118 and 198
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>		
Identify various techniques to influence readers’ perspectives and evaluate the author’s use of the techniques.	●	584, 644
Recognize and describe themes stated directly or implied in literary texts.	●	584, 644, 648
Compare and contrast the motives of characters in a work of fiction.	●	622
<b>Writing: Strategies and Applications</b>		
<b>Intermediate ELD level: Grades K-2</b>		
<b>Organization and Focus</b>		
Write short narrative stories that include the elements of setting and characters.	●	124, 156, 384

Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	●	49, 85, 156
Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	●	188, 203, 373
Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	●	91, 160, 310
Write a friendly letter of a few lines.	●	64, 110, 310
<b>Intermediate ELD level: Grades 3-5</b>		
<b>Organization and Focus</b>		
Narrate with some detail a sequence of events.	●	118, 153, 342
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	●	156, 203, 373
Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	●	53, 236, 283, 317
Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)	●	188, 203, 373
Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	●	91, 156, 317
Write a letter independently by using detailed sentences.	●	64, 110, 310
<b>Early advanced ELD level: Grades K-2</b>		
<b>Organization and Focus</b>		
Write short narratives that include elements of setting, characters, and events.	●	430, 507
Proceed through the writing process to write short paragraphs that maintain a consistent focus.	●	444, 495, 499, 512-514
Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	●	444, 495, 499

● Standard is addressed

Write a formal letter.	●	310; also covered in Set 1: 358-359
<b>Organization and Focus, Evaluation and Revision</b>		
Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)	●	422, 456-457, 507
<b>Early advanced ELD level: Grades 3-5</b>		
<b>Organization and Focus</b>		
Write a detailed summary of a story.	●	444, 506, 539
Arrange compositions according to simple organizational patterns.	●	430, 512-514, 531-532
Independently write simple responses to literature.	●	506, 539
Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	●	444, 495, 499
Independently write a persuasive letter with relevant evidence.	●	310
<b>Organization and Focus, Evaluation and Revision</b>		
Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.	●	512-514, 531
<b>Advanced ELD level: Grades K-2</b>		
<b>Organization and Focus</b>		
Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	●	570, 639
Write short narratives that describe the setting, characters, objects, and events.	●	596, 615, 643
<b>Organization and Focus, Evaluation and Revision</b>		
Produce independent writing by using correct grammatical forms.	●	567, 596, 639
Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	●	531, 573-574

● Standard is addressed

<b>Advanced ELD level: Grades 3-5</b>		
<b>Organization and Focus</b>		
Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	●	563, 570, 639
Write a persuasive composition by using standard grammatical forms.	●	105, 531
Write narratives that describe the setting, characters, objects, and events.	●	596, 615, 643
<b>Organization and Focus, Evaluation and Revision</b>		
Write multiple-paragraph narrative and expository compositions by using standard grammatical forms.	●	573-574, 596
Independently use all the steps of the writing process.	●	573-574
<b>Writing: English-Language Conventions</b>		
<b>Intermediate ELD level: Grades K-2</b>		
<b>Capitalization, Punctuation, and Spelling</b>		
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	●	49, 85, 203
<b>Sentence Structure, Grammar, and Spelling</b>		
Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	●	124, 142, 255
<b>Intermediate ELD level: Grades 3-5</b>		
<b>Capitalization, Punctuation, and Spelling</b>		
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	●	49, 85, 203
<b>Sentence Structure, Grammar, and Spelling</b>		
Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	●	124, 142, 255

<b>Early advanced ELD level: Grades K-2</b>		
<b>Capitalization, Punctuation, and Spelling</b>		
Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.	●	422, 456-457, 495
<b>Sentence Structure, Grammar, and Spelling</b>		
Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	●	456-457, 506, 528
<b>Punctuation, Capitalization, and Spelling</b>		
Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).	●	444, 495, 499, 513
<b>English–Language Arts Content Standards</b>		
<b>Grade One:</b>		
<b>Spelling</b>		
1.8 Spell three and four-letter short-vowel words and grade-level appropriate sight words correctly.	●	This standard is addressed implicitly throughout Levels 5-8.
<b>Grade Two</b>		
1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ).	●	This standard is addressed implicitly throughout Levels 5-8.
<b>Early advanced ELD level: Grades 3-5</b>		
<b>Capitalization, Punctuation, and Spelling</b>		
Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	●	422, 456-457, 495
<b>Sentence Structure, Grammar, and Spelling</b>		
Use standard word order but may have more consistent grammatical forms, including inflections.	●	456-457, 506, 528
<b>Punctuation, Capitalization, and Spelling</b>		
Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).	●	444, 495, 499, 513

● Standard is addressed

<b>English–Language Arts Content Standards</b>		
<b>Grade Three: Spelling</b>		
1.8 Spell correctly one syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i> ).	•	This standard is addressed implicitly throughout Levels 5-8.
1.9 Arrange words in alphabetic order.	•	513; also covered in Set 1, pp. 150, 496, and 501
<b>Grade Four</b>		
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	•	This standard is addressed implicitly throughout Levels 5-8.
<b>Advanced ELD level: Grades K-2</b>		
<b>Sentence Structure and Grammar</b>		
Use complete sentences and correct word order.	•	567, 615, 643
<b>Grammar</b>		
Use correct parts of speech, including correct subject/verb agreement.	•	596, 643, 648
<b>Capitalization, Punctuation, and Spelling</b>		
Edit writing for punctuation, capitalization, and spelling.	•	49, 110, 513, 574
<b>Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling</b>		
Produce writing that demonstrates a command of the conventions of standard English.	•	567, 615, 639
<b>Advanced ELD level: Grades 3-5</b>		
<b>Sentence Structure and Grammar</b>		
Use complete sentences and correct word order.	•	563, 615, 643
<b>Grammar</b>		
Use correct parts of speech, including correct subject/verb agreement.	•	596, 643, 648

• Standard is addressed

<b>Capitalization, Punctuation, and Spelling</b>		
Edit writing for punctuation, capitalization, and spelling.	●	49, 110, 513, 574
<b>Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling</b>		
Produce writing that demonstrates a command of the conventions of standard English.	●	567, 615, 639

● Standard is addressed