

ALIGNMENT

ENGLISH LANGUAGE DEVELOPMENT STANDARDS, GRADES K-5 FOR THE STATE OF NORTH CAROLINA

AND

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



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



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**Alignment: North Carolina English Language Development Standards, Grades K-5
and *Carousel of Ideas*, 4th Edition – Set 1 (Units 1-4)**

NL=*Carousel* Units 1-2

NH=*Carousel* Units 1-2

IL= *Carousel* Units 3-4

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

Standard		Examples from select pages in the <i>Teacher’s Guide</i>
KINDERGARTEN		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.	●	45, 54
NL 1.02 Follow one-step, simple directions with modeling and prompting.	●	51, 72
NL 1.03 Physically demonstrate comprehension to familiar greetings, locations, and classroom objects with modeling and prompting.	●	71, 72, 81
NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.	●	81, 105, 163, 189
NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.	●	137, 190, 243, 291

● Standard is addressed

NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.	●	146, 174, 225
IL 1.01 Listen and respond to most questions on familiar topics, greetings, and phrases spoken distinctly at normal speed with occasional restatement.	●	417, 490, 518, 591
IL 1.02 Understand and follow one-step and two-step familiar directions when spoken distinctly at a normal speed.	●	334, 399, 573, 643
IL 1.03 Listen to familiar stories told or read and identify elements of a story following direct instruction.	●	352-353, 478
IL 1.04 Demonstrate comprehension of main idea of an oral presentation following direct instruction.	●	649-650
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
NL 2.01 Use a variety of non-verbal communication strategies to ask questions and express own ideas or thoughts with prompting and modeling (e.g., draw, match objects, point to answer, play games).	●	55, 69, 139
NL 2.02 Produce non-verbal responses to indicate comprehension of familiar text told or read to them with prompting and modeling (e.g., pictures, drama).	●	54, 78
NL 2.03 Use a variety of non-verbal communication strategies to present own ideas or thoughts with prompting and modeling (e.g., draw objects, other media).	●	69, 73, 99
NL 2.04 Repeat modeled language spoken in a slow, distinct speed.	●	50, 96
NH 2.01 Use a variety of non-verbal communication strategies, in addition to simple words and phrases, to ask questions and express own ideas or thoughts with prompting and modeling (e.g., match objects, point to answer, draw pictures).	●	179, 237, 248, 265
NH 2.02 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.	●	142, 174, 199, 273

NH 2.03 Begin to speak with a few words, using some English phonemes and rudimentary grammatical forms with prompting and modeling.	●	165, 293, 295
IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.	●	483, 549, 604
IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.	●	352, 427
IL 2.03 Begin to be understood when speaking, but may have some inconsistent use of grammatical forms and sounds in English with periods of momentary silence.	●	This standard is addressed implicitly throughout Units 1-4
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
NL 3.01 Hold print materials in correct position with modeling.	●	53-55
NL 3.02 Point to the front and back of a book with modeling.	●	53, 77
NL 3.03 Begin to distinguish letters from other written symbols	●	56, 74, 126
NL 3.04 Use pictures to identify characters from a familiar story or text with instructional support.	●	54, 78-79
NH 3.01 Point to the title.	●	70, 77, 123, 198
NH 3.02 Point to where to begin reading a story.	●	55, 78, 247-248
NH 3.03 Demonstrate directionality (left to right) with modeling.	●	57
NH 3.04 Identify a few letters of the alphabet.	●	74, 148-149
NH 3.05 Identify own name in print.	●	This standard is addressed implicitly throughout Units 1-4
NH 3.06 Use pictures and limited verbal responses to identify character and setting in simple familiar texts.	●	174-175, 225, 248
IL 3.01 Know concepts of a word and that sentences are made up of separate words.	●	504

● Standard is addressed

IL 3.02 Distinguish and identify letters and words.	●	344, 376, 382-383
IL 3.03 Point to first and last words on a page.	●	349, 353
IL 3.04 Point to one word, two words on page with modeling.	●	351, 452
IL 3.05 Point to a period.	●	449-450
IL 3.06 Recognize English phonemes that correspond to phonemes students already hear and produce in the native language.	●	This standard is addressed implicitly throughout Units 1-4
IL 3.07 Identify 12 upper or lower case letters.	●	381-382, 490-491 <i>Note: Students learn all upper case and lower case letters in Units 1-2</i>
IL 3.08 Identify a few words in environmental print.	●	382, 475, 481, 502
IL 3.09 Make simple statements about a character, setting or event in a text commensurate with student's English language proficiency level.	●	453, 554, 578
COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
NL 4.01 Begin to use writing instrument with teacher modeling (e.g., pencil, crayon).	●	46
NL 4.02 Copy or trace letters with assistance when writing.	●	56, 74
NL 4.03 Copy first name using a model.	●	61
NH 4.01 Use writing instruments to draw or express simple ideas with assistance.	●	128
NH 4.02 Use letter-like forms or random letters to write messages.	●	This standard is addressed implicitly in Unit 1
NH 4.03 Print first name, lower or uppercase, and a few other letters with assistance.	●	61, 101, 148
IL 4.01 Use writing instruments to draw or express simple ideas with occasional assistance.	●	353, 472, 503
IL 4.02 Continue to use letter-like forms or random letters to write messages.	●	This standard is addressed implicitly in Unit 1

IL 4.03 Copy words posted and commonly used in the classroom (e.g., environmental print, word wall words).	●	345, 623, 628
IL 4.04 "Reads" or interprets own writing with teacher modeling.	●	530-531, 554, 653
GRADE 1		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.	●	45, 54
NL 1.02 Follow one-step, simple directions with modeling and prompting.	●	72, 51
NL 1.03 Listen to and physically demonstrate comprehension of familiar greetings, locations, and classroom objects with modeling and prompting.	●	71-72, 81
NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read to them and respond using physical actions or other means of non-verbal communication with modeling and prompting.	●	54, 78
NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.	●	81, 105, 163, 189
NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.	●	137, 190, 243, 291
NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.	●	146, 174, 225
IL 1.01 Listen and respond to most questions on familiar topics, greetings, and phrases when spoken distinctly at normal speed; requires occasional restatement.	●	490, 518, 614
IL 1.02 Understand and follow one-step and two-step familiar directions when spoken distinctly at a slightly slower speed.	●	334, 573
IL 1.04 Listen to familiar stories told or read and identify elements of a story following direct instruction.	●	352-353, 478

IL 1.05 Demonstrate comprehension of main idea of an oral presentation following direct instruction.	●	649-650
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).	●	55, 69, 139
NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, games).	●	69, 73, 99
NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read with prompting and modeling (e.g., pictures, drama).	●	54, 78
NL 2.04 Use a variety of non-verbal communication strategies to present own ideas or thoughts with prompting and modeling (e.g., draw objects and other media).	●	69, 73, 99
NL 2.05 Repeat modeled language spoken in a slow distinct speed.	●	50, 96
NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, or draw pictures).	●	165, 293, 295
NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.	●	179, 237, 248, 265
NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions, and illustrative objects with modeling and prompting.	●	142, 174, 199, 273
NH 2.04 Begin to speak with a few words, using some English phonemes and rudimentary English grammatical forms with prompting and modeling.	●	165, 293, 295

IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.	●	483, 549, 604
IL 2.02 Use limited vocabulary to carry on discourse with some momentary silence.	●	471, 482
IL 2.03 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.	●	352, 427, 526, 554
IL 2.04 Use limited vocabulary to participate in discussions.	●	428, 519, 600
IL 2.05 Begin to be understood when speaking, but may have some inconsistent use of grammatical forms and sounds in English with periods of momentary silence.	●	This standard is addressed implicitly throughout Units 1-4
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
NL 3.01 Point to the front and back of the book through teacher modeling.	●	53, 77
NL 3.02 Understand that printed text provides information.	●	This standard is addressed implicitly throughout Units 1-4
NL 3.03 Recognize English phonemes that correspond to phonemes students already hear and produce in their native language.	●	This standard is addressed implicitly throughout Units 1-4
NL 3.04 Begin to distinguish letters from other written symbols.	●	56, 74, 126
NL 3.05 Identify first name in print (e.g., point, select).	●	This standard is addressed implicitly throughout Units 1-4
NL 3.06 Respond to picture books or stories read to them, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	●	54, 78
NL 3.07 Read simple poems, rhymes, songs, and lines from text chorally.	●	73, 78, 142-143

● Standard is addressed

NL 3.08 Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	●	46, 82
NH 3.01 Point to the title of the book and where to begin reading the story.	●	77, 123, 247-248
NH 3.02 Follow the text from left to right and from top to bottom with assistance.	●	This standard is addressed implicitly throughout Units 1-4
NH 3.03 Produce English phonemes that correspond to phonemes students already hear and produce in their native language.	●	This standard is addressed implicitly throughout Units 1-4
NH 3.04 Distinguish between letters of the alphabet, words, and sentences.	●	383, 505-506
NH 3.05 Identify first and last name in print.	●	This standard is addressed implicitly throughout Units 1-4
NH 3.06 Respond orally to below grade-level stories read to them by answering factual comprehension questions using one or two word responses (e.g., who, what, when, and where).	●	78, 174, 248
NH 3.07 Recite familiar simple poems, rhymes, and songs while pointing to corresponding text.	●	144, 252
NH 3.08 Draw and label pictures related to a familiar story, topic, or experience.	●	83, 147
NH 3.09 Distinguish initial and final sounds in one-syllable words.	●	Units 1-2: 74, 296-297 (beginning sounds only) <i>Note: ending sounds are introduced in Unit 3</i> Unit 3: 344, 383 (beginning and ending sounds)
NH 3.10 Identify most letters of the alphabet.	●	296-297

NH 3.11 Identify a few high-frequency words in environmental print and familiar text.	●	78, 142, 248 <i>Note: High-frequency words are integrated throughout Units 1-4.</i>
IL 3.01 Identify all parts of the book with little assistance.	●	452-453, 476-478
IL 3.02 Follow the text from left to right and top to bottom with some assistance.	●	This standard is addressed implicitly throughout Units 1-4
IL 3.03 Recognize phonemes that do not correspond to sounds students hear and produce in their native language with modeling and prompting.	●	This standard is addressed implicitly throughout Units 1-4
IL 3.04 Recognize that sentences in print are made up of separate words.	●	504, 506
IL 3.05 Identify basic punctuation marks with some assistance.	●	449-450, 580-581
IL 3.06 Read familiar patterned text and respond orally by answering factual comprehension questions using one or two word responses (e.g., who, what, when, where, how).	●	378, 427, 453, 553
IL 3.07 Identify rhyming words through simple poems, rhymes, and songs.	●	530-531, 602
IL 3.08 Write labels or phrases for drawings related to a story with instructional support and some assistance.	●	379, 478, 554
IL 3.09 Recognize most beginning consonant letter-sound associations in one syllable words.	●	383, 547 <i>Note: Students learn beginning consonant sounds throughout Set 1</i>
IL 3.10 Recognize and name all upper and lowercase letters of the alphabet.	●	490, 493, 500
IL 3.11 Identify some emergent high-frequency words in familiar text.	●	427, 568, 596 <i>Note: High-frequency words are integrated throughout Set 1.</i>
IL 3.12 Read common word families with inconsistencies.	●	530
IL 3.13 Retell text read aloud at the student's reading level.	●	603
IL 3.14 Distinguish long and short vowel sounds in orally stated single-syllable words with some assistance (e.g. bit/bite).	●	381, 420-421, 496-497

COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
NL 4.01 Copy the English alphabet legibly and space letters.	●	80, 101, 150
NL 4.02 Distinguish and write upper and lowercase letters of the alphabet attending to the form and proper spacing of the letters.	●	297
NL 4.03 Copy words posted and commonly used in the classroom (e.g., environmental print and prewriting strategies).	●	61, 103
NL 4.04 Copy simple sentences related to topic.	●	81
NL 4.05 Copy first name.	●	61
NL 4.06 Write by moving from left to right and from top to bottom.	●	This standard is addressed implicitly throughout Units 1-4
NL 4.07 Check copying for accuracy.	●	76, 101
NH 4.01 Write at least 12 upper and lowercase letters of the alphabet, focusing on the form, with assistance.	●	177, 297
NH 4.02 Copy short phrases and high-frequency first grade words.	●	60, 128, 252, 281 <i>Note: High-frequency words are integrated throughout Units 1-4</i>
NH 4.03 Write first and last name independently.	●	61
NH 4.04 Write a phrase or simple sentence.	●	181, 257, 325
NH 4.05 Make simple corrections as indicated by teacher or other student.	●	324-325
IL 4.01 Write all 26 upper or lowercase letters of the alphabet with instructional support.	●	490, 495
IL 4.02 Use letters and phonetically spelled words.	●	383, 547
IL 4.03 Use temporary spelling for some of the sounds heard.	●	This standard is addressed implicitly throughout Units 1-4

● Standard is addressed

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IL 4.04 Spell some emergent high-frequency words correctly.	●	569, 527, 606, 653 <i>Note: High-frequency words are integrated throughout Units 1-4</i>
IL 4.05 Use subject and verb when writing a simple sentence with assistance (e.g., “Today is Tuesday.”).	●	555, 622
IL 4.06 Make lists, signs, and labels with some assistance.	●	346, 357, 387, 503, 575
IL 4.07 Write one or two sentences about a familiar topic or experience with instructional support.	●	324-325, 605
IL 4.08 Make simple corrections as indicated by teacher or other student.	●	359
GRADE 2		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
NL 1.01 Follow one-step, simple directions with modeling and prompting.	●	51, 72
NL 1.02 Physically demonstrate comprehension to familiar questions, greetings, locations, and classroom objects with modeling and prompting.	●	71-72, 81
NL 1.03 Listen to oral presentations, stories, and/or familiar texts told or read to them and respond using physical actions or other means of non-verbal communication with modeling and prompting.	●	54, 78
NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.	●	81, 105, 163, 189
NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.	●	137, 190, 243, 291
NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.	●	146, 174, 225
IL 1.01 Listen and respond to most questions on familiar topics, greetings, and phrases spoken distinctly at normal speed; requires occasional restatement.	●	417, 490, 518, 591

IL 1.02 Understand and follow one-step and two-step familiar directions when spoken distinctly at a normal speed.	●	334, 573, 643
IL 1.03 Listen to familiar stories told or read and identify elements of a story following direct instruction.	●	352-253, 478
IL 1.04 Demonstrate comprehension of main idea of an oral presentation following direct instruction.	●	649-650
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, or draw pictures).	●	55, 69, 139
NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, play games).	●	69, 73, 99
NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read to them with prompting and modeling (e.g., pictures, drama).	●	54, 78
NL 2.04 Repeat modeled language spoken distinctly at a slow speed.	●	50, 96
NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, or draw pictures).	●	165, 293, 295
NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.	●	179, 237, 248, 265
NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.	●	142, 174, 199, 273

NH 2.04 Begin to speak with a few words, using some English phonemes and rudimentary English grammatical forms with prompting and modeling.	●	165, 293, 295
IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.	●	483, 549, 604
IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.	●	352, 427, 526, 554
IL 2.03 Use limited vocabulary to participate in discussions.	●	428, 519, 600
IL 2.04 Begin to be understood when speaking, but may have some inconsistent use of English grammatical forms and sounds with periods of momentary silence.	●	This standard is addressed implicitly throughout Units 1-4
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
NL 3.01 Recognize, name, and pronounce correctly 12 upper and lowercase letters of the English language alphabet in print and handwritten form.	●	148, 177 <i>Note: Students refer to print charts (traditional, modern manuscript, and cursive) throughout Units 1-4</i>
NL 3.02 Recognize English phonemes that correspond to phonemes students already hear and produce in their native language.	●	This standard is addressed implicitly throughout Units 1-4
NL 3.03 Identify and copy first name in print.	●	61
NL 3.04 Create artwork or illustrate basic comprehension of a familiar reading selection.	●	54, 79, 147
NL 3.05 Draw pictures from student's own experiences related to a story or topic.	●	46, 82
NL 3.06 Identify the characters and basic sequence of events in simple or patterned text using pictures.	●	55, 174
NL 3.07 Respond non-verbally to questions about simple stories read to them (e.g., match objects, point to an answer, draw pictures).	●	54, 78

● Standard is addressed

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NH 3.01 Recognize, name, and pronounce correctly 26 upper and lowercase letters of the English language alphabet in print and handwritten form.	●	297-298
NH 3.02 Produce English phonemes that correspond to phonemes that students already hear and produce in their native language including initial and final consonants.	●	This standard is addressed implicitly throughout Units 1-4
NH 3.03 Print first and last name with some assistance.	●	61
NH 3.04 Create artwork or illustrate comprehension of a familiar reading selection.	●	147, 174-175, 248
NH 3.05 Read simple words and phrases representing learned vocabulary from a familiar reading selection.	●	248-249, 300, 276
NH 3.06 Use pictures and limited verbal responses to identify basic story elements (e.g., characters, story setting).	●	175, 200
NH 3.07 Respond correctly to yes/no questions on images, sounds, activities, and oral expressions using simple and/or patterned text.	●	282, 317
NH 3.08 Recognize 10-15 common words, including own name and environmental print such as common signs, logos, labels and trademarks.	●	75, 248-249, 302-303
NH 3.09 Interact with self-selected texts consistent with the student's independent reading level.		Outside the scope of the program
NH 3.10 Read aloud independently with fluency and comprehension familiar simple and/or patterned text.	●	325
NH 3.11 Draw and label pictures related to a story topic or own experience.	●	83, 147
NH 3.12 Identify word families in response to an oral prompt.	●	252
NH 3.13 Repeat correctly spoken words and phrases in echo and choral reading in familiar text.	●	73, 78, 142-143
IL 3.01 Identify and name all uppercase and lowercase of the English language alphabet in print and handwritten form with some assistance.	●	490, 493, 500 <i>Note: Students refer to print charts (traditional, modern manuscript, and cursive) throughout Units 1-4</i>

● Standard is addressed

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IL 3.02 Identify and pronounce correctly an increasing number of blends and digraphs.	●	547, 571
IL 3.03 Use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading simple text with instructional support.	●	349, 450, 532
IL 3.04 Demonstrate comprehension of below grade level text using a variety of products (e.g., stories, journal entries, letters, response logs simple poems, oral retellings).	●	578, 604, 626, 649-650
IL 3.05 Increase vocabulary and concepts by reading familiar simple or patterned texts independently.	●	450, 526
IL 3.06 Make simple statements about a character, setting or event from a text commensurate with the student's English language proficiency level.	●	453, 554, 578
IL 3.07 Answer factual, simple questions about what is read using text commensurate with the student's English language proficiency level.	●	450, 453, 648
IL 3.08 Recognize 35-50 high-frequency words.	●	427, 450, 568, 596 <i>Note: High-frequency words are integrated throughout Units 1-4</i>
IL 3.09 Read aloud independently with fluency and comprehension any text commensurate with the student's English language proficiency level.	●	605, 629
IL 3.10 Read and retell at or below grade level text by utilizing facts and details to clarify ideas with occasional prompting (e.g., who, what, when, where, how, and why).	●	603, 526, 592
IL 3.11 Use pictures from story topic or personal experience to make predictions about text or reading selection.	●	377, 452, 528
IL 3.12 Identify and begin to produce word families in response to an oral prompt.	●	Appendix C: 671-672
IL 3.13 Distinguish long and short vowel sounds in orally stated single syllable words.	●	381, 420-421, 496-497
IL 3.14 Recognize most beginning consonant letter sound associations in one-syllable words.	●	383, 547 <i>Note: Students learn beginning consonant sounds throughout Units 1-4</i>

COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
NL 4.01 Copy letters of the English alphabet and space letters appropriately.	●	81, 101, 148, 150
NL 4.02 Print first and last name with assistance.	●	61
NL 4.03 Form letters, and copy words and simple sentences legibly using correct spacing with modeling.	●	81, 148, 150
NL 4.04 Draw pictures and use letters to write about familiar experiences, stories, people, objects, and events with direct instruction and assistance.	●	55, 82-83, 127, 150
NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, dictionaries, teacher modeling, peer assistance).	●	129, 150
NL 4.06 Check copying for accuracy.	●	76, 101
NH 4.01 Print some upper and lowercase letters of the alphabet legibly and independently.	●	178, 181, 203
NH 4.02 Begin to use correct word order and spacing in own writing with assistance.	●	257, 325
NH 4.03 Spell previously studied emergent sight words correctly.	●	203, 257, 281
NH 4.04 Begin to compose simple sentences about familiar experiences, stories, people, objects, and events with support materials.	●	255, 257, 281, 325
NH 4.05 Compose a simple sentence with direct instruction and support materials.	●	255, 257, 281
NH 4.06 Make simple corrections indicated by teacher or other student.	●	325
IL 4.01 Print all upper and lowercase letters of the alphabet legibly and independently.	●	490, 495
IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.	●	555, 622
IL 4.03 Use phonics knowledge to spell correctly three and four letter words (e.g., word families).	●	383

IL 4.04 Write several simple sentences describing a familiar topic or experience with assistance.	●	324-325, 579, 605
IL 4.05 Compose a simple sentence with direct instruction and support materials using an uppercase letter to begin the sentence and a period to end it.	●	356, 359, 459
IL 4.06 Self-monitor composition using one or two editing strategies.	●	605, 653
GRADE 3		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.	●	45, 54
NL 1.02 Follow simple, one-step directions with modeling and prompting.	●	51, 72
NL 1.03 Physically demonstrates comprehension to familiar greetings, locations, and classroom objects with modeling and prompting.	●	71-72, 81
NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read aloud and respond using physical actions and other means of non-verbal communication with modeling and prompting.	●	54, 78
NH 1.01 Respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.	●	81, 105, 163, 189
NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.	●	137, 190, 243, 291
NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.	●	146, 174, 225
NH 1.04 Demonstrate comprehension of main idea of an oral presentation using pictures through direct instruction.	●	423-424, 549, 616
IL 1.01 Respond to most questions on a variety of topics, greetings, and phrases if spoken distinctly at normal speed with occasional restatement.	●	417, 490, 518, 591, 595

IL 1.02 Understand and follow one-step and two-step directions when spoken distinctly at a normal speed.	●	334, 573, 643
IL 1.03 Listen to a variety of stories told or read and identify elements of a story following direct instruction.	●	352-353, 478, 554
IL 1.04 Demonstrate comprehension of main idea of an oral presentation following direct instruction.	●	649-650
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, or draw pictures).	●	55, 69, 139
NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, games).	●	69, 73, 99
NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read to them with prompting and modeling (e.g., pictures, drama).	●	54, 78
NL 2.04 Repeat modeled language spoken in a slow distinct speed.	●	50, 96
NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).	●	165, 293, 295
NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.	●	179, 237, 248, 265
NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.	●	142, 174, 199, 273

NH 2.04 Begin to speak with a few words, using some English phonemes and rudimentary English grammatical forms with prompting and modeling.	●	165, 293, 295
IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.	●	483, 549, 604
IL 2.02 Use limited vocabulary to carry on discourse or make presentations with some momentary silence.	●	471, 482
IL 2.03 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.	●	352, 427, 526, 554
IL 2.05 Begin to be understood when speaking, but may have some inconsistent use of grammatical forms and sounds of English with periods of momentary silence.	●	This standard is addressed implicitly throughout Units 1-4
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
NL 3.01 Develop book and print awareness.	●	53-56
NL 3.02 Demonstrate phonemic awareness and knowledge of alphabetic principle.	●	48, 56, 71, 74, 105, 150
NL 3.03 Demonstrate sense of story through non-verbal responses (e.g., beginning, middle, end, characters, details).	●	55
NL 3.04 Use previously modeled strategies to connect prior knowledge and experiences to pictures in text.	●	53-54, 78
NL 3.05 Sequence pictures of a familiar story.	●	55
NL 3.06 Interact with self-selected texts in English.		Outside the scope of the program

● Standard is addressed

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NL 3.07 Recognize that books and other sources provide information through pictures.	●	This standard is addressed implicitly throughout Units 1-4
NH 3.01 Demonstrate decoding and word recognition strategies and skills using phonics knowledge of sound-letter relationships to decode regular one-syllable words in simple or patterned text.	●	75, 126, 178
NH 3.02 Recognize some high-frequency words in simple or patterned text.	●	198-199, 205, 281 <i>Note: High-frequency words are integrated throughout Units 1-4</i>
NH 3.03 Identify and produce common word families in response to an oral prompt.	●	252
NH 3.04 Respond to who, what, when, where, and how questions through limited verbal and non-verbal responses in simple or patterned text.	●	165, 276, 279
NH 3.05 Demonstrate comprehension of a simple or patterned text through graphic organizers, pictures or responding to simple questions or statements.	●	170, 174, 276
NH 3.06 Read self-selected, simple or patterned English texts consistent with the student's independent reading level.		Outside the scope of the program
IL 3.01 Decode text commensurate with student's English language proficiency level by using letter-sound knowledge of consonants and vowels and also using one or two decoding strategies (e.g., beginning letters, rhymes, length of word, ending letters).	●	407, 526, 592
IL 3.02 Retell facts and details from a text commensurate with student's English language proficiency level using limited verbal responses.	●	526, 592, 603
IL 3.03 Predict possible events in text commensurate with students English language proficiency level before and during reading using gestures, pictures, or other responses.	●	452-453, 528, 602
IL 3.04 Identify main idea in a text commensurate with student's English language proficiency level using key words or phrases.	●	649-650

IL 3.05 Distinguish between fiction and nonfiction texts commensurate with student's English proficiency level.	●	526, 592, 649
IL 3.06 Increase vocabulary, concepts and reading stamina by reading self-selected texts commensurate with the student's English language proficiency.		Outside the scope of the program
COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
NL 4.01 Copy letters of the English alphabet and space letters appropriately.	●	81, 101, 148
NL 4.02 Print first and last name with assistance.	●	61
NL 4.03 Form letters, print words legibly, and copy simple sentences using correct spacing with modeling.	●	81, 148, 150
NL 4.04 Draw pictures and use letters to write about experiences, stories, people, objects, and events with direct instruction and assistance.	●	55, 82-83, 127, 150
NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).	●	129, 150
NL 4.06 Check copying for accuracy.	●	76, 101
NH 4.01 Print legibly (e.g., form letters, word spacing, sentences).	●	181, 257, 325
NH 4.02 Begin to use correct word order and spacing in own writing with assistance.	●	181, 257, 325
NH 4.03 Spell previously studied emergent sight words correctly.	●	203, 257, 281
NH 4.04 Begin to compose simple sentences about familiar experiences, stories, people, objects, and events with support materials.	●	255, 257, 281, 325
NH 4.05 Use editing to check and confirm correct use of conventions, complete sentences and correct word order in sentences.	●	325, 605, 653
IL 4.01 Use correct capitalization independently with occasional errors.	●	325, 605, 653

● Standard is addressed

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IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.	●	555, 622
IL 4.03 Apply rules of spelling conventions independently in own writing (e.g., sound patterns, visual patterns, silent letters).	●	325, 605, 653
IL 4.04 Write several simple sentences describing a familiar topic or experience with assistance.	●	324-325, 579, 605
IL 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.	●	581, 605, 619, 653
GRADE 4		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.	●	45, 54
NL 1.02 Follow one-step simple directions with modeling and prompting.	●	51, 72
NL 1.03 Listen and physically demonstrate comprehension of familiar greetings, locations, and classroom objects with modeling and prompting.	●	71-72, 81
NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read aloud and respond using physical actions and other means of non-verbal communication with modeling and prompting.	●	54, 78
NH 1.01 Listen and respond to familiar questions, greetings, and phrases spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.	●	81, 105, 163, 189
NH 1.02 Understand and follow one-step and two-step directions with modeling and prompting when spoken slowly and distinctly.	●	137, 190, 243, 291
NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding verbally or non-verbally to simple questions and statements.	●	146, 174, 225

IL 1.01 Listen and respond to most questions on a variety of topics, greetings, and phrases spoken distinctly at normal speed with occasional restatement.	●	417, 490, 518, 591, 595
IL 1.02 Understand and follow one-step and two-step directions when spoken distinctly at a normal speed.	●	334, 573, 643
IL 1.03 Listen to a variety of stories told or read aloud and identify elements of a story following direct instruction.	●	352-353, 478, 554
IL 1.04 Demonstrate comprehension of the main idea of an oral presentation following direct instruction.	●	649-650
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
NL 2.01 Use physical actions and other means of non-verbal communication to communicate basic needs and other social interactions with prompting and modeling (e.g., matching objects, pointing to answer, draw pictures).	●	55, 69, 139
NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, games).	●	69, 73, 99
NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read aloud with prompting and modeling (e.g., pictures, drama).	●	54, 78
NL 2.04 Repeat modeled language spoken distinctly at a slow speed.	●	50, 96
NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).	●	165, 293, 295
NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.	●	179, 237, 248, 265

NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions, and illustrative objects with modeling and prompting.	●	142, 174, 199, 273
NH 2.04 Begin to speak with a few words, using some English phonemes and rudimentary English grammatical forms with prompting and modeling.	●	165, 293, 295
IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.	●	483, 549, 604
IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.	●	352, 427, 526, 554
IL 2.03 Use limited vocabulary to make oral presentations with moments of silence.	●	605, 653
IL 2.04 Begin to be understood when speaking in English with some inconsistent use of grammatical forms and sounds, as well as periods of momentary silence.	●	This standard is addressed implicitly throughout Units 1-4
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
NL 3.01 Develop book and print awareness.	●	53-56
NL 3.02 Demonstrate phonemic awareness and knowledge of alphabetic principle.	●	48, 56, 71, 74, 150
NL 3.03 Demonstrate sense of story through non-verbal responses (e.g., beginning, middle, end, characters, details).	●	55
NL 3.04 Use previously modeled strategies to connect prior knowledge and experiences to the text and make predictions.	●	53-54, 78
NL 3.05 Sequence pictures of a familiar story.	●	55
NL 3.06 Recognize that books and other sources provide information through pictures and simple vocabulary.	●	This standard is addressed implicitly throughout Units 1-4

● Standard is addressed

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NL 3.07 Interact with self-selected texts in English commensurate with student’s independent reading level and proficiency.		Outside the scope of the program
NH 3.01 Demonstrate decoding and word recognition strategies and skills using phonics knowledge of sound-letter relationships to decode regular one-syllable words in simple or patterned text.	●	75, 126, 178
NH 3.02 Recognize some high-frequency words in simple or patterned text.	●	198-199, 205, 281 <i>Note: High-frequency words are integrated throughout Units 1-4</i>
NH 3.03 Recall facts and details from a text using limited verbal and non-verbal responses in simple or patterned text.	●	165, 276, 279
NH 3.04 Predict possible events in simple or patterned text before and during reading using gestures, pictures, or other responses.	●	77-78, 173, 274
NH 3.05 Demonstrate comprehension of a simple or patterned text through graphic organizers, pictures, or simple questions.	●	170, 174, 276
NH 3.06 Identify common word families in the text or other written prompt.	●	252
NH 3.07 Increase vocabulary, concepts, and reading stamina by reading self-selected simple or patterned text.		Outside the scope of the program
IL 3.01 Decode by using letter-sound knowledge of consonants and vowels and also using one or two decoding strategies using text commensurate with the student's English language proficiency level (e.g., beginning letters, rhymes, length of word, ending letters).	●	407, 526, 592
IL 3.02 Recognize many high-frequency words in text commensurate with the student's English language proficiency level.	●	427, 450, 568, 596 <i>Note: High-frequency words are integrated throughout Set 1.</i>
IL 3.03 Identify and interpret elements of fiction and non-fiction by referencing a text commensurate with the student's English language proficiency level (e.g., sequence, setting, characters, cause and effect).	●	378, 526, 625-626, 649
IL 3.04 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level.	●	This standard is addressed implicitly throughout Units 1-4

● Standard is addressed

IL 3.05 Identify main idea, draw some conclusions, and make some generalizations in a text commensurate with the student's reading level using key words or phrases.	●	378-379, 649-650
IL 3.06 Read a variety of texts including short stories and simple novels, poetry, and drama using text commensurate with the student's English language proficiency level.	●	351, 353, 431, 450-451
IL 3.07 Use a variety of strategies and skills to read self-selected text commensurate with the student's English language proficiency level.		Outside the scope of the program
COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
NL 4.01 Copy letters of the English alphabet and space letters appropriately.	●	81, 101, 148
NL 4.02 Print first and last name with assistance.	●	61
NL 4.03 Form letters, print words legibly, and copy simple sentences using correct spacing with modeling.	●	81, 148, 150
NL 4.04 Draw pictures and use letters to write about experiences, stories, people, objects, and events with direct instruction and assistance.	●	55, 82-83, 127, 150
NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).	●	129, 150
NL 4.06 Check copying for accuracy.	●	76, 101
NH 4.01 Print legibly with appropriate capitalization (e.g., form letters, space words, sentences).	●	178, 257, 325
NH 4.02 Begin to use correct word order, spacing, and punctuation in own writing with assistance.	●	178, 257, 325
NH 4.03 Spell previously studied emergent sight words correctly.	●	203, 257, 281
NH 4.04 Begin to compose simple sentences about familiar experiences, stories, people, objects, and events with support materials.	●	255, 257, 281, 325
NH 4.05 Compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).	●	255, 257, 281

NH 4.06 Use editing to check and confirm correct use of conventions, complete sentences and correct word order in sentences.	●	325
IL 4.01 Use correct capitalization independently with occasional errors.	●	325, 605, 653
IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.	●	555, 622
IL 4.03 Apply rules of spelling conventions independently in own writing (e.g., sound patterns, visual patterns, silent letters).	●	325, 605
IL 4.04 Compose one paragraph with topic sentence and supporting details with assistance and use of reference materials.	●	605, 653
IL 4.05 Write logical sentences in sequence using descriptive words and phrases.	●	581, 605, 653
IL 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.	●	581, 605, 619, 653
GRADE 5		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.	●	45, 54
NL 1.02 Follow simple, one-step directions with modeling and prompting.	●	51, 72
NL 1.03 Listen and physically demonstrate comprehension to familiar greetings, locations, and classroom objects with modeling and prompting	●	71-72, 81
NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read aloud and respond using physical actions and other means of non-verbal communication with modeling and prompting.	●	54, 78
NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.	●	81, 105, 163, 189

NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.	●	137, 190, 243, 291
NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.	●	146, 174, 225
IL 1.01 Listen and respond to most questions on a variety of topics, greetings, and phrases spoken distinctly at normal speed with occasional restatement.	●	417, 490, 518, 591, 595
IL 1.02 Understand and follow one-step and two-step directions when spoken distinctly at a normal speed.	●	334, 573, 643
IL 1.03 Listen to a variety of stories told or read and identify elements of a story following direct instruction.	●	352-353, 478, 554
IL 1.04 Demonstrate comprehension of the main idea of an oral presentation following direct instruction.	●	649-650
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).	●	55, 69, 139
NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, play games).	●	69, 73, 99
NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read aloud to them with prompting and modeling (e.g., pictures, drama).	●	54, 78
NL 2.04 Repeat modeled language spoken distinctly at a slow speed.	●	50, 96
NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).	●	165, 293, 295

NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.	●	179, 237, 248, 265
NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions, and illustrative objects with modeling and prompting.	●	142, 174, 199, 273
NH 2.04 Begin to speak a few words using some English phonemes and rudimentary English grammatical forms with prompting and modeling.	●	165, 293, 295
IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.	●	483, 549, 604
IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.	●	352, 427, 526, 554
IL 2.03 Use limited vocabulary to make an oral presentation with moments of silence.	●	605, 653
IL 2.04 Begin to be understood when speaking with some inconsistent use of grammatical forms and sounds in English with periods of momentary silence.	●	This standard is addressed implicitly throughout Units 1-4
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
NL 3.01 Develop book and print awareness.	●	53-56;
NL 3.02 Demonstrate phonemic awareness and knowledge of alphabetic principle.	●	48, 56, 71, 74, 150
NL 3.03 Demonstrate sense of story through non-verbal responses (e.g., beginning, middle, end, characters, details).	●	55
NL 3.04 Use previously modeled strategies to connect prior knowledge and experiences to the text and make predictions.	●	53-54, 78

● Standard is addressed

NL 3.05 Sequence pictures of a familiar story.	●	55
NL 3.06 Recognize that books and other sources provide information through pictures and simple vocabulary.	●	This standard is addressed implicitly throughout Units 1-4
NL 3.07 Interact with self-selected texts in English commensurate with student's independent reading level and proficiency.		Outside the scope of the program
NH 3.01 Demonstrate decoding and word recognition strategies and skills using phonics knowledge of sound-letter relationships to decode regular one-syllable words in simple or patterned text.	●	75, 126, 178
NH 3.02 Recognize some high-frequency words in simple or patterned text.	●	198-199, 205, 281 <i>Note: High-frequency words are integrated throughout Units 1-4.</i>
NH 3.03 Respond to simple questions through limited verbal and non-verbal responses when using a simple or patterned text.	●	165, 276, 279
NH 3.04 Predict possible events in simple or patterned text before and during reading using gestures, pictures, or other responses.	●	77-78, 173, 274
NH 3.05 Demonstrate comprehension of a story in simple or patterned text through graphic organizers, pictures or responding to simple questions or statements.	●	174, 199-200
NH 3.06 Identify common word families in the text or other written prompt.	●	252
NH 3.07 Identify main idea in simple or patterned text using key words or phrases.	●	279
NH 3.08 Demonstrate familiarity with a variety of books and selections (e.g., picture books, caption books, short informational texts, plays, reenactments of familiar stories).	●	60, 247-248, 279, 327
NH 3.09 Read self-selected simple or patterned texts at the student's English language proficiency level to increase vocabulary, concepts, and reading stamina with instructional support and assistance.		Outside the scope of the program

IL 3.01 Self monitor decoding by using letter-sound knowledge of consonants and vowels and also using one or two decoding strategies using text commensurate with the student's English language proficiency level (e.g., beginning letters, rimes, length of word, ending letters).	●	407, 526, 592
IL 3.02 Recall basic facts from a text commensurate with the student's English language proficiency level, using limited verbal responses.	●	526, 592, 603
IL 3.03 Respond to how, why, and what if questions with some elaboration to demonstrate understanding and/or interpret text commensurate with the student's English language proficiency level.	●	453, 554, 602
IL 3.04 Predict possible events in simple or patterned text before and during reading with instructional support.	●	453, 528, 602
IL 3.05 Use features of text to demonstrate comprehension of expository text commensurate with the student's reading abilities with direct instruction (e.g., headings, italicized words).	●	407, 526, 598
IL 3.06 Begin to identify some significant structural organizational patterns in text commensurate with the student's English language proficiency level (e.g., sequence, cause/effect, fact/opinion).	●	453, 553-554, 604
IL 3.07 Begin to self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level using several strategies.	●	This standard is addressed implicitly throughout Units 1-4
IL 3.08 Demonstrate familiarity with a variety of fiction and non-fiction books.	●	404, 576, 602, 648
IL 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English commensurate with the student's English language proficiency level with some assistance.		Outside the scope of the program
COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
NL 4.01 Copy letters of the English alphabet and space letters appropriately.	●	81, 101, 148
NL 4.02 Print first and last name with assistance.	●	61

NL 4.03 Form letters, print words legibly, and copy simple sentences using correct spacing with modeling.	●	81, 148, 150
NL 4.04 Draw pictures and use letters to write about experiences, stories, people, objects and events with direct instruction and assistance.	●	55, 82-83, 127, 150
NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).	●	129, 150
NL 4.06 Check copying for accuracy.	●	76, 101
NH 4.01 Print legibly with appropriate capitalization (e.g., form letters, space words and sentences).	●	178, 257, 325
NH 4.02 Begin to use correct word order, spacing, and punctuation in own writing with assistance.	●	178, 257, 325
NH 4.03 Spell previously studied emergent sight words correctly.	●	203, 257, 281
NH 4.04 Begin to compose simple sentences on a single topic with direct instruction, support materials, and organizational strategies (e.g., graphic organizers).	●	255, 257, 281, 325
NH 4.05 Compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).	●	255, 257, 281
NH 4.06 Use editing to check and confirm correct use of conventions, complete sentences and correct word order in sentences.	●	325, 422
IL 4.01 Use correct capitalization independently with occasional errors.	●	422, 605, 653
IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.	●	555, 622
IL 4.03 Apply rules of spelling conventions independently in own writing (e.g., sound patterns, visual patterns, silent letters).	●	605, 653
IL 4.04 Compose one paragraph with topic sentence and supporting details with assistance and use of reference materials.	●	605, 653

IL 4.05 Write logical sentences in sequence using descriptive words and phrases.	●	581, 605, 653
IL 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.	●	581, 605, 619, 653