

ALIGNMENT

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

AND

THE *CAROUSEL OF IDEAS*, 4TH EDITION PROGRAM – SET 2



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 2 (Units 5-8)

IH=*Carousel* Units 5-6

A=*Carousel* Unit 7

S= *Carousel* Unit 8

NOTE: Most standards listed below are introduced and then reinforced throughout Units 5-8. This alignment includes examples of where each standard is addressed, but it does not reference every activity that addresses a given standard. Further, while this alignment references only pages in the *Teacher’s Guide*, certain standards are addressed via other *Carousel* components (e.g., activity sheets) that are referenced in the *Teacher’s Guide*.

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.		
IH 1.01 Listen and respond to most conversational questions on familiar topics spoken at normal speed; respond to academic questions with some difficulty.	●	62, 80, 175, 244, 313
IH 1.02 Understand and follow one-step and two-step directions on familiar topics when spoken at a normal speed with occasional restatement.	●	44, 65, 240
IH 1.03 Listen to familiar stories told or read and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	58, 91, 310
IH 1.04 Demonstrate comprehension of an oral presentation on a familiar topic using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	63, 90-91, 278-280
A 1.01 Listen and respond to most conversational and academic questions or expressions spoken at normal speed with occasional difficulty.	●	424-425, 430, 471, 527

● Standard is addressed

A 1.02 Understand and follow two-step and three-step directions on familiar topics when spoken at a normal speed with occasional difficulties.	●	429, 440, 509
A 1.03 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies (e.g., sequencing, pictograph, story mapping).	●	443-444, 505-507, 535-540
A 1.04 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies (e.g., sequencing, pictograph, story mapping).	●	424-427, 499, 505-507
S 1.01 Listen to stories told on a variety of topics in order to determine beginning, middle, and end.	●	58, 90, 341-342
S 1.02 Understand and follow three-step directions on all topics when spoken at a normal speed with few difficulties.	●	429, 440, 509
S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with few difficulties.	●	556-559, 571, 583, 611
S 1.04 Use listening skills to connect experiences and text through discussions, illustrations, and dramatizations.	●	430, 535-538, 585, 644
S 1.05 Interpret oral presentations to maintain conversation.	●	583-584
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
IH 2.01 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulties and hesitations.	●	62, 84, 139, 295
IH 2.02 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulties.	●	153, 280, 311, 342
IH 2.03 Speak using grammatical forms and sounds in English, but with errors.	●	140-141, 156, 317
A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with occasional errors.	●	410-411, 421-422, 500
A 2.02 Retell, narrate, and paraphrase events in greater detail using expanded vocabulary (e.g., characters, setting, plot).	●	427, 508, 540
A 2.03 Make presentations on a variety of topics using expanded vocabulary with occasional errors.	●	413, 429, 430, 449

A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with random errors.	●	This standard is addressed implicitly throughout Units 5-8
S 2.01 Use vocabulary effectively to carry on discourse and ask questions in social and academic conversations with few errors.	●	559, 612, 617
S 2.02 Retell, narrate, and paraphrase events in greater detail using appropriate grade-level vocabulary with few errors.	●	559, 570, 583
S 2.03 Make oral presentations on a variety of topics using appropriate grade-level vocabulary with few errors.	●	413, 430, 583, 584
S 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.	●	This standard is addressed implicitly throughout Units 5-8
S 2.05 Speak in English using words that describe color, size, and location with few errors.	●	142-143, 524-525, 583, 584
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
IH 3.01 Demonstrate voice print match by following print word for word when listening to familiar text when read aloud with prompting and modeling.	●	159, 177, 191, 391
IH 3.02 Point to first and last word in a sentence.	●	Not addressed explicitly, but can be incorporated into existing activities
IH 3.03 Point to or find exclamation or question marks.	●	Set 1: 359, 450, 458, 568
IH 3.04 Produce English phonemes that correspond to phonemes students already hear and produce, including initial and final consonants.	●	45, 53, 65, 178
IH 3.05 Identify rhyming words in response to an oral prompt with direct instruction or modeling.	●	56, 237; also covered in Set 1, pp. 91-92 and 252-253
IH 3.06 Identify 18 upper or lower case letters of the alphabet.	●	Set 1: 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
IH 3.07 Recognize familiar words and environmental print with some prompting.	●	180, 429, 530-531, 533
IH 3.08 Recognize a few beginning consonant letter-sound associations in one syllable words.	●	45, 53, 65, 178

IH 3.09 Identify beginning, middle, and end of a familiar story.	●	58, 90, 341-342
A 3.01 Incorporate most grade-level concepts of print with occasional errors.	●	443, 512-513, 533
A 3.03 Point to or find quotation marks, question marks, and exclamation marks in print.	●	613-614; also covered in Set 1, p. 359, 450, 458, 568
A 3.04 Recognize phonemes that do not correspond to sounds students hear and produce in the native language with modeling and prompting.	●	This standard is addressed implicitly throughout Units 5-8
A 3.05 Produce rhyming words in response to an oral prompt.	●	237; also covered in Set 1, pp. 91-92, 252-253, and 427
A 3.06 Identify 26 upper or lower case letters of the alphabet.	●	Set 1: 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
A 3.07 Recognize familiar words and environmental print with occasional errors.	●	443, 512-513, 533
A 3.08 Recognize beginning consonant letter-sound associations in one-syllable words with occasional prompts.	●	426, 563; also covered in Set 1, pp. 56, 74, 221, and 296
A 3.09 Retell familiar grade level stories using beginning, middle, and end with occasional instructional support.	●	427, 508, 540
A 3.10 Occasionally use story language in discussions and retelling (e.g., characters, setting, problem, solution).	●	427, 508, 540
S 3.01 Incorporate grade-level concepts of print with few errors.	●	66, 93, 105, 563, 583, 635-636
S 3.02 Demonstrate complete understanding of what an exclamation mark and question mark signal.	●	Set 1: 386, 450, 458, 505, 568, 580
S 3.03 Point to or find quotation marks, question marks, and exclamation marks in print with few errors.	●	613-614; also covered in Set 1, p. 359, 450, 458, 568
S 3.04 Recognize independently phonemes that do not correspond to sounds students hear and produce in the native language.	●	This standard is addressed implicitly throughout Units 5-8
S 3.05 Produce rhyming words independently.	●	Set 1: 427, 435, 458-459

● Standard is addressed

S 3.06 Identify all 26 upper and lower case letters of the alphabet.	●	Set 1: 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
S 3.07 Recognize familiar words and environmental print with few errors.	●	563, 583, 635
S 3.08 Recognize beginning consonant letter-sound associations in one-syllable words independently.	●	426, 563, 583
S 3.09 Retell familiar grade-level stories using beginning, middle, and end without instructional support.	●	572, 597, 623, 645
S 3.10 Consistently use story language in discussions and retelling.	●	572, 597, 623, 645
COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
IH 4.01 Use writing instruments to write one or two words with little assistance.	●	Set 1: 56, 82, 105
IH 4.02 Use one or two appropriate letters to write words.	●	Set 1: 56, 82, 105
IH 4.03 Correctly write 12 known letters in upper or lower case with little assistance.	●	Set 1: 148, 177, 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
IH 4.04 “Reads” or interprets own writing with occasional errors.	●	80, 142, 315, 373
A 4.01 Use temporary spelling with no assistance, writing mostly consonants (e.g., “ct” for cat).	●	This standard is addressed implicitly throughout Units 5-8
A 4.02 Use upper and lowercase letters indiscriminately on occasion.	●	This standard is addressed implicitly throughout Units 5-8
A 4.03 Correctly write 18 known letters in upper or lower case with no assistance.	●	Set 1: 148, 177, 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
A 4.04 “Reads” or interprets own writing with few errors.	●	373, 547

● Standard is addressed

S 4.01 Use appropriate grade-level spelling with no assistance.	●	This standard is addressed implicitly throughout Units 5-8
S 4.02 Use upper and lower case indiscriminately to write most letters of the alphabet.	●	This standard is addressed implicitly throughout Units 5-8
S 4.03 Correctly write all 26 upper and lowercase letters of the alphabet.	●	Set 1: 148, 177, 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
S 4.04 “Reads” or interprets own writing with very few errors.	●	373, 547
GRADE 1		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
IH 1.01 Listen and respond to most conversational and academic questions on familiar topics spoken at a normal speed with some difficulty.	●	62, 80, 175, 244, 313
IH 1.02 Understand and follow one-step and two-step directions on familiar topics when spoken at a normal speed with occasional restatement.	●	44, 65, 240
IH 1.03 Listen and respond appropriately to a variety of common expressions when spoken at a normal speed with occasional restatements.	●	62, 80, 175, 200, 234, 244, 313
IH 1.04 Demonstrate comprehension of an oral presentation or story on a familiar topic using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	58, 91, 278-280, 310
A 1.01 Listen and respond to most conversational and academic questions spoken at a normal speed with occasional difficulty.	●	424-425, 430, 471, 527
A 1.02 Understand and follow two-step and three-step directions on familiar topics when spoken at a normal speed with occasional difficulty.	●	429, 440, 509
A 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with occasional difficulty.	●	424-425, 430, 438, 464, 471, 527

A 1.04 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).	●	443-444, 505-507, 535-540
A 1.05 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).	●	424-427, 499, 505-507
S 1.01 Listen and respond to conversational and academic questions spoken at a normal speed with no difficulty.	●	556-559, 564, 583, 608
S 1.02 Understand and follow three-step directions on familiar topics when spoken at a normal speed with no difficulty.	●	429, 440, 509
S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with no difficulty.	●	556-559, 571, 583, 611
S 1.04 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies with no assistance.	●	563, 569-570, 614, 635-636
S 1.05 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies with no assistance.	●	583, 596-597, 644
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
IH 2.01 Participate effectively in social and academic conversations with occasional difficulties and/or hesitations.	●	62, 84, 139, 295
IH 2.02 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulties.	●	62, 84, 139, 295
IH 2.03 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulties.	●	153, 280, 311, 342
IH 2.04 Use expanded vocabulary to participate in familiar social and academic topics with occasional difficulties.	●	153, 280, 311, 342
IH 2.05 Speak in English using grammatical forms and sounds with some rules not evident.	●	140-141, 156, 317

A 2.01 Participate effectively in social and academic conversations with few errors.	●	410-411, 421-422, 500
A 2.02 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.	●	410-411, 421-422, 500
A 2.03 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).	●	427, 508, 540
A 2.04 Make presentations on a variety of topics using expanded vocabulary with few errors.	●	413, 429, 430, 449
A 2.05 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.	●	This standard is addressed implicitly throughout Units 5-8
S 2.01 Participate effectively in social and academic conversations with very few errors.	●	588-589, 648-649
S 2.02 Use appropriate grade-level vocabulary to carry on discourse in social and academic conversations with very few errors.	●	588-589, 648-649
S 2.03 Retell, narrate, and paraphrase events in greater detail using appropriate grade-level vocabulary.	●	559, 570, 583
S 2.04 Make presentations on a variety of topics using appropriate grade-level vocabulary with very few errors.	●	413, 430, 583, 584
S 2.05 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with very few errors.	●	This standard is addressed implicitly throughout Units 5-8
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
IH 3.01 Demonstrate one-to-one word correspondence while reading.	●	108, 334-335
IH 3.02 Follow the text from left to right and top to bottom with little assistance.	●	66, 93, 202
IH 3.03 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat;/s/p/l/a/t/ = splat; /r/i/ch/ = rich).	●	Set 1: 252, 383, 547

IH 3.04 Understand that as letters of words change, so do the sounds (e.g., the alphabetic principle).	●	Set 1: 252
IH 3.05 Identify basic punctuation marks with little assistance.	●	Set 1: 356, 448-450
IH 3.06 Read below grade level text by retelling facts and details to clarify ideas (e.g.; who, what, when, where, how, and why).	●	59-60, 90-92, 391-392
IH 3.07 Produce rhyming words in response to an oral prompt.	●	237; also covered in Set 1, pp. 91-92 and 252-253
IH 3.08 Begin to comprehend below grade level text with frequent instructional support.	●	59-60, 90-92, 391-392
IH 3.09 Segment single-syllable words into their components (e.g., /c/a/t/ = cat;/s/p/l/a/t/ = splat; /r/i/ch/ = rich).	●	Set 1: 383, 547
IH 3.10 Read common suffixes and root words (e.g., -s, -ed, -ing).	●	61, 122, 301-302
IH 3.11 Identify some emergent high-frequency words in unfamiliar text.	●	66, 93, 108, 146 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
IH 3.12 Read common word families with some consistency.	●	Appendix C
IH 3.13 Retell text read aloud or read independently at the student's reading level.	●	59-60, 90-92, 153
IH 3.14 Distinguish long and short vowel sounds in orally stated single-syllable words with little assistance (e.g. bit/bite).	●	Set 1: 381-382, 420-421, 496-497
A 3.01 Demonstrate a familiarity with a variety of texts.	●	424-425, 451-454, 505-508
A 3.02 Pronounce most English phonemes correctly while reading aloud.	●	This standard is addressed implicitly throughout Units 5-8
A 3.03 Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an) with little assistance.	●	Set 1: 671, Appendix C

A 3.04 Read high-frequency words and decode simple one-syllable words.	●	66, 93, 108, 146 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
A 3.05 Use common English morphemes to derive meaning in oral reading.	●	This standard is addressed implicitly throughout Units 5-8
A 3.06 Apply basic knowledge of syllabication rules when reading (e.g., vowel - consonant - vowel = su/per, vowel - consonant / consonant - vowel = sup/per).	●	This standard is addressed implicitly throughout Units 5-8
A 3.07 Create a series of rhyming words with little assistance.	●	237; also covered in Set 1, pp. 435, and 458-459
A 3.08 Read and retell grade-level text by utilizing facts and details to clarify ideas with occasional prompting (e.g.; who, what, when, where, how, and why).	●	424-425, 427, 451-454, 475-477
A 3.09 Demonstrate comprehension of grade-level text using a variety of materials with little assistance (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).	●	451-454, 505-508, 535-540
S 3.01 Demonstrate knowledge of a variety of texts.	●	569-570, 572, 595-597
S 3.02 Pronounce all English phonemes correctly while reading aloud.	●	This standard is addressed implicitly throughout Units 5-8
S 3.03 Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an) with no assistance.	●	Set 1: 671, Appendix C
S 3.04 Read high-frequency words and decode two-syllable or three-syllable words.	●	563, 583, 635-636, 648 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
S 3.05 Use common English morphemes to derive meaning during independent reading.	●	563, 583, 635-636
S 3.06 Apply knowledge of syllabication rules when reading.	●	This standard is addressed implicitly throughout Units 5-8
S 3.07 Create a series of rhyming words independently.	●	237; also covered in Set 1, pp. 435 and 458-459

● Standard is addressed

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S 3.08 Read and retell grade-level text by utilizing facts and details to clarify ideas independently.	●	569-570, 572, 595-597
S 3.09 Demonstrate comprehension of grade-level text using a variety of materials without assistance.	●	635-637, 643-645, 648-649
COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
IH 4.01 Write all 26 upper or lowercase letters of the alphabet with occasional assistance.	●	Set 1: 148, 177, 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
IH 4.02 Use phonics knowledge and basic patterns to spell correctly three and four-letter words (e.g., word families).	●	This standard is addressed implicitly throughout Units 5-8
IH 4.03 Use basic capitalization and punctuation (e.g., first word in a sentence, period to end sentence) with frequent errors.	●	49, 85, 203
IH 4.04 Spell most emergent high-frequency words correctly.	●	49, 80, 255 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
IH 4.05 Write sentences using correct word order and one descriptor with occasional assistance.	●	49, 59, 110
IH 4.06 Make lists, signs, and labels with little assistance.	●	105, 118, 142
IH 4.07 Write several simple sentences about a familiar topic or experience with occasional assistance.	●	91, 160, 310
IH 4.08 Edit own writing focusing on high-frequency words with instructional support (e.g., personal dictionary, word wall).	●	49, 203, 373
A 4.01 Write all 26 upper or lowercase letters of the alphabet with little assistance.	●	Set 1: 148, 177, 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities

● Standard is addressed

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A 4.02 Produce independent writing that consists of several sentences that is understood when read, but may include inventive spelling.	●	422, 456-457, 507
A 4.03 Use capitalization with proper names, periods, and question marks inconsistently in own writing.	●	480, 495, 499
A 4.04 Spell all emergent, high-frequency words correctly.	●	421, 429, 469, 480 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
A 4.05 Write sentences using correct word order and one descriptor with little assistance.	●	429, 457, 495
A 4.06 Participate in purposeful writing experiences with teacher modeling (e.g., card, learning logs, journals, messages, invitations).	●	430, 444, 473
A 4.07 Write several simple sentences about a familiar topic or experience with little assistance.	●	429, 449, 480
A 4.08 Edit own writing focusing on specific traits from an editing checklist.	●	444, 495, 499, 574
S 4.01 Write all 26 upper or lowercase letters of the alphabet without assistance.	●	Set 1: 148, 177, 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
S 4.02 Produce independent writing that consists of several sentences that is understood when read.	●	567, 596, 639
S 4.03 Use capitalization with proper names, periods, and question marks consistently in own writing.	●	563, 615, 648
S 4.04 Spell appropriate grade-level high-frequency words correctly.	●	559, 571, 599 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
S 4.05 When writing sentences use correct word order and one descriptor with no assistance.	●	559, 596, 615

S 4.06 Participate in purposeful writing experiences independently.	●	563, 571, 596
S 4.07 Write several simple sentences about a familiar topic or experience with no assistance.	●	563, 615, 643
S 4.08 Edit own writing focusing on specific traits independently.	●	49, 110, 513, 574
GRADE 2		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
IH 1.01 Listen and respond to most conversational questions and common expressions on familiar topics spoken at normal speed and academic questions with occasional restatements and some difficulty.	●	62, 80, 175, 244, 313
IH 1.02 Understand and follow one-step and two-step directions on familiar topics when spoken at a normal speed with occasional restatement.	●	44, 65, 240
IH 1.03 Listen to familiar stories told or read aloud and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	58, 91, 310
IH 1.04 Demonstrate comprehension of an oral presentation on a familiar topic using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	63, 90-91, 278-280
A 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with occasional difficulty.	●	424-425, 430, 471, 527
A 1.02 Understand and follow two-step and three-step directions on familiar topics when spoken at a normal speed with occasional difficulty.	●	429, 440, 509
A 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with occasional difficulty.	●	424-425, 430, 438, 464, 471, 527
A 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).	●	443-444, 505-507, 535-540

A 1.05 Demonstrate comprehension of an oral presentation on familiar and unfamiliar topics using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).	●	424-427, 499, 505-507
S 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with little difficulty.	●	556-559, 564, 583, 608
S 1.02 Understand and follow two-step and three-step directions on familiar topics when spoken at a normal speed with little difficulty.	●	429, 440, 509
S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with little difficulty.	●	556-559, 571, 583, 611
S 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies with no assistance (e.g., sequencing, pictograph, story mapping).	●	563, 569-570, 614, 635-636
S 1.05 Demonstrate comprehension of an oral presentation on familiar and unfamiliar topics using a variety of strategies without assistance.	●	583, 596-597, 644
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
IH 2.02 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulty.	●	62, 84, 139, 295
IH 2.03 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulty.	●	153, 280, 311, 342
IH 2.04 Use expanded vocabulary to participate in familiar social and academic topics with occasional difficulty.	●	62, 84, 139, 295
IH 2.05 Speak in English using grammatical forms and sounds with some rules not evident.	●	140-141, 156, 317
A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.	●	410-411, 421-422, 500
A 2.02 Retell, narrate, and paraphrase events using more detail using expanded vocabulary (e.g., characters, setting, plot).	●	427, 508, 540

A 2.03 Make presentations on a variety of topics using expanded vocabulary with few errors.	●	413, 429, 430, 449
A 2.04 Speak in English using consistent grammatical forms, sounds, intonation, pitch, and modulation with random errors.	●	This standard is addressed implicitly throughout Units 5-8
S 2.01 Participate effectively in social and academic conversations with very few errors.	●	588-589, 648-649
S 2.02 Use vocabulary effectively to carry on discourse in social and academic conversations with very few errors.	●	588-589, 648-649
S 2.03 Retell, narrate, and paraphrase events in greater detail (e.g., characters, setting, and plot) using expanded grade-level vocabulary with no errors.	●	559, 570, 583
S 2.04 Make presentations on a variety of topics using expanded grade-level vocabulary with no errors.	●	413, 430, 583, 584
S 2.05 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.	●	This standard is addressed implicitly throughout Units 5-8
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
IH 3.01 Identify and name all upper and lowercase of the English alphabet in print and handwritten form with little assistance.	●	Set 1: 148, 177, 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities <i>Note: Students refer to print charts (traditional, modern manuscript, and cursive) throughout Units 1-4</i>
IH 3.02 Identify and pronounce correctly most blends and digraphs with little assistance.	●	53, 146, 171, 317; also covered in Set 1, pp. 297, 382-383, and 420-421
IH 3.03 Use phonics knowledge of sound letter relationships to decode regular two or more syllable words when reading with frequent instructional support.	●	93, 108, 253

IH 3.04 Demonstrate familiarity with a variety of types of books and selections (e.g. picture books, captive books, short informational texts, nursery rhymes, word phrases, finger plays, puppet plays, re-enactment of familiar stories) using grade-level text with frequent instructional support.	●	66, 93, 146, 202, 223, 391
IH 3.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently. Self-selected texts should be consistent with the student's independent reading level.		Outside the scope of the program
IH 3.06 Demonstrate a sense of story from a grade-level text with frequent instructional support using graphic organizers as needed (e.g., beginning, middle, end, characters, setting, details).	●	58-59, 117-120, 341-342
IH 3.07 Read and retell grade-level text by utilizing facts and details to clarify ideas with occasional prompting with frequent instructional support (e.g., who, what, when, where, how, why).	●	90-92, 277-280, 305-311
IH 3.08 Recognize 40-80 high-frequency and/or common irregularly spelled words in grade level text (e.g., had, where, said, two).	●	This standard is addressed implicitly throughout Units 5-8
IH 3.09 Read aloud independently with fluency and comprehension any grade appropriate text with frequent instructional support.	●	45, 53, 76
IH 3.10 Interact with text before, during, and after reading to formulate questions that a text might answer with frequent instructional support (e.g., What will happen in this story?, Who might this be?, Where do you think this happens?).	●	55-58, 87-90, 277-279
IH 3.11 Predict possible events using preparation strategies to activate prior knowledge and experiences before and during the reading of the text with little assistance.	●	55-58, 149-151, 305-309
IH 3.12 Identify and produce word families in response to an oral prompt with little assistance.	●	Appendix C
IH 3.13 Begin to self-correct short and long vowels sounds and consonant sounds in multi-syllable words during oral reading with little assistance.	●	45, 53, 391
IH 3.14 Demonstrate comprehension of grade-level text using a variety of products with frequent instructional support (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).	●	91-92, 153, 279-280, 310

● Standard is addressed

A 3.01 Identify and name all upper and lowercase of the English alphabet in print and handwritten form with little assistance.	●	Set 1: 148, 177, 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities <i>Note: Students refer to print charts (traditional, modern manuscript, and cursive) throughout Units 1-4</i>
A 3.02 Identify and pronounce correctly all blends and digraphs with little assistance.	●	Addressed explicitly in Set 1, e.g., pp. 297 and 383; addressed implicitly throughout Units 5-8
A 3.03 Use phonics knowledge of sound letter relationships to decode regular multi-syllable words when reading grade-level text with occasional instructional support.	●	430, 443, 497
A 3.04 Demonstrate familiarity with a variety of types of books and selections using grade level text with occasional instructional support (e.g., storybooks, short chapter books, newspapers, telephone books, and every day print such as, signs, labels, poems, word plays using alliteration and rhyme, skits and short plays).	●	423-427, 430, 530-533
A 3.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently commensurate with the student's independent reading level.		Outside the scope of the program
A 3.06 Demonstrate a sense of story from a grade-level text with occasional instructional support and graphic organizers as needed (e.g., beginning, middle, end, characters, setting, and details).	●	444, 507-508
A 3.07 Discuss and explain responses to how, why, and what if questions in sharing narrative and expository texts with little assistance.	●	454, 504-508, 535-539
A 3.08 Recognize 70 to 100 high-frequency and/or common irregularly spelled words in grade level text (e.g., had, where, said, two).	●	This standard is addressed implicitly throughout Units 5-8
A 3.09 Read aloud and self-monitor independently with fluency and comprehension any grade appropriate text with occasional instructional support.	●	430, 524
A 3.10 Interact with text before, during, and after reading to formulate questions that a text might answer with occasional instructional support (e.g. What will happen in this story?, Where do you think this happens?).	●	423-427, 504-506, 534-538
A 3.11 Predict and explain what will happen next in the story.	●	504-506, 534-538

● Standard is addressed

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A 3.12 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	●	430, 530-531
A 3.13 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rhymes, length of word, and ending letters).	●	443, 449, 497
A 3.14 Compose a variety of products in response to grade-level text with occasional instructional support (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).	●	449, 450-454, 507
S 3.01 Name all letters of the English alphabet without assistance.	●	Set 1: 297, 490, 495; also covered throughout Units 1-4 in Set 1—see p. 56 of Set 1 for explanation of activities
S 3.02 Identify and pronounce correctly all blends and digraphs without assistance.	●	Addressed explicitly in Set 1, e.g., pp. 297 and 383; addressed implicitly throughout Units 5-8
S 3.03 Use phonics knowledge of sound letter relationships sufficiently to decode regular multi-syllable words when reading grade-level text.	●	563, 635, 648
S 3.04 Demonstrate familiarity with a variety of types of books and selections using grade-level text (e.g., storybooks, short chapter books, newspapers, telephone books, every day print such as, signs, labels, poems, word plays using alliteration and rhyme, skits, short plays).	●	563, 583, 584, 635-636
S 3.05 Increase vocabulary, concepts, and reading stamina by reading self-selected grade-level texts independently.		Outside the scope of the program
S 3.06 Demonstrate sense of story from a grade-level text (e.g., beginning, middle, end, characters, setting, details).	●	570, 572, 597
S 3.07 Discuss and explain responses to how, why, and what if questions in sharing narrative and expository texts.	●	583, 597, 641-645
S 3.08 Recognize all high-frequency and/or common irregularly spelled words in grade-level text (e.g., where, said, two).	●	This standard is addressed implicitly throughout Units 5-8
S 3.09 Read aloud and self-monitor independently with fluency and comprehension any grade appropriate text.	●	563, 584, 648

● Standard is addressed

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S 3.10 Interact with text before, during, and after reading to formulate questions that a text might answer (e.g., What will happen in this story?, Who might this be?, or Where do you think this happens?).	●	568-570, 594-596, 641-643
S 3.11 Predict the story and explain what will happen next.	●	568-570, 594-596, 641-643
S 3.12 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors independently.	●	583, 584, 614
S 3.13 Self-monitor decoding by using one or two decoding strategies independently (e.g., beginning letters, rhymes, length of word, ending letters).	●	563, 584, 614
S 3.14 Compose a variety of products in response to grade-level text (e.g., stories, journal entries, letters, response logs simple poems, oral retellings).	●	570-572, 636, 645
COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
IH 4.01 Produce various forms of writing in small groups with some assistance.	●	59, 85, 203
IH 4.02 Write simple, complete sentences correctly including descriptors, subject, and verb.	●	45, 49, 59, 110
IH 4.03 Spell many high-frequency words correctly.	●	49, 80, 255 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
IH 4.04 Write one paragraph describing a familiar topic or experience with assistance.	●	49, 156, 188
IH 4.05 Compose simple sentences using punctuation and capitalization appropriately with frequent assistance.	●	91, 160, 310
IH 4.06 Edit own writing focusing on specific traits from an editing checklist with some assistance.	●	49, 110, 160
A 4.01 Produce various forms of writing independently with little assistance.	●	429, 495, 499
A 4.02 Write complete sentences including more complex grammar, descriptors, and subject/verb agreement with occasional assistance.	●	430, 444, 495

A 4.03 Spell previously studied words correctly and use reference materials to identify and correct grade-level spelling words in own writing.	●	429, 449, 495
A 4.04 Write a one or two-paragraph narrative and informative presentation with little assistance.	●	512-514, 531
A 4.05 Compose more complex sentences using punctuation and capitalization appropriately with little assistance.	●	444, 495, 499
A 4.06 Edit own writing focusing on specific traits from an editing checklist with little assistance.	●	444, 495, 499, 574
S 4.01 Produce various forms of writing independently without assistance.	●	567, 615, 643
S 4.02 Write complete sentences including more complex grammar, descriptors, and subject/verb agreement without assistance.	●	559, 571, 573-574
S 4.03 Spell previously studied words correctly to identify and correct grade-level spelling words in own writing.	●	573-574, 615, 643
S 4.04 Write a one or two-paragraph narrative and informative presentation without assistance.	●	531, 573-574, 596
S 4.05 Compose more complex sentences using punctuation and capitalization appropriately without assistance.	●	559, 563, 596
S 4.06 Edit own writing using an editing checklist independently.	●	444, 495, 574
GRADE 3		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
IH 1.01 Respond to most conversational questions on a variety of topics spoken at normal speed and academic questions with some difficulty.	●	62, 80, 175, 244, 313
IH 1.02 Understand and follow one-step and two-step directions on a variety of topics when spoken at a normal speed with occasional restatement.	●	44, 65, 240
IH 1.03 Respond appropriately to a variety of common expressions when spoken at a normal speed with occasional restatements.	●	62, 80, 175, 200, 234, 244, 313

IH 1.04 Listen to a variety of stories told or read aloud and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	58, 91, 310
IH 1.05 Demonstrate comprehension of an oral presentation on a variety of topics using multiple strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	63, 90-91, 278-280
A 1.01 Respond to most conversational and academic questions spoken at normal speed with occasional difficulty.	●	424-425, 430, 471, 527
A 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with occasional difficulty.	●	429, 440, 509
A 1.03 Respond appropriately to conversational and academic expressions when spoken at a normal speed with occasional difficulty.	●	424-425, 430, 438, 464, 471, 527
A 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies (e.g., sequencing, pictograph, story mapping).	●	443-444, 505-507, 535-540
A 1.05 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies (e.g., sequencing, pictograph, story mapping).	●	424-427, 499, 505-507
S 1.01 Respond to most conversational and academic questions spoken at normal speed with very little difficulty.	●	556-559, 564, 583, 608
S 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with very little difficulty.	●	429, 440, 509
S 1.03 Respond appropriately to conversational and academic expressions when spoken at a normal speed with very little difficulty.	●	556-559, 571, 583, 611
S 1.04 Listen to stories told or read on a variety of topics and demonstrate comprehension independently.	●	563, 569-570, 614, 635-636
S 1.05 Demonstrate comprehension of an oral presentation on a variety of topics independently.	●	583, 596-597, 644

COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
IH 2.01 Participate effectively in social and academic conversations with occasional difficulties and/or hesitations.	●	62, 84, 139, 295
IH 2.02 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulties.	●	62, 84, 139, 295
IH 2.03 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulties.	●	153, 280, 311, 342
IH 2.04 Speak in English using grammatical forms and sounds with some rules not evident.	●	140-141, 156, 317
A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with occasional errors.	●	410-411, 421-422, 500
A 2.02 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).	●	427, 508, 540
A 2.03 Make presentations on a variety of topics using expanded vocabulary with few errors.	●	413, 429, 430, 449
A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with random errors.	●	This standard is addressed implicitly throughout Units 5-8
S 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.	●	588-589, 648-649
S 2.02 Retell, narrate, and paraphrase events in more detail.	●	559, 570, 583
S 2.03 Make presentations on a variety of topics using grade-level vocabulary with few errors.	●	413, 430, 583, 584
S 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.	●	This standard is addressed implicitly throughout Units 5-8

● Standard is addressed

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COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
IH 3.01 Use phonetic knowledge and structural analysis to decode regular multi-syllable words when reading grade-level text with frequent instructional support (e.g., knowledge of syllables, suffixes, prefixes).	●	93, 108, 253, Appendix C
IH 3.02 Ask how, why and what if questions to understand and/or interpret grade-level text with frequent instructional support.	●	59, 62, 391-392
IH 3.03 Self-monitor own difficulties in comprehending grade level text using several strategies with frequent instructional support.	●	53, 93, 391
IH 3.04 Use features of text to demonstrate comprehension of expository grade level text with prompting (e.g., headings, italics, bold face).	●	66, 202
IH 3.05 Identify some significant structural organizational patterns in grade-level text with frequent instructional support. (e.g., sequence, cause/effect).	●	90, 224, 444, 445
IH 3.06 Distinguish between explicit examples of fact, opinions, inference, and cause/effect in grade-level text with frequent instructional support.	●	531, 538, 584; also covered in Set 1, p. 174
IH 3.07 Demonstrate familiarity with a variety of grade-level texts and identify their purposes with frequent instructional support.	●	66, 93, 146, 202, 223, 391
IH 3.08 Use a variety of strategies and skills to read independently self-selected texts in English and consistent with the students independent reading level.		Outside the scope of the program
A 3.01 Read most high-frequency and many irregularly spelled words accurately in grade-level text with occasional instructional support.	●	66, 93, 108, 146 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>

A 3.02 Identify and interpret elements of fiction and nonfiction by referencing grade-level text with occasional instructional support (e.g., plot, conflict, sequence, lesson/message, resolution, details, main idea).	●	430, 443-444, 504-506
A 3.03 Apply numerous strategies to comprehend reading of grade level text with occasional instructional support (e.g., mapping, predicting, using prior knowledge, cueing systems).	●	443, 450-452, 497-498
A 3.04 Distinguish between fact/opinion, inference, and cause/effect in grade-level text with occasional instructional support.	●	531, 538, 584
A 3.05 Use features of text to demonstrate comprehension of expository text (e.g., bold face, italics, headings).	●	443-444, 497-498, 528
A 3.06 Use grade-level text, including literary, expository, informational, and real life applications, for a variety of purposes with occasional instructional support.	●	430, 449, 507
A 3.07 Read independently or aloud from self-selected text with fluency and in a manner that sounds like natural speech. Self-selected text should be in English and consistent with the student's independent reading level.		Outside the scope of the program
S 3.01 Read most high-frequency and many irregularly spelled words accurately in grade level text independently.	●	563, 583, 635-636, 648 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
S 3.02 Identify and interpret elements of fiction and nonfiction independently by referencing grade-level text (e.g., plot, conflict, sequence, lesson/message, resolution, details, main idea).	●	583, 584, 635-636
S 3.03 Apply numerous strategies to comprehend reading of grade level text independently (e.g., mapping, predicting, using prior knowledge, cueing systems).	●	563, 583, 635-636
S 3.04 Distinguish between fact/opinion, inference, and cause/effect in grade-level text independently.	●	224, 371-373, 392, 396-397, 584; also covered in Set 1, pp. 604 and 625

S 3.05 Use features of text to demonstrate comprehension of expository text independently (e.g., bold face, italics, headings).	●	583, 635-636
S 3.06 Use grade-level text, including literary, expository, informational, and real life applications, for a variety of purposes.	●	563, 583, 614
S 3.07 Read silently or aloud from self-selected text with fluency and in a manner that sounds like natural speech.		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.		
IH 4.01 Use correct capitalization and punctuation with few errors.	●	49, 85, 203
IH 4.02 Composes compound sentences using regular verbs appropriately, but with inconsistent use of adverbs, prepositions, conjunctions, and irregular verbs in all tenses.	●	91, 156, 317
IH 4.03 Can identify misspellings of most high-frequency words and use reference materials with occasional instructional assistance to correct.	●	113, 140, 155, 219 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
IH 4.04 Compose a paragraph with supporting details that includes adjectives and a variety of sentence patterns.	●	188, 203, 373
IH 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and contractions, sequence of events, and descriptive words and phrases with some assistance.	●	49, 203, 373
A 4.01 Uses capitalization and punctuation automatically and appropriately.	●	422, 456-457, 495
A 4.02 Composes compound sentences using regular verbs appropriately, but with occasional errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.	●	444, 495, 499
A 4.03 Can spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing with little assistance.	●	430, 449, 480
A 4.04 Compose a paragraph with supporting details that includes a topic sentence, supporting details, and logical sequence with little assistance.	●	444, 495, 499

A 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 little assistance.	●	444, 495, 499, 574
S 4.01 Uses correct capitalization and punctuation automatically and appropriately.	●	567, 615, 639
S 4.02 Composes compound sentences using regular verbs appropriately, with very few errors in the use of adverbs, prepositions, conjunctions, and irregular verbs in all tenses.	●	573-574, 643, 648
S 4.03 Can spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing without assistance.	●	563, 571, 643
S 4.04 Compose a paragraph with supporting details that includes a topic sentence, supporting details, and logical sequence without assistance.	●	563, 573-574, 648
S 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and contractions, sequence of events, and descriptive words and phrases without assistance.	●	444, 495, 574
GRADE 4		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
IH 1.01 Listen and respond to most conversational and academic questions on a variety of topics spoken at normal speed with some difficulty.	●	62, 80, 175, 244, 313, 399-400
IH 1.02 Understand and follow one-step and two-step directions on a variety of topics when spoken at a normal speed with occasional restatement.	●	44, 65, 240
IH 1.03 Listen and respond appropriately to a variety of common expressions when spoken at a normal speed with occasional restatement.	●	62, 80, 175, 200, 234, 244, 313
IH 1.04 Demonstrate comprehension of oral presentations or stories read aloud on a variety of topics using multiple strategies with occasional assistance or restatement (e.g., sequencing, pictograph, story mapping).	●	58, 91, 278-280, 310
A 1.01 Listen and respond appropriately to most conversational and academic questions and expressions spoken at normal speed with occasional difficulty.	●	424-425, 430, 471, 527
A 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with occasional difficulty.	●	429, 440, 509

A 1.03 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).	●	443-444, 505-507, 535-540
A1.04 Demonstrate comprehension of oral presentations on a variety of topics using a variety of strategies with little assistance (e.g., sequencing, pictograph, story mapping).	●	424-427, 499, 505-507
S 1.01 Listen and respond to most conversational and academic questions and expressions spoken at normal speed with no difficulty.	●	556-559, 564, 583, 608
S 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with little difficulty.	●	429, 440, 509
S 1.03 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension using a variety of strategies without assistance (e.g., sequencing, pictograph, story mapping).	●	563, 569-570, 614, 635-636
S1.04 Demonstrate comprehension of oral presentations on a variety of topics using a variety of strategies without assistance (e.g., sequencing, pictograph, story mapping).	●	583, 596-597, 644
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
IH 2.01 Participate effectively in social and academic conversations with occasional difficulties and/or hesitations.	●	62, 84, 139, 295
IH 2.02 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulty.	●	153, 280, 311, 342
IH 2.03 Use expanded vocabulary to participate in a variety of social and academic topics with occasional difficulty.	●	62, 84, 139, 295
IH 2.04 Speak in English using grammatical forms and sounds with some rules not evident.	●	140-141, 156, 317
A 2.01 Participate effectively in social and academic conversations with few errors.	●	410-411, 421-422, 500
A 2.02 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).	●	427, 508, 540

A 2.03 Make oral presentations on a variety of topics using expanded vocabulary with few errors.	●	413, 429, 430, 449
A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with random errors.	●	This standard is addressed implicitly throughout Units 5-8
S 2.01 Participate effectively in social and academic conversations with very few errors.	●	588-589, 648-649
S 2.02 Use vocabulary effectively to carry on discourse in social and academic conversations with very few errors.	●	588-589, 648-649
S 2.03 Retell, narrate, and paraphrase events in greater detail using expanded grade-level vocabulary (e.g., characters, setting, plot).	●	559, 570, 583
S 2.04 Make oral presentations on a variety of topics using expanded vocabulary with very few errors.	●	413, 430, 583, 584
S 2.05 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with very few errors.	●	This standard is addressed implicitly throughout Units 5-8
COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
IH 3.01 Use phonemic awareness and structural analysis to decode regular multi-syllable words when reading grade-level text with frequent instructional support (e.g., knowledge of syllables, suffixes and prefixes, compound words).	●	93, 108, 253, Appendix C
IH 3.02 Recognize many high-frequency words in grade-level text with frequent instructional support.	●	This standard is addressed implicitly throughout Units 5-8
IH 3.03 Identify and interpret elements of fiction and nonfiction in grade-level text with frequent instructional assistance (e.g., conflict, main idea, fact/opinion, supporting details, point of view, resolution).	●	59, 108-109, 118-119
IH 3.04 Self-monitor own difficulties in comprehending grade-level text with frequent instructional support.	●	53, 93, 391
IH 3.05 Identify some significant structural organization patterns in grade-level text with frequent instructional support.	●	90, 224, 444, 445

● Standard is addressed

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IH 3.06 Demonstrate familiarity with a wide variety of grade-level texts and identify their purpose with frequent instructional support.	●	66, 93, 146, 202, 223, 391
IH 3.07 Use a variety of strategies and skills to read self-selected text commensurate with student's reading level with some assistance.		Outside the scope of the program
IH 3.08 Use a dictionary, glossary, thesaurus, or other reference materials to identify and comprehend unknown words.	●	65, 66, 126, 146-147, 266
A 3.01 Read many irregularly spelled words accurately in grade-level text with occasional instructional support.	●	This standard is addressed implicitly throughout Units 5-8
A 3.02 Recognize most high-frequency words at grade-level with occasional instructional support.	●	This standard is addressed implicitly throughout Units 5-8
A 3.03 Identify and interpret elements of fiction and nonfiction in a grade-level text and support by referencing the text to determine the author's choice of words and theme with occasional instructional assistance.	●	424-426, 497, 524
A 3.04 Self-monitor own difficulties in comprehending grade-level text with occasional instructional support.	●	443, 449, 497
A 3.05 Interact with grade-level text with occasional instructional support before, during, and after reading, listening, and viewing.	●	423-427, 504-506, 534-538
A 3.06 Distinguish between fact/opinion, inference, and cause/effect in grade-level text with occasional instructional support.	●	531, 538, 584
A 3.07 Read independently or aloud daily from self-selected texts commensurate with the student's reading level with some errors in fluency and natural intonation.		Outside the scope of the program
A 3.08 Use a variety of grade-level text and reference materials for a variety of purposes with occasional instructional support (e.g., literary, expository, informational, real life applications).	●	430, 449, 507
A 3.09 Identify ways language and visuals bring characters to life, enhance plot development, and produce a response in grade-level text with occasional instructional support (e.g., author's use of figurative language and descriptive language).	●	426, 507, 524
S 3.01 Read many irregularly spelled words accurately in grade-level text.	●	This standard is addressed implicitly throughout Units 5-8

● Standard is addressed

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S 3.02 Recognize most high-frequency words at grade level.	●	This standard is addressed implicitly throughout Units 5-8
S 3.03 Identify and interpret elements of fiction and nonfiction in a grade-level text and support by referencing the text to determine the author's choice of words and theme.	●	584, 642-644, 648
S 3.04 Self-monitor own difficulties in comprehending grade-level text.	●	563, 584, 614
S 3.05 Interact with grade-level text before, during, and after reading.	●	568-570, 594-596, 641-643
S 3.06 Distinguish between fact/opinion, inference, and cause/effect in grade-level text.	●	224, 371-373, 392, 396-397, 584; also covered in Set 1, pp. 604 and 625
S 3.07 Read independently or aloud daily from self-selected texts commensurate with the student's reading level.		Outside the scope of the program
S 3.08 Use a variety of grade-level text and reference materials for a variety of purposes (e.g., literary, expository, informational, real life applications).	●	563, 583, 614
S 3.09 Identify ways language and visuals bring characters to life, enhance plot development, and produce a response in grade-level text (e.g., author's use of figurative language and descriptive language).	●	524, 584, 644
COMPETENCY GOAL 4: WRITING – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.		
IH 4.01 Use capitalization and punctuation independently with few errors.	●	49, 85, 203
IH 4.02 Compose compound sentences using regular verbs appropriately, but with inconsistent use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.	●	91, 156, 317
IH 4.03 Identify misspellings of most high-frequency words and use reference materials with occasional instructional assistance to correct misspellings in own writing.	●	113, 140, 155, 219 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
IH 4.04 Compose several paragraphs with topic sentences, supporting details, and some evidence of logical progression (e.g., some use of transition words).	●	49, 188, 203, 373

IH 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.	●	49, 203, 373
A 4.01 Use correct capitalization and punctuation automatically.	●	422, 456-457, 495
A 4.02 Compose compound sentences using regular verbs appropriately with occasional errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.	●	444, 495, 499
A 4.03 Spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing.	●	429, 449, 495
A 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic with occasional assistance.	●	512-513, 573-574
A 4.05 Compose personal and imaginative narratives, journals, instructions, short reports, and simple poems with little assistance.	●	430, 444, 449, 531-532
A 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 little assistance.	●	444, 495, 499, 574
S 4.01 Use correct capitalization and punctuation with few errors.	●	567, 615, 639
S 4.02 Compose compound sentences using regular verbs appropriately with very few errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.	●	573-574, 643, 648
S 4.03 Identify and correct grade-level spelling words in own writing.	●	559, 571, 596
S 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic with no assistance.	●	512-513, 573-574
S 4.05 Compose personal and imaginative narratives, journals, instructions, short reports, and simple poems without assistance.	●	563, 596, 615
S 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and contractions, sequence of events, and addition of descriptive words and phrases without assistance.	●	444, 495, 573-574

GRADE 5		
COMPETENCY GOAL 1: LISTENING – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.		
IH 1.01 Listen and respond to most common expressions and conversational questions on a variety of topics spoken at normal speed and academic questions with some difficulty.	●	62, 80, 175, 200, 234, 244, 313
IH 1.02 Understand and follow one-step and two-step directions on a variety of topics when spoken at a normal speed with occasional restatement.	●	44, 65, 240
IH 1.03 Listen to a variety of stories told or read aloud and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	58, 91, 310
IH 1.04 Demonstrate comprehension of an oral presentation on a variety of topics using multiple strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	●	63, 90-91, 278-280
A 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with occasional difficulty.	●	424-425, 430, 471, 527
A 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with occasional difficulty.	●	429, 440, 509
A 1.03 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies (e.g., sequencing, pictograph, story mapping).	●	443-444, 505-507, 535-540
A 1.04 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies (e.g., sequencing, pictograph, story mapping).	●	424-427, 499, 505-507
S 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with little difficulty.	●	556-559, 564, 583, 608
S 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with little difficulty.	●	429, 440, 509
S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with little difficulty.	●	556-559, 571, 583, 611

S 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension independently using a variety of strategies (e.g., sequencing, pictograph, story mapping).	●	563, 569-570, 614, 635-636
S 1.05 Demonstrate comprehension of an oral presentation on a variety of topics independently.	●	583, 596-597, 644
COMPETENCY GOAL 2: SPEAKING – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.		
IH 2.01 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulty.	●	62, 84, 139, 295
IH 2.02 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulty.	●	153, 280, 311, 342
IH 2.03 Speak in English using grammatical forms and sounds with some rules not evident.	●	140-141, 156, 317
A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with occasional errors.	●	410-411, 421-422, 500
A 2.02 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).	●	427, 508, 540
A 2.03 Make oral presentations on a variety of topics using expanded vocabulary with few errors.	●	413, 429, 430, 449
A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.	●	This standard is addressed implicitly throughout Units 5-8
S 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.	●	588-589, 648-649
S 2.02 Retell, narrate, and paraphrase events in greater detail using expanded grade-level vocabulary (e.g., characters, setting, plot).	●	559, 570, 583
S 2.03 Make oral presentations on a variety of topics using expanded vocabulary with few errors.	●	413, 430, 583, 584
S 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.	●	This standard is addressed implicitly throughout Units 5-8

● Standard is addressed

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COMPETENCY GOAL 3: READING – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.		
IH 3.01 Apply phonics and structural analysis to decode words when reading grade-level text with frequent instructional support (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	●	93, 108, 253, Appendix C
IH 3.02 Identify and interpret elements of fiction and nonfiction in grade-level text with frequent instructional assistance (e.g., conflict, main idea, fact/opinion, supporting details, point of view, resolution).	●	59, 108-109, 118-119
IH 3.03 With frequent instructional support use meta-cognitive strategies to comprehend grade level text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	●	59-60, 66-67, 278-280
IH 3.04 Predict possible events in simple or patterned text before and during reading with some instructional support.	●	55-58, 149-151, 305-309
IH 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text with frequent instructional support.	●	146-147, 397
IH 3.06 Identify some significant structural organizational patterns in text commensurate with the student's English language proficiency level (e.g., sequence, cause/effect, fact/opinion).	●	90, 224, 444, 445
IH 3.07 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level using several strategies.	●	53, 93, 391
IH 3.08 Respond to grade-level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes with frequent instructional support.	●	91, 93-94, 223, 250, 397
IH 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 assistance as needed.	●	Outside the scope of the program
A 3.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic) in grade-level text with occasional instructional support.	●	This standard is addressed implicitly throughout Units 5-8

● Standard is addressed

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A 3.02 Identify and interpret elements of fiction and nonfiction in grade-level text with little assistance (e.g., plot, conflict, main idea, fact/opinion, supporting details, point of view, resolution).	●	430, 443-444, 504-506
A 3.03 With occasional instructional support use meta-cognitive strategies to comprehend grade level text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question).	●	443-444, 524, 531
A 3.04 Predict possible events in simple or patterned text before and during reading with little instructional support.	●	504-506, 534-538
A 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text with occasional instructional support.	●	443-444, 531, 533, 539
A 3.06 Summarize major points from fiction and nonfiction grade level text(s) to clarify and retain information and ideas with occasional instructional support.	●	443-444, 506, 530-531
A 3.07 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level with little assistance.	●	443, 449, 497
A 3.08 Respond to grade-level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes with occasional instructional support.	●	430, 506-507, 524, 530-531
A 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 assistance as needed.		Outside the scope of the program
S 3.01 Use word identification strategies appropriately and automatically when encountering unknown words in grade-level text (e.g., graphophonic, syntactic, semantic).	●	This standard is addressed implicitly throughout Units 5-8
S 3.02 Identify and interpret elements of fiction and nonfiction in grade-level text without assistance (e.g., plot, conflict, main idea, fact/opinion, supporting details, point of view, resolution).	●	583, 584, 635-636
S 3.03 Use meta-cognitive strategies to comprehend grade level text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question).	●	563, 583, 584
S 3.04 Predict possible events in simple or patterned text before and during reading.	●	568-570, 594-596, 641-643

● Standard is addressed

S 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text.	●	583, 596, 648
S 3.06 Summarize major points from fiction and nonfiction grade level text(s) to clarify and retain information and ideas.	●	563, 570, 596, 648
S 3.07 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level without assistance.	●	563, 584, 614
S 3.08 Respond to grade level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.	●	563, 570, 596, 648
S 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English.		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.		
IH 4.01 Use capitalization and punctuation independently with few errors.	●	49, 85, 203
IH 4.02 Compose compound sentences using regular verbs appropriately, but with inconsistent use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.	●	91, 156, 317
IH 4.03 Identify misspellings of most high-frequency words and use reference materials with occasional instructional assistance to correct misspellings in own writing.	●	113, 140, 155, 219 <i>Note: High-frequency words are integrated throughout Units 5-8; see Target Vocabulary Words & Phrases chart in each chapter</i>
IH 4.04 Compose several paragraphs with topic sentences, supporting details, and some evidence of logical progression (e.g., some use of transition words).	●	49, 188, 203, 373
IH 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.	●	49, 203, 373
A 4.01 Use correct capitalization and punctuation automatically.	●	422, 456-457, 495
A 4.02 Compose compound sentences using regular verbs appropriately with occasional errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.	●	444, 495, 499

A 4.03 Spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing.	●	430, 449, 480
A 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic with occasional assistance.	●	512-513, 573-574
A 4.05 Produce work that follows the conventions of particular genres with occasional assistance (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, and letters of complaint).	●	430, 444, 531-532
A 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 little assistance.	●	444, 495, 499, 574
S 4.01 Use correct capitalization and punctuation with very few errors.	●	567, 615, 639
S 4.02 Compose compound sentences using regular verbs appropriately with no errors in the use of adverbs, prepositions, conjunctions, and irregular verbs in all tenses.	●	596, 615, 643
S 4.03 Spell correctly appropriate grade-level words and use reference materials to identify and correct grade-level spelling words in own writing.	●	563, 596, 643
S 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic.	●	512-513, 573-574
S 4.05 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	●	563, 573-574, 596
S 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.	●	444, 495, 574