

ALIGNMENT

ENGLISH LANGUAGE PROFICIENCY STANDARDS, GRADES K-5

FOR THE STATE OF OREGON

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: Oregon English Language Proficiency Standards, Grades K-5
and *Carousel of Ideas*, 4th Edition – Set 1 (Units 1-4)**

Beginning=*Carousel* Units 1-2

Early Intermediate=*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*. References are from the Set 1 Teacher’s Guide unless otherwise noted.

Standard		Examples from select pages in the <i>Teacher’s Guide</i> *
GRADE KINDERGARTEN		
READING		
WORD ANALYSIS AND FLUENCY		
1. Analyze words, recognize words, and learn to read grade level text fluently across the subject areas (similar to 1996 “Recognize, pronounce...words in text by using phonics”).		
1. Beginning: Holds a book the correct way with the cover facing the child, right side up.	•	53-55
2. Beginning: Points to appropriate response (e.g., “top”, “bottom”, “left”, and “right” of page) after teacher models the word and points to correct locations.	•	54, 77, 99
3. Beginning: Locates individual words in the classroom or books by pointing or gesturing after teacher modeling and guidance.	•	54, 57, 68
4. Beginning: Matches letters of the alphabet, using nonverbal responses.	•	56, 71, 104
5. Beginning: Indicates recognition of some upper or lower case letters by responding nonverbally when they are named.	•	56, 105, 127

• Standard is addressed; P=standard is partially addressed

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1. Early Intermediate: Repeats words and points to appropriate prompt (e.g., the “front cover”, the “back cover” and the “title page”) after the teacher models the words and points to the correct response.	•	351, 377, 426, 528
2. Early Intermediate: Repeats words and points to correct response (e.g., “top”, “bottom”, “left”, and “right” of page).	•	341, 347, 371, 372, 567
3. Early Intermediate: Identifies letters together by verbally saying “word”, or indicates the understanding of word by simple words or nonverbal responses.	•	345, 352, 524
4. Early Intermediate: Identifies alphabet letters by name, at teacher request.	•	344, 496-500, 530, 618
5. Early Intermediate: Recognizes and names 30% of upper and lower case letters, either by using one-word answers or nonverbal responses.	•	494-495, 498
PHONEMIC AWARENESS		
1. Beginning: Attempts to listen and figure out the sounds of sentences the teacher is saying.	•	47, 91, 101
2. Beginning: Gestures as to what sound comes first, medial and last in familiar word when listening to an oral CVC (consonant-vowel-consonant) word.	•	47, 56, 177
3. Beginning: Listens to lists of rhyming words as the teacher reads them.	•	58, 70, 91
4. Beginning: Listens to one-syllable words.	•	44, 54, 58
5. Beginning: Demonstrates understanding of “same” and “different” using nonverbal responses, given a pair of letters or pictures.	•	60, 69, 126
6. Beginning: Identifies oral word sets that are the same by responding with gestures, pictures or pointing, indicating the same or different.	•	57, 58, 60
7. Beginning: Orally repeats the sounds the teacher models.	•	50, 51, 56
8. Beginning: Orally repeats a single syllable spoken aloud.	•	47, 90, 118
1. Early Intermediate: Repeats simple sentences the teacher says.	•	340, 349, 367, 386
2. Early Intermediate: Uses single words or phrases to respond to the alphabetic principle.	•	344, 381-383, 420, 529
3. Early Intermediate: Repeats rhyming words from a book read orally.	•	379, 427, 530, 602
4. Early Intermediate: Identifies where words begin using nonverbal responses or simple phrases when questioned.	•	344, 382, 383, 596
5. Early Intermediate: Demonstrates if the words are the same or different by using nonverbal responses or simple words, given oral pairs of words.	•	367, 385, 446
6. Early Intermediate: Says the words slowly, and repeats the medial sound in each word, given two words.	•	381-383, 420, 421, 497
7. Early Intermediate: Orally repeats sounds and is able to draw out the sound of the first letter with teacher modeling.	•	344, 383, 497
8. Early Intermediate: Repeats a word slowly to hear each sound with teacher modeling and guided practice.	•	345, 355, 382-383

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DECODING AND WORD RECOGNITION		
1. Beginning: Indicates by gestures or pointing that they have the same or different letters, when shown pairs of words that are the same or different.	•	62, 74, 101
2. Beginning: Listens to words of English language, trying to make sense of the new sounds.	•	54, 77, 99
3. Beginning: Recognizes letters in one-syllable decodable words.	•	47, 71, 126
4. Beginning: Identifies some sight words and common words following the teacher modeling. Identification may be made by gestures, pictures or pointing.	•	54, 60, 126
1. Early Intermediate: States if the sounds will change in the second word or not, given a CVC word, and writes it again with either one letter substitution to the word, or none.	•	547
2. Early Intermediate: Learns 25% of the one-to-one letter/sound correspondences.	•	381-383, 420, 441, 497, 547
3. Early Intermediate: States letter sounds in one-syllable decodable words, in isolation, e.g., /d/ /o/ /g/.	•	383, 497, 547
4. Early Intermediate: Repeats sight words and common words with classmates.	•	444, 497, 525, 546
LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT		
2. Listen to, read, and understand a wide variety of informational and narrative (story) text across the subject areas at school and on own, applying comprehension strategies as needed.		
1. Beginning: Listens to a wide variety of children’s literature. Responds to literature through gestures, drawings and actions.	•	This standard is addressed implicitly throughout Set 1; also 53-55, 77-78, 98-99
2. Beginning: Listens to make sense of the sounds of the language as discussions are held.	•	This standard is addressed implicitly.
1. Early Intermediate: Listens to a wide variety of children’s literature. Responds with single words or phrases. Uses key words and nonverbal responses when participating.	•	352, 378, 404, 427, 453
2. Early Intermediate: Demonstrates literal listening comprehension of simple texts by using single word or short phrases in discussions.	•	349, 351, 379, 408, 526, 532, 568
VOCABULARY		
3. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and content clues; verify the meaning of new words; and use those words accurately across the subject areas (similar to 1996 “...know the meaning of words in text by using...language structure, contextual clues, and visual clues”).		
1. Beginning: Listens to understand, learns and uses new vocabulary that is introduced and taught directly through orally read stories and informational text. Responds to new vocabulary through gestures, drawings and actions.	•	54, 59, 60
2. Beginning: Listens to make sense of new sounds and words heard when selections are read aloud.	•	This standard is addressed implicitly.
3. Beginning: Identifies and sorts common pictures/words into basic categories such as colors, shapes, and food, by gestures, drawings, and actions.	•	46, 68, 78

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4. Beginning: Responds to common objects and events in both general (<i>ball</i>) and specific language (<i>large red baall with stripes</i>), through gestures, drawings, or actions.	•	114, 115, 129
1. Early Intermediate: Understands new vocabulary that is introduced and taught directly through orally read stories and informational text. Responds with single words or phrases. Participates by repeating key words and familiar phrases and by using nonverbal responses.	•	378, 407, 501, 526, 592
2. Early Intermediate: Learns some vocabulary by listening to selections read aloud repeatedly.	•	351, 407, 501, 526, 592
3. Early Intermediate: Identifies and sorts common pictures/words into basic categories. Responds to questions with gestures, key words, or familiar phrases.	•	348-349, 367, 375, 446
4. Early Intermediate: Describes common objects and events in both general and specific language with single words or phrases.	•	349, 353, 356, 430
READ TO PERFORM A TASK		
4. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task (similar to 1996 “Locate information”).		
1. Beginning: Learns that the “title” is the name of a book and that the word “author” is the name of the person who wrote the book.	•	53, 60, 98
2. Beginning: Listens to new words that name everyday print such as signs, notices, labels, newspaper, and informational books.	•	57, 60, 150
1. Early Intermediate: Learns how to find the location of the title and author on books, with teacher guidance. Responds with single words, short phrases, or nonverbal means.	•	351, 377, 404, 426, 552
2. Early Intermediate: Responds to everyday print by nonverbally pointing out various kinds of print, or identifying with single words or phrases.	•	351, 383, 421, 502
INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
5. Demonstrate general understanding of grade-level informational text across the subject areas (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Listens to questions and attempts to respond through gestures, drawings, and actions.	•	54, 59, 174
1. Early Intermediate: Answers simple questions about a text read aloud with nonverbal responses, single words or phrases.	•	352, 378, 408, 427, 553, 592
INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION		
6. Develop an interpretation of grade-level informational text across the subject areas (similar to 1996 “Demonstrate inferential comprehension”).		
1. Beginning: Uses pictures to make sense of the new language.	•	49, 55, 60
2. Beginning: Listens to simple text. Observes teacher-modeling connection to life experiences. Responses may be nonverbal.	•	60, 90, 142-143
1. Early Intermediate: Uses pictures to make sense of text.	•	341, 342, 352, 367, 378, 405

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2. Early Intermediate: Connects information in simple text to life experiences. Responds with words and simple phrases.	•	349, 407, 428, 454, 592
LITERATURE		
LISTEN TO AND READ LITERARY TEXT		
7. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.		
1. Beginning: Listens to stories based on well-known characters, themes, plots, and settings. Responds through gestures, actions and drawings.	•	54-55, 77-78, 98-99
2. Beginning: Listens to teacher name book titles and authors.	•	53, 77, 98
3. Beginning: Listens to simple literary text. Responses may be nonverbal.	•	70, 78, 142
1. Early Intermediate: Listens, makes connections, and responds to stories based on well-known characters, themes, plots and settings, using single words or phrases.	•	352, 378, 427, 500
2. Early Intermediate: Repeats book titles and authors with teacher modeling.	•	351, 377, 404, 426, 500
3. Early Intermediate: Attempts to discuss simple text by using single word or phrases.	•	352, 378, 427, 501
LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
8. Demonstrate general understanding of grade-level literary text (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Listens to stories.	•	54, 78, 99
2. Beginning: Listens to questions and answers about a simple text read aloud.	•	54, 78, 99
3. Beginning: Listens to stories.	•	54, 78, 99
1. Early Intermediate: Identifies general events of a story as part of a group with teacher assistance.	•	352, 427, 453, 529, 602
2. Early Intermediate: Answers simple questions about a text read aloud with nonverbal responses, single words and/or phrases.	•	352, 427, 453, 529, 602
3. Early Intermediate: Retells, reenacts, dramatizes or draws stories or parts of stories using nonverbal responses, key words, and familiar phrases.	•	369, 379, 380, 471, 478, 554
LITERARY TEXT: DEVELOP AN INTERPRETATION		
9. (K-1) and 10. (2-5) Develop an interpretation of grade-level literary text (similar to 1996 “Analyze the author’s ideas...and make supported interpretations of the selection”).		
1. Beginning: Listens to simple text. Observes teacher making connection to life experiences. Responses may be nonverbal.	•	54, 78, 124
2. Beginning: Observes pictures used to make predictions about simple text.	•	53, 77, 98
1. Early Intermediate: Connects events in simple text to life experiences. Responds with words and simple phrases.	•	349, 407, 428, 454, 592
2. Early Intermediate: Uses pictures to make predictions about the text with nonverbal responses, single words, or simple phrases.	•	351, 377, 452, 476, 500, 528, 552

SPEAKING AND LISTENING

SPEAKING

1. Communicate supported ideas across the subject areas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose (1996 Ideas and Content); organize oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements (1996 Organization); use language appropriate to topic, context, audience, and purpose (1996 Language); and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques (1996 Delivery).

1. Beginning: Listens to teacher and peers, recites short poems, rhymes and songs. Responses may be nonverbal.	•	57, 60, 61, 70
2. Beginning: Listens to stories and tries to make sense of the new sounds of the English language.	•	54, 78, 99
3. Beginning: Observes peers showing and telling using props.	•	58, 59, 61, 69
4. Beginning: Observes peers and teacher sharing information and ideas.	•	55, 59, 61
5. Beginning: Listens to other peers and teacher describe people, places, things, locations and actions. Responses may be nonverbal.	•	50, 55, 59, 60
6. Beginning: Listens to an experience or story told in a logical sequence.	•	54, 78, 81
7. Beginning: Attempts to reproduce some sounds of the English language.	•	46, 57, 140
8. Beginning: Observes other peers looking at listeners.		This standard is not addressed in the program.
1. Early Intermediate: Recites short poems, rhymes, and songs by orally producing a few key phrases or words with peers and/or teacher.	•	428, 431, 568, 596, 620
2. Early Intermediate: Dramatizes stories or parts of stories using key words, familiar phrases, and actions.	•	369, 431, 454, 482
3. Early Intermediate: Brings a prop to school. Stands before class of peers to show the object. May share using simple words.		This standard is not addressed in the program.
4. Early Intermediate: Shares information and ideas, using gestures, drawings, and actions.	•	344, 347, 394, 417
5. Early Intermediate: Describes people, places, things, locations, and actions using single words or simple phrases.	•	347, 348, 349, 417
6. Early Intermediate: Begins to tell an experience or story by using single words or simple phrases.	•	345, 355, 358, 417
7. Early Intermediate: Reproduces more sounds and words of the English language.	•	345, 399, 418
8. Early Intermediate: Looks at listeners.	•	This standard is addressed implicitly.

LISTENING

1. Listen critically and respond appropriately to oral communication across the subject areas.

1. Beginning: Looks at speaker in an attempt to make sense of the sounds of the new language.	•	57, 60, 61
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2. Beginning: Demonstrates comprehension through actions. Uses visual cues (e.g., dotted line with scissors means to cut, pencil picture indicating to write with a pencil).	•	51, 55, 78
1. Early Intermediate: Recognizes speaker’s purpose, listens to simple stories, demonstrates comprehension through participation, demonstrates some understanding of social speech using repetition.	•	341, 345, 349, 366, 375, 385
2. Early Intermediate: Imitates teacher modeling and class responses when an oral direction is given (e.g., “Sit down, please”, “Line up”).	•	341, 344, 347, 368, 372, 395
WRITING		
WRITING STRATEGIES		
1. Pre-write, draft, revise, edit, and publish across the subject areas.		
1. Beginning: Participates in group discussions by listening, pointing, nodding and chasing.	•	45, 54, 55
1. Early Intermediate: Participates in group discussions using words and phrases.	•	352, 375, 378, 427, 431, 529, 553
WRITING STRATEGIES		
2. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest (1996 “Convey clear, focused main ideas...”); organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs (1996 “Structure information in clear sequence...”); and use precise words and fluent sentence structures that support meaning (1996 “Sentence Structure”).		
1. Beginning: Writing represents controlled scribbling.	•	56, 59, 83
2. Beginning: Writing represents controlled scribbling.	•	56, 59, 83
3. Beginning: Recognizes name in isolation.	•	45, 59, 69
4. Beginning: Writes with controlled scribbling moving from left to right.	•	57, 59, 83
5. Beginning: Listens and observes others speaking and writing.	•	50, 59, 82
6. Beginning: Uses pictures to convey ideas.	•	46, 49, 55, 70
7. Beginning: Copies very short stories, poems and songs.	•	92, 150, 283
1. Early Intermediate: Writing shows more fine motor control; includes circular scribbling.	•	383
2. Early Intermediate: Writing shows more fine motor control. Writing includes circular scribbling.	•	383
3. Early Intermediate: Selects own name from a group of three.		This standard is not addressed in the program.
4. Early Intermediate: Writes using mostly capital letters.	•	492, 493
5. Early Intermediate: Writes letters to represent words. Makes print to speech connection.	•	353, 384, 495
6. Early Intermediate: Writes random letters to label pictures.	•	357, 375, 376
7. Early Intermediate: Copies/repeats simple stories, poems and songs with group.	•	351, 353, 359

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CONVENTIONS		
3. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas (similar to 1996 “Use correct spelling, grammar, punctuation, capitalization....”).		
1. Beginning: Listens and observes others writing letters associated with sounds.	•	56, 74, 101
2. Beginning: Listens and observes others speaking and writing.	•	50, 56, 59
1. Early Intermediate: Writes appropriate letter when hearing the sound of the letter.	•	492, 494
2. Early Intermediate: Writes letters or symbols to represent words.	•	356, 379, 384
HANDWRITING		
1. Beginning: Includes circular scribbling as fine motor skills develop.	•	56, 59, 82
1. Early Intermediate: Traces copies or attempts to draw independently the basic shapes.	•	345, 359, 379
WRITING APPLICATIONS		
4. Write narrative, expository, and persuasive texts, using a variety of written forms (e.g., journals, essays, short stories, poems, research reports, research papers, business and technical writing) to express ideas appropriate to audience and purpose across the subject areas (1996 Modes/Forms).		
1. Beginning: Listens and observes others speaking and drawing.	•	50, 68, 82
1. Early Intermediate: Draws a simple picture like a stick person or a house.	•	375, 379, 432, 605
EXPOSITORY WRITING		
1. Beginning: Listens and observes others speaking and drawing.	•	50, 68, 82
1. Early Intermediate: Participates in language experience activities by drawing, matching, acting out or using photographs.	•	349, 352, 523, 593
GRADE 1		
READING		
WORD ANALYSIS AND FLUENCY		
1. Analyze words, recognize words, and learn to read grade level text fluently across the subject areas (similar to 1996 “Recognize, pronounce...words in text by using phonics”).		
1. Beginning: Recites alphabet through songs, chants, and rhymes.	•	490, 491, 530
2. Beginning: Recognizes own name in print.	•	45, 69, 90, 163
3. Beginning: Forms capital letters using body gestures.	•	509
1. Early Intermediate: Recognizes letters of alphabet by pointing and/or matching capital and lower case letters.	•	74, 492, 493, 498
2. Early Intermediate: Recognizes environmental print.	•	302-303, 502
3. Early Intermediate: Identifies capital letters at the beginning of sentences and periods using gestures.	•	356, 504-505

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<i>PHONEMIC AWARENESS</i>		
1. Beginning: Matches rhyming pictures.		This standard is not addressed in the program.
2. Beginning: Distinguishes initial sounds of words using gestures with visual and auditory prompts.	•	166, 177, 206, 215
3. Beginning: Recognizes short vowel sound.	•	381, 382
4. Beginning: Listens and counts the number of syllables in a word by clapping with teachers guidance.		This standard is not addressed in the program.
5. Beginning: Points to picture words that are orally blended by teacher.	•	165-166, 177, 251
6. Beginning: Identifies pictures with a given initial sound through gestures.	•	166, 177, 251
7. Beginning: None available.	N/A	N/A
1. Early Intermediate: Verbally matches rhyming pictures.	•	530
2. Early Intermediate: Distinguishes orally the initial sounds of single syllable words with prompts.	•	381-383, 398, 468
3. Early Intermediate: Sorts short consonant-vowel-consonant (CVC) words into vowel sound groups using picture prompts.	•	381-383, 420-421, 496-497
4. Early Intermediate: Listens and counts the number of syllables in a word by clapping and/or other gestures.		This standard is not addressed in the program.
5. Early Intermediate: Blends orally two spoken phonemes into recognizable words with teacher's support.	•	383, 497
6. Early Intermediate: Distinguishes orally the initial sounds of single syllable words with prompts.	•	381-383, 398, 468
7. Early Intermediate: Adds target sounds to change words. P + an = pan, with teacher support.	•	435, 497
<i>DECODING AND WORD RECOGNITION</i>		
1. Beginning: Identifies and matches printed letters to sounds presented by teacher.	•	192, 206, 215, 251
2. Beginning: Demonstrates orally letter- sound correspondence.	•	47-48, 71, 74, 140, 215
3. Beginning: Identifies letter-sounds in picture words.	•	248, 249, 251
4. Beginning: Uses picture clues to form compound words.	•	202, 221
5. Beginning: Matches picture to root word.	•	202, 221
6. Beginning: Sorts words by word patterns using visual prompts.	•	252, 266, 297, 311
7. Beginning: Recites familiar regular sight words.	•	40-63, 78, 206-207, 248
8. Beginning: Recites familiar rhymes, poems, chants and songs.	•	58, 91, 167
9. Beginning: Choral reads unpracticed grade level material.	•	70, 118, 142, 143
10. Beginning: Recites familiar rhymes, poems, chants and songs.	•	58, 91, 167
1. Early Intermediate: Generates all single consonants, long and short vowel sounds.	•	381-383, 420-421, 496-497
2. Early Intermediate: Uses letter-sound correspondence knowledge to sound out simple short known words.	•	381-383
3. Early Intermediate: Identifies r-controlled letter-sounds and vowel digraphs in picture words.	•	344, 362
4. Early Intermediate: Uses picture clues to read simple compound words.	•	345, 352

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5. Early Intermediate: Reads a simple root word.	•	349, 527
6. Early Intermediate: Sorts and reads consonant-vowel-consonant (CVC) word patterns (e.g., cat, hat, bit, sit) using visual prompts.	•	344, 383, 497
7. Early Intermediate: Recites familiar irregular sight words.	•	363-390, 538-562
8. Early Intermediate: Reads word by word.	•	368, 408, 555-556
9. Early Intermediate: Reads aloud-unpracticed grade level text at a target rate of 5 to 20 words per minute.	•	This standard is addressed implicitly.
10. Early Intermediate: Choral reads familiar practiced text.	•	379, 568, 596
LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT		
2. Listen to, read, and understand a wide variety of informational and narrative (story) text across the subject areas at school and on own, applying comprehension strategies as needed.		
1. Beginning: Listens to familiar stories or text.	•	53, 77, 98, 123, 167, 198
2. Beginning: Demonstrates literal listening comprehension by sequencing pictures of story (e.g., beginning, middle and end).	•	54, 55, 78, 99
3. Beginning: Uses pictures to preview story and/or attach meaning to print.	•	53, 77, 98
4. Beginning: Uses story pictures to identify difficulties of understanding through gestures. Uses gestures (hand raising, pointing) when difficulties are encountered in understanding text.	•	54, 57, 78-79
1. Early Intermediate: Chorally reads familiar stories, text or poetry.	•	379, 568, 596
2. Early Intermediate: Using picture cues retells or answers questions about stories using single words/phrases.	•	352, 378, 427
3. Early Intermediate: Uses pictures to monitor understanding during shared reading.	•	351-352, 377-378, 426-427
4. Early Intermediate: Identifies words and phrases not understood in short familiar passage of text.	•	453, 500, 501
VOCABULARY		
3. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and content clues; verify the meaning of new words; and use those words accurately across the subject areas (similar to 1996 "...know the meaning of words in text by using...language structure, contextual clues, and visual clues").		
1. Beginning: Choral reads stories and informational text.	•	58, 70, 91, 167
2. Beginning: Develops vocabulary by listening to familiar literary text and demonstrates by drawings or actions with teacher support.	•	This standard is addressed implicitly.
3. Beginning: Sorts pictures by concrete classifications (e.g., foods, animals, toys).	•	124, 264, 303
4. Beginning: None available	N/A	N/A
1. Early Intermediate: Understands and learns vocabulary through graphs, charts, diagrams and pictures.	•	344, 355, 368, 374, 381, 382

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2. Early Intermediate: Develops vocabulary by listening to simple familiar text and discussing familiar words and phrases with teacher support.	•	This standard is addressed implicitly.
3. Early Intermediate: Sorts words with pictures by concrete classifications (e.g., foods, animals).	•	592, 593, 599, 616
4. Early Intermediate: None available	N/A	N/A
READ TO PERFORM A TASK		
4. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task (similar to 1996 “Locate information”).		
1. Beginning: Recognizes environmental print (e.g., McDonald’s) signs, high interest words.	•	79-80, 105, 302-304
2. Beginning: Locates title on the front cover by pointing.	•	98, 123, 224, 274
3. Beginning: Alphabetizes three pictures by beginning letter sounds with teacher support.	•	47, 56, 71, 101
4. Beginning: Reads picture direction (ex. arrow).	•	73, 149, 303
5. Beginning: Obtains information from drawings, photos and pictures.	•	48, 68, 96, 114
6. Beginning: Listens to examples of narrative and informational text.	•	279, 324
1. Early Intermediate: Reads one word signs or directions with picture clues.	•	352, 376, 645
2. Early Intermediate: Locates title and author on front cover of familiar books using gestures.	•	351, 377, 404, 500
3. Early Intermediate: Alphabetizes three words by first letter with teacher support.	•	496, 501
4. Early Intermediate: Reads and understands one word direction with pictures.	•	368, 408, 555-556
5. Early Intermediate: Obtains information from drawings, photos and pictures.	•	340, 343, 355, 366, 374
6. Early Intermediate: Identifies features of narrative text with teacher support.	•	353, 378, 427, 626
INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
5. Demonstrate general understanding of grade-level informational text across the subject areas (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Draws pictures or uses gestures to convey message.	•	46, 82, 116, 179, 220
2. Beginning: Draws picture to show understanding of simple oral comprehension questions (e.g., character, setting) with teacher support.	•	45, 69, 83, 99
1. Early Intermediate: Uses single words or short phrases and pictures to convey message with teacher support.	•	355, 629, 646
2. Early Intermediate: Draws pictures and labels to show understanding of simple oral comprehension questions (e.g., character, setting).	•	353, 375, 402, 408
INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION		
6. Develop an interpretation of grade-level informational text across the subject areas (similar to 1996 “Demonstrate inferential comprehension”).		
1. Beginning: Listens to a variety of informational text.	•	279, 324

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2. Beginning: Shows “what if” changes to informational topics through pictures, gestures, and actions with teacher support.	•	115, 174, 275
1. Early Intermediate: Uses pictures or drawings to express prior knowledge of topic.	•	375, 429, 548
2. Early Intermediate: Answers how, why, and what if questions with one or two words and/or nonverbal responses with teacher support.	•	345, 352, 358, 378, 427
LITERATURE		
LISTEN TO AND READ LITERARY TEXT		
7. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.		
1. Beginning: Listens to simple stories from a variety of informational and narrative text.	•	54, 146, 248
2. Beginning: Demonstrates comprehension through pictures, drawings, and gestures.	•	55, 174, 225
1. Early Intermediate: Listens to, reads, and responds to a variety of children’s literature using key words or phrases with teacher support.	•	352, 553, 577
2. Early Intermediate: Demonstrates comprehension through pictures, and single word answers.	•	352, 453, 553
LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
8. Demonstrate general understanding of grade-level literary text (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Draws an illustration that corresponds with a familiar story.	•	55, 174, 225
2. Beginning: Draws a picture of favorite book.	•	99, 124, 147, 175
3. Beginning: Retells main events of story with pictures with teacher support.	•	55, 146, 174
4. Beginning: Sequences beginning, middle and ending of story through pictures or acting out.	•	55, 174, 200
1. Early Intermediate: Identifies favorite books, author, and illustrator through pictures.	•	353, 379, 427, 453
2. Early Intermediate: Draws and labels favorite parts of a book.	•	375, 429, 548
3. Early Intermediate: Retells main events of story with labels and pictures with teacher support.	•	453, 478, 578
4. Early Intermediate: Sequences beginning, middle and ending of story through pictures or acting out.	•	453, 478, 578
LITERARY TEXT: DEVELOP AN INTERPRETATION		
9. Develop an interpretation of grade-level literary text (similar to 1996 “Analyze the author’s ideas...and make supported interpretations of the selection”).		
1. Beginning: Uses pictures or drawings to relate prior knowledge to story.	•	54, 78, 123, 146
2. Beginning: Predicts what will happen next in a story by using pictures, drawings, or gestures with teacher support.	•	53, 77, 98, 123, 145
3. Beginning: Sequences beginning, middle and end of story through pictures or acting out.	•	55, 146, 174, 199, 225
1. Early Intermediate: Relates prior knowledge of story through pictures, labels, and language experience activities with teacher support.	•	378, 407, 427, 453
2. Early Intermediate: Predicts simple future outcomes or actions through pictures and labels with teacher support.	•	351, 377, 426, 452

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3. Early Intermediate: Sequences beginning, middle, and end of story through pictures and labels.	•	453, 478, 578
LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE		
10. Examine content and structure of grade-level literary text (similar to 1996 “Evaluate how the form of a literary work and the use of literary devices contribute to the work’s message and impact”).		
1. Beginning: Draws realistic and fantasy pictures.	•	79, 99, 176, 328
1. Early Intermediate: Sorts realistic and fantasy pictures with teacher support.	•	349, 593
SPEAKING AND LISTENING		
SPEAKING		
1. Communicate supported ideas across the subject areas, using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose (1996 Ideas and Content); organize oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements (1996 Organization); and use language appropriate to topic, context, audience, and purpose (1996 Language).		
1. Beginning: Gesturing to pictures. Identifies rhyming words with picture prompts using gestures or nonverbal communication.	•	91, 118, 143
2. Beginning: Responds to topic through gestures, drawings, and actions.	•	45, 51, 75, 102, 250
3. Beginning: Identifies who, what, where questions about familiar stories, using nonverbal response.	•	53-54, 77-78, 98-99, 123-124
4. Beginning: None Available.	N/A	N/A
5. Beginning: Acts out descriptive words for people, places, things, and events with teacher support.	•	44, 54, 71-72, 81
1. Early Intermediate: Identifies verbally rhyming picture pairs.	•	427, 530, 602
2. Early Intermediate: Responds with single words or phrases about topic.	•	368-369, 471, 549
3. Early Intermediate: Responds with single words or phrases about story.	•	352-353, 553-554, 629-630
4. Early Intermediate: Demonstrates an important life event or personal experience using gestures, drawings, or actions.	•	352, 380, 427, 554
5. Early Intermediate: Uses simple descriptive words to describe common or familiar people, places, things, and events, with teacher support and visual organizers.	•	340, 342, 348, 366, 368, 371
SPEAKING		
2. Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques (1996 Delivery).		
TESOL: 1 and 2		
1. Beginning: Speaks a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	•	47, 206, 237, 251
2. Beginning: Looks at listeners.	•	This standard is addressed implicitly.

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1. Early Intermediate: Makes oneself understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	•	This standard is addressed implicitly.
2. Early Intermediate: Looks at listeners.	•	This standard is addressed implicitly.
LISTENING		
1. Listen critically and respond appropriately across the subject areas.		
1. Beginning: Listens to simple picture stories.	•	54, 78, 99, 124, 146, 174
2. Beginning: Recognizes and responds nonverbally to question words (i.e., who, what, where, and when).	•	45, 48, 53, 243
3. Beginning: Follows simple familiar one-step directions.	•	45, 47, 55, 72, 93
1. Early Intermediate: Listens attentively to short stories with pictures.	•	352-353, 553-554, 629-630
2. Early Intermediate: Uses simple question words, (i.e., how, where, who) with visual prompts.	•	342, 348, 358-359
3. Early Intermediate: Follows simple familiar two-step directions.	•	368, 543-544, 581
WRITING		
PLANNING, EVALUATION, AND REVISION		
1. Pre-write, draft, revise, edit, and publish across the subject areas.		
1. Beginning: Listens to a story with visual cues. The student selects a focus using nonverbal response (painting/drawing).	•	55, 79, 99
2. Beginning: Creates a storyboard by drawing a series of pictures and sequencing them with teacher support.	•	54-55, 124
1. Early Intermediate: Identifies and practices 1-3 key vocabulary words with assistance.	•	475, 500-501, 530
2. Early Intermediate: Adds 1-3 key words to a storyboard.	•	352, 378, 427
WRITING		
2. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest (1996 “Convey clear, focused main ideas...”); organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs (1996 “Structure information in clear sequence...”); and use precise words and fluent sentence structures that support meaning (1996 “Sentence Structure”).		
1. Beginning: Participates using visual in class-generated model to demonstrate writing purpose (style), with teacher support.	•	150, 157, 227
2. Beginning: Participates in group activity where teacher and students discuss beginning, middle and end of story.	•	This standard is addressed implicitly.
3. Beginning: Listens and participates in group discussion, narrations or stories where descriptive words are generated and reinforced.	•	57, 61, 79
4. Beginning: Writes familiar or commonly used words or phrases.	•	61, 103
1. Early Intermediate: Discusses focus and vocabulary with teacher support.	•	This standard is addressed implicitly.

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2. Early Intermediate: Uses a graphic organizer to delineate beginning, middle and end, with teacher support.	•	359, 504, 604
3. Early Intermediate: Generates meaningful descriptive words with teacher support.	•	348, 353, 359, 387, 432
4. Early Intermediate: Writes phrases or simple sentences.	•	356, 423, 548
WRITING CONVENTIONS		
3. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas (similar to 1996 “Use correct spelling, grammar, punctuation, capitalization....”).		
1. Beginning: Underlines words in the sentence.		This standard is not addressed in the program.
2. Beginning: Participates in teacher- modeled spelling activities.	•	56, 140, 311
3. Beginning: Participates in teacher-modeled spelling corrections.		This standard is not addressed in the program.
1. Early Intermediate: Demonstrates limited knowledge of English alphabet (e.g., recognizes names of letters in own name) during face-to-face interactions.	•	383, 490-491
2. Early Intermediate: Demonstrates knowledge of most of the English alphabet. Matches beginning letter to picture or object.	•	This standard is addressed implicitly.
3. Early Intermediate: Demonstrates knowledge of the entire English alphabet. Matches beginning and ending sounds to pictures.	•	This standard is addressed implicitly.
GRAMMAR		
1. Beginning: Discriminates between singular and plural nouns receptively.	•	169, 170, 222, 245
2. Beginning: Demonstrates knowledge of English pronouns. (I, you, he, she, we, they)	•	169, 240, 313
1. Early Intermediate: Uses orally singular and plural nouns.	•	344, 356, 368, 404, 421
2. Early Intermediate: Demonstrates knowledge of the difference between I and my.	•	355, 356, 369, 395
PUNCTUATION		
1. Beginning: Begins to form periods, question marks and exclamation points when asked, but may not understand their function.	•	129, 257, 356
1. Early Intermediate: Writes simple sentences involving nouns and verbs and/or adjectives.	•	358, 424, 450
CAPITALIZATION		
1. Beginning: Demonstrates a limited understanding that a sentence is a single thought involving a person, place or thing and an action or description of that person, place or thing.	•	59, 61, 104-105
1. Early Intermediate: Recognizes the difference between upper case and lower case letters. Capitalizes own name.	•	358, 422
HANDWRITING		
1. Beginning: Traces letters correctly.	•	56, 177, 297
1. Early Intermediate: Begins to form letters.	•	402, 408, 422, 433

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WRITING APPLICATIONS		
4. Write narrative, expository, and persuasive texts, using a variety of written forms (e.g., journals, essays, short stories, poems, research reports, research papers, business and technical writing) to express ideas appropriate to audience and purpose across the subject areas (1996 Modes/Forms).		
NARRATIVE WRITING		
1. Beginning: Draws a picture that correlates with teacher narrative.	•	251, 278, 296
1. Early Intermediate: Draws a picture or pictures to tell a story and adds 1-3 word descriptions.	•	432, 470, 474
EXPOSITORY WRITING		
1. Beginning: Draws a picture that correlates with teacher narrative.	•	69, 90, 137
2. Beginning: Participates in group lesson where simple directions are acted out and modeled.	•	269, 316, 317, 323
1. Early Intermediate: Draws a picture or pictures to tell a story and adds 1-3 word descriptions.	•	432, 470, 474
2. Early Intermediate: Performs task when asked to follow simple 1-step directions.	•	359, 445, 450
GRADE 2		
READING		
DECODING AND WORD RECOGNITION		
1. Analyze words, recognize words, and learn to read grade level text fluently across the subject areas (similar to 1996 “Recognize, pronounce...words in text by using phonics”).		
1. Beginning: Demonstrates initial print awareness (directionality, sequencing, one-to-one correspondence).	•	78, 206-207, 248
2. Beginning: Recognizes that print is spoken words written down and has meaning (alphabetic principle).	•	56, 126, 221
3. Beginning: Recognizes that as letters of words change, so do the sounds (alphabetic principle).	•	74, 148, 251
4. Beginning: Recognizes and identifies number of syllables in a word of one or two syllables in choral reading or in read-aloud songs, poems and/or chants.		This standard is not addressed in the program.
5. Beginning: Recognizes the difference between singular and plural in read-aloud songs, poems, chants, books, and in oral presentations.	•	59, 139, 244, 293
6. Beginning: Recognizes that words can be abbreviated.	•	Set 2: 65
7. Beginning: Mimics intonation of words or simple phrases.	•	47, 56, 71, 74
8. Beginning: Engages in choral reading with appropriate verbal and/or nonverbal participation.	•	57, 70, 73, 91, 102, 167
9. Beginning: Listens to familiar material with pictures that are read aloud.	•	54, 78, 91, 99, 174
1. Early Intermediate: Listens to spoken words and recognizes individual letters.	•	This standard is addressed implicitly.
2. Early Intermediate: Distinguishes letters from words and letters from non-letters.	•	381-383, 420-421, 496-497, 547
3. Early Intermediate: Recognizes and identifies (either verbally or nonverbally) a few very common sight words.	•	450, 532, 568

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4. Early Intermediate: Recognizes and identifies number of syllables in a word in choral reading or in read-aloud songs, poems and/or chants.		This standard is not addressed in the program.
5. Early Intermediate: Uses singular and plural forms of everyday classroom objects and activities.	•	344, 368, 404, 421
6. Early Intermediate: Identifies, either by pointing or with short, one- to two-word responses where the abbreviations are in a print sample.	•	448, 458-459
7. Early Intermediate: Uses appropriate intonations and rhythms while participating in choral readings (e.g., patterned stories, rhymes, and songs).	•	454, 526, 551
8. Early Intermediate: Participates in choral reading at near-average rate of speed (e.g., patterned stories, rhymes, and songs).	•	This standard is addressed implicitly.
9. Early Intermediate: Listens to material, read-alouds using some pictures and read keywords or phrases.	•	368, 408, 555-556
LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT		
2. Listen to, read, and understand a wide variety of informational and narrative (story) text across the subject areas at school and on own, applying comprehension strategies as needed.		
1. Beginning: Responds to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	•	54-55, 147, 199-200, 225
2. Beginning: Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, nursery rhymes, and alphabet books.	•	This standard is addressed implicitly.
3. Beginning: Answers literal comprehension questions (using pictures, gestures or other nonverbal means) about familiar stories read by the teacher.	•	54-55, 146, 174
4. Beginning: Demonstrates understanding of simple questions about a text read aloud, via gestures, pictures, or other nonverbal means.	•	116, 149, 202
5. Beginning: None available	N/A	N/A
6. Beginning: Selects appropriate reading materials with assistance.		This standard is not addressed in the program.
1. Early Intermediate: Draws pictures from student's own experience related to a story or topic (e.g., a trip.)	•	375, 429, 548
2. Early Intermediate: Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, informational stories, classic and contemporary literature, nursery rhymes, and alphabet books and responds to factual questions using a word or phrase.	•	352, 553, 577, 602
3. Early Intermediate: Demonstrates literal and inferential comprehension of stories read by the teacher using simple phrases.	•	352, 553, 577
4. Early Intermediate: Answers simple questions and/or makes predictions about a text read aloud using pictures and context clues.	•	352-353, 378-379, 427
5. Early Intermediate: Uses picture clues when meaning is not clear.	•	404, 427, 477
6. Early Intermediate: Reads simple reading materials for own interest.		This standard is not addressed in the program.

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VOCABULARY		
3. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and content clues; verify the meaning of new words; and use those words accurately across the subject areas (similar to 1996 “...know the meaning of words in text by using...language structure, contextual clues, and visual clues”).		
1. Beginning: None available	N/A	N/A
2. Beginning: Demonstrates understanding of simple words using gestures or other nonverbal communication.	•	78, 206-207, 248
3. Beginning: Develops vocabulary directly related to the classroom environment and to students’ personal life experiences by listening to familiar selections read aloud.	•	This standard is addressed implicitly.
4. Beginning: Demonstrates understanding of simple antonyms using gestures, pictures or other nonverbal communication.	•	281, 300, 316
5. Beginning: Identifies a few compound words taught directly through stories read aloud using gestures or other nonverbal communication.	•	166, 177, 189, 202
6. Beginning: Identifies known words using gestures, pictures or other nonverbal communication.	•	78, 206-207, 248
7. Beginning: Demonstrates understanding of the meanings of a few familiar words using gestures and/or other nonverbal communication.	•	59, 137, 143
8. Beginning: Determines meanings of words by using a picture dictionary.	•	251, 296, 311, 317
1. Early Intermediate: Demonstrates internalization of simple vocabulary with an appropriate action.	•	This standard is addressed implicitly.
2. Early Intermediate: Demonstrates understanding of new vocabulary words using graphs, charts, tables or other visuals.	•	This standard is addressed implicitly.
3. Early Intermediate: Develops vocabulary related to space and time by listening to text read aloud by the teacher.	•	374-375, 401-402, 428, 466
4. Early Intermediate: Identifies simple antonyms and synonyms in familiar stories (e.g., blend/mix; big/little; good/bad).	•	385, 532, 642
5. Early Intermediate: Uses knowledge of familiar words to identify a few compound words taught directly through stories read aloud.	•	340-345, 440-442
6. Early Intermediate: Identifies known words within new words using pictures or context clues.	•	398, 518-519, 524
7. Early Intermediate: Uses pictures and/or context clues to answer simple questions about the meanings of words.	•	401, 407, 446, 466
8. Early Intermediate: Determines meanings of words by using student’s own created dictionary or a picture dictionary.	•	501, 505, 571, 594
READ TO PERFORM A TASK		
4. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task (similar to 1996 “Locate information”).		
1. Beginning: Understands purpose of basic text features such as title, table of contents and chapter headings.	•	57, 77, 228, 299

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2. Beginning: None available.	N/A	N/A
3. Beginning: Alphabetizes simple words using first letter.	•	496-497
4. Beginning: Understands and follows simple one-step directions for classroom activities.	•	73, 149, 303
1. Early Intermediate: Identifies basic text features such as title, table of contents, and chapter headings.	•	351, 426, 528, 601
2. Early Intermediate: None available.	N/A	N/A
3. Early Intermediate: Alphabetizes words using first letter.	•	496, 501
4. Early Intermediate: Understands and follows simple two-step directions of classroom related activities.	•	373, 450-451
INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
5. Demonstrate general understanding of grade-level informational text across the subject areas (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Listens to a story and responds by answering factual comprehension questions using pictures, or one- or two-word responses.	•	54, 124, 146, 248, 300
2. Beginning: Listens to a story and responds by recalling facts using pictures, charts, graphs, tables or other nonverbal resources.	•	55, 147, 225
1. Early Intermediate: Responds to informational texts by answering factual comprehension questions, using simple sentences.	•	352, 553, 577
2. Early Intermediate: Responds to informational texts by recalling facts and details to clarify ideas, using patterned sentences.	•	352, 453, 553, 577
INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION		
6. Develop an interpretation of grade-level informational text across the subject areas (similar to 1996 “Demonstrate inferential comprehension”).		
1. Beginning: Listens to a variety of informational text.	•	54, 146, 248
2. Beginning: Shows “what if” changes to informational topics through pictures, gestures, and actions with teacher support.	•	46, 54, 82, 116, 146, 220, 320
1. Early Intermediate: Uses pictures or drawings to express prior knowledge of topic.	•	352, 553, 577
2. Early Intermediate: Answers how, why, and what if questions with one or two words and/or nonverbal responses with teacher support.	•	375, 429, 548, 649
INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE		
7. Examine content and structure of grade-level informational text across the subject areas (similar to 1996 “Demonstrate evaluative comprehension”).		
1. Beginning: Identifies same or different characteristics of common objects using nonverbal resources.	•	124, 264, 303
1. Early Intermediate: Compares information presented in charts or graphs.	•	355, 374-375, 381-382, 473

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LITERATURE		
LISTEN TO AND READ LITERARY TEXT		
8. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.		
1. Beginning: Listens for the rhythm of songs, poems, and chants during choral reading time.	•	57, 70, 73, 91, 102
2. Beginning: Listens to simple stories from a variety of cultures and time periods.	•	This standard is addressed implicitly.
3. Beginning: Writes captions of words or phrases for drawings related to a story.	•	147, 276, 300
1. Early Intermediate: Recognizes and imitates the rhythm of songs, poems, and chants during choral reading time.	•	379, 568, 596
2. Early Intermediate: Listens to poetry, drama, myths and fairy tales from a variety of cultures and time periods.	•	327, 349, 431, 498, 596
3. Early Intermediate: Uses the contents of a familiar story to draw logical inference during teacher led discussions, and uses simple words or phrases to communicate inferences made.	•	378, 427, 529
LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
9. Demonstrate general understanding of grade-level literary text (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Identifies the basic sequences of events in stories read to them, using pictures or other visuals.	•	55, 174, 200
2. Beginning: Draws pictures related to a work of literature identifying setting and characters.	•	55, 174, 225
1. Early Intermediate: Identifies orally the basic sequence of text read to them using key words or phrases.	•	453, 478, 578
2. Early Intermediate: Identifies orally setting and characters using simple sentences and vocabulary.	•	353, 378, 452, 500, 648-649
LITERARY TEXT: DEVELOP AN INTERPRETATION		
10. Develop an interpretation of grade-level literary text (similar to 1996 “Analyze the author’s ideas...and make supported interpretations of the selection”).		
1. Beginning: Identifies the basic sequences of events in stories read to them, and makes predictions using pictures or other visuals.	•	55, 174, 200
2. Beginning: Identifies cause and effect of known everyday events using pictures or other visuals.	•	225, 248, 275
1. Early Intermediate: Identifies the basic sequence of text read to them and makes predictions using key words or phrases.	•	453, 478, 578
2. Early Intermediate: Identifies cause and effect of known events using one or two words or phrases.	•	378, 408, 453
LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE		
11. Examine content and structure of grade-level literary text (similar to 1996 “Evaluate how the form of a literary work and the use of literary devices contribute to the work’s message and impact”).		
1. Beginning: Draws pictures of familiar characters displaying character traits.	•	55, 174, 225
2. Beginning: Recognizes rhyming words when given a word bank.	•	91, 92, 118, 143
3. Beginning: Observes dramatizations and/or oral presentations.	•	60, 81, 96, 104-105, 171, 181

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1. Early Intermediate: Compares similarities in characters in simple literary texts using pictures or verbal descriptions.	•	353, 378, 427, 626
2. Early Intermediate: Recognizes rhyming words in a familiar poem.		This standard is not addressed in the program.
3. Early Intermediate: Takes part in creative responses to familiar texts such as dramatizations in a nonverbal role.	•	352, 378, 427

SPEAKING AND LISTENING

SPEAKING

1. Communicate supported ideas across the subject areas, using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose (1996 Ideas and Content); organize oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements (1996 Organization); and use language appropriate to topic, context, audience, and purpose (1996 Language).

1. Beginning: None available	N/A	N/A
2. Beginning: Listens to a story and responds to questions by using appropriate gestures, expressions, and illustrative objects.	•	45, 51, 54, 75, 78, 102, 250
3. Beginning: Listens to a whole group experience and sequences events through nonverbal responses.	•	55, 59, 91-92, 94
4. Beginning: Listens to short presentations modeled by a teacher or peer and identifies the topic through nonverbal or one/two word responses.	•	60, 81, 96, 171
5. Beginning: None available	N/A	N/A
1. Early Intermediate: Produces simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	•	355, 629, 646
2. Early Intermediate: Retells simple stories using drawings, words or phrases.	•	352, 380, 427, 554
3. Early Intermediate: Listens to a whole group experience and sequences events through nonverbal responses and one or two-word responses.	•	341, 571, 573
4. Early Intermediate: Listens to short presentations on a familiar topic and responds nonverbally and/or with one to two words/phrases.	•	340, 343, 358, 369, 371
5. Early Intermediate: None available	N/A	N/A

SPEAKING

2. Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques (1996 Delivery).

TESOL: 1 and 2

1. Beginning: Uses independently common social greetings and simple repetitive phrases (e.g., "Thank you.", "You're welcome.").	•	51, 114, 264
2. Beginning: Speaks with rudimentary English words or phrases.	•	47, 206, 237, 251
1. Early Intermediate: Communicates orally basic needs (e.g., "May I get a drink?").	•	355, 366, 369

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2. Early Intermediate: Speaks clearly in phrases, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	•	This standard is addressed implicitly.
LISTENING		
1. Listen critically and respond appropriately across the subject areas.		
1. Beginning: Listens when others are speaking.	•	This standard is addressed implicitly.
2. Beginning: Demonstrates comprehension of stories/information and responds nonverbally by pointing, moving, matching, drawing and appropriate classroom gestures.	•	54, 78, 199-200
3. Beginning: Recites familiar rhymes, songs, and simple stories.	•	51, 54, 174, 181
4. Beginning: Responds to simple one-step direction for daily routines/directions using gestures, pointing, drawings or other means of nonverbal communication given model and contextual clues.	•	45, 51, 75, 102, 250
1. Early Intermediate: Listens to stories/ information on familiar topics and identifies key concepts using nonverbal responses.	•	This standard is addressed implicitly.
2. Early Intermediate: Demonstrates comprehension of stories/information and responds nonverbally by pointing, moving, matching, drawing, labeling, classifying, categorizing and gestures using pictures, objects and realia.	•	352, 380, 427, 554
3. Early Intermediate: Retells familiar stories and short conversations by using appropriate gestures, expressions and illustrations or simple sentences.	•	352, 380, 427, 554
4. Early Intermediate: Responds to one or two-step directions about common routines, using gestures, pointing, drawings or other means of nonverbal communication given model and contextual clues.	•	368-369, 471, 549
WRITING		
PLANNING, EVALUATION, AND REVISION		
1. Pre-write, draft, revise, edit, and publish across the subject areas.		
1. Beginning: Draws pictures about key ideas for group writing. Draws on own first language to help support brainstorm process given models and contextual support.	•	181, 324
2. Beginning: Listens to teacher-directed reflection of story written by teacher.		This standard is not addressed in the program.
3. Beginning: Listens to a teacher-modeled story in which a “think out loud” strategy is used.	•	257, 324-325
4. Beginning: Sequences a familiar story using pictures.	•	55, 200
5. Beginning: Sequences a familiar story with teacher support using pictures and words or phrases.	•	55, 200
6. Beginning: Recognizes the proofreading process as teacher guides class in proofreading simple sentences using a simplified checklist.	•	257, 324-325
7. Beginning: Participates in the proofreading process as teacher guides class in proofreading simple sentences.	•	257, 325

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1. Early Intermediate: Contributes orally one or two word ideas for class-generated list. Draws pictures and copies words from class generated brainstorm about key ideas for group writing. Draws on own first language to help support brainstorm process.	•	353, 374-375, 377
2. Early Intermediate: Responds orally with one or two words to teacher questions about writing, such as, “Did we have a main idea?” Teacher or class writes story. Teacher guides class is use of checklist for revising and editing.	•	459, 482, 504-506, 649
3. Early Intermediate: Participates in group writing activity where brainstorming is used to choose topic.	•	504-505, 530, 605
4. Early Intermediate: Sequences a familiar story using pictures and sentences.	•	478, 578, 603
5. Early Intermediate: Adds one or two descriptive words to teacher or group-generated story.	•	504-505, 604-605
6. Early Intermediate: Identifies orally errors and makes corrections in writing conventions, such as capitals and periods in a two-three sentences paragraph in teacher-directed whole class activity.	•	358, 422, 424
7. Early Intermediate: Identifies orally the use of simple conventions such as capitals and periods in group writing.	•	359, 424, 450, 505, 603
WRITING		
2. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest (1996 “Convey clear, focused main ideas...”); organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs (1996 “Structure information in clear sequence...”); and use precise words and fluent sentence structures that support meaning (1996 “Sentence Structure”).		
1. Beginning: Recognizes pictures that belong or do not belong to a central theme.	•	71-72, 150
2. Beginning: Groups pictures that belong to a central theme, given models.	•	150, 226
3. Beginning: Points to the beginning of a book, the middle of the book and the end of the book, (e.g., engage in preview activities).	•	53, 77, 98, 173, 198
4. Beginning: Sequences three events in order using pictures.	•	55, 200
5. Beginning: Identifies and recognizes concrete descriptive words used for familiar surroundings or environment (e.g., Jason is tall) with teacher providing visual cues and models.	•	257, 281-282, 317
6. Beginning: Orally completes sentences about familiar routines with one word. i.e. Raise your _____. “hand” with teacher providing visual cues.	•	75, 83, 117
7. Beginning: Recognizes word order for commonly used statements in the classroom.	•	47, 48, 51, 75
1. Early Intermediate: Responds verbally or nonverbally to yes/no or either/or questions to decide whether or not ideas belong to a central theme when given picture prompt.	•	446, 525, 592
2. Early Intermediate: Groups and labels pictures that belong to a central theme, given models.	•	453, 478, 599, 626
3. Early Intermediate: Participates with the class to sequence a simple introductory sentence and two supporting sentences.	•	505, 604-605, 652
4. Early Intermediate: Identifies orally three events in sequential order given contextual support and familiar topics.	•	478, 575, 578
5. Early Intermediate: Produces orally one or two adjectives for familiar surroundings or environment (e.g., Jason is tall) with teacher providing word banks.	•	444-445, 451

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6. Early Intermediate: Matches actions or pictures with simple sentences with teacher providing contextual clues and gestures.	•	377-379, 578, 602
7. Early Intermediate: Reorganizes familiar words into two-three word phrases (e.g., Very, book, big → Very big book).	•	518, 556-557
RESEARCH REPORT WRITING		
3. Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials (see Writing Applications-Expository Writing: Research Reports).		
REPORTS		
1. Beginning: Recognizes common classroom reference materials (e.g., bilingual dictionaries, encyclopedias, atlas).	•	150, 202, 226, 228, 248
2. Beginning: With teacher providing simple pictures or books, points to pictures that depicts key concepts and vocabulary. Draws on own first language resources to help support brainstorm process.	•	44-45, 47, 72, 136, 139
1. Early Intermediate: Identifies common classroom reference materials (e.g., bilingual dictionaries, encyclopedias, atlas).	•	407, 526, 592, 604-605
2. Early Intermediate: Identifies orally simple pictures or books. Produces simple sentences about the books/pictures. Draws on own first language resources to help support brainstorm process.	•	353, 427, 554
WRITING APPLICATIONS		
4. Write narrative, expository, and persuasive texts, using a variety of written forms (e.g., journals, essays, short stories, poems, research reports, research papers, business and technical writing) to express ideas appropriate to audience and purpose across the subject areas (1996 Modes/Forms).		
1. Beginning: Copies words posted and commonly used in the classroom.	•	61, 103, 128, 252, 281
2. Beginning: Writes a few words or phrases about an event or character from a story read by the teacher using a teacher provided word bank.	•	79, 249, 276, 328
1. Early Intermediate: Writes simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”).	•	402, 549-550
2. Early Intermediate: Writes one to two simple sentences (e.g., “I went to the park”).	•	356, 423, 548
NARRATIVE WRITING		
1. Beginning: Writes a few words or phrases about an event or character from a story read by the teacher using a teacher provided word bank.	•	79, 249, 276, 328
2. Beginning: Moves through a sequence of events using pictures.	•	55, 179, 225
1. Early Intermediate: Writes simple sentences about events or characters from familiar stories read by the teacher.	•	353, 427, 554

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2. Early Intermediate: Moves through a logical sequence of events using phrases or simple sentences using pictures.	•	409, 453-454
EXPOSITORY WRITING		
1. Beginning: Writes words to describe familiar object, person, place, or event.	•	222-223, 228
2. Beginning: Draws a picture to develop a main idea.	•	55, 239
3. Beginning: Draws pictures to develop details to support a main idea.	•	55, 239
4. Beginning: Follows the teacher’s guided process of how to write a friendly letter.	•	358-359, 578
5. Beginning: Draws or labels pictures to illustrate commonly used commands.		This standard is not addressed in the program.
6. Beginning: Draws pictures that depict information about a content area topic.	•	45, 68-69, 139, 189
1. Early Intermediate: Writes simple phrases to describe familiar object, person, place, or event.	•	384, 387, 429
2. Early Intermediate: Writes simple phrases to develop a main idea.	•	504-505, 526, 604, 650
3. Early Intermediate: Writes simple phrases to develop details that support a main idea.	•	504-505, 526, 605, 653
4. Early Intermediate: Brainstorms ideas for content/ideas to include in a friendly letter.	•	358-359, 578
5. Early Intermediate: Writes one or two-word commonly used commands or instructions.		This standard is not addressed in the program.
6. Early Intermediate: Writes a phrase or simple sentence about a content area topic generated from group work.	•	384, 406, 408, 526
CONVENTIONS		
5. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas (similar to 1996 “Use correct spelling, grammar, punctuation, capitalization....”).		
SPELLING		
1. Beginning: Spells correctly some familiar and commonly used words.	•	505, 605, 653
2. Beginning: Differentiates between short and long vowel sounds.	•	252, 271, 297
3. Beginning: Spells correctly previously studied words and spelling patterns in own writing.	•	505, 605, 653
4. Beginning: Represents all sounds in a familiar word.	•	139, 149-150
1. Early Intermediate: Spells correctly commonly used words.	•	505, 605, 653
2. Early Intermediate: Spells correctly words with long vowel sounds.	•	505, 605, 653
3. Early Intermediate: Spells correctly previously studied words and spelling patterns in own writing.	•	505, 605, 653
4. Early Intermediate: Represents all sounds in commonly used words.	•	383, 399, 420
GRAMMAR		
1. Beginning: Identifies and writes familiar nouns.	•	61, 103, 105

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2. Beginning: Understands the concept of a contraction.		This standard is not addressed in the program.
1. Early Intermediate: Identifies, writes and uses familiar and known nouns.	•	358-359, 402, 549-550, 578
2. Early Intermediate: Identifies commonly used contractions.	•	448, 458-459, 619
PUNCTUATION		
1. Beginning: Uses commas in items in a series.		This standard is not addressed in the program.
1. Early Intermediate: Uses commas in dates and items in a series.		This standard is not addressed in the program.
CAPITALIZATION		
1. Beginning: Capitalizes own name and the names of familiar persons.	•	59, 61, 104-105, 129, 257
2. Beginning: Edits for capital letters in own name and the names of familiar persons.	•	59, 61, 104-105, 129, 257
1. Early Intermediate: Capitalizes proper names and words at the beginning of sentences.	•	358, 422
2. Early Intermediate: Edits writing for capital letters.	•	359, 505, 603, 653
HANDWRITING		
1. Beginning: Forms letters correctly and spaces words and sentences properly so that another person can read printing easily.	•	56, 177, 297
1. Early Intermediate: Forms letters correctly and spaces words and sentences properly so that another person can read printing easily.	•	422, 526, 548
GRADE 3		
READING		
DECODING AND WORD RECOGNITION		
1. Analyze words, recognize words, and learn to read grade level text fluently across the subject areas (similar to 1996 “Recognize, pronounce...words in text by using phonics”).		
1. Beginning: Demonstrates print awareness (directionality, sequencing, one-to-one correspondence).	•	53-55
2. Beginning: Recognizes and produces phonemes (sounds) that are like phonemes students hear and produce in their primary language.	•	47, 206, 237, 251
3. Beginning: Recognizes and locates identical words.		This standard is not addressed in the program.
4. Beginning: Mimics intonation of words or simple phrases.	•	47, 56, 71, 74
5. Beginning: Engages in choral readings with appropriate verbal and/or nonverbal participation.	•	57, 70, 73, 91, 102, 167
6. Beginning: Listens to read-alouds.	•	54, 78, 91, 99, 174
1. Early Intermediate: Identifies high frequency letters and spoken words.	•	344, 381, 383

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2. Early Intermediate: Recognizes words and phrases from previously learned materials.	•	349, 351, 368
3. Early Intermediate: Recognizes and locates identical word parts.	•	344, 381, 398-399
4. Early Intermediate: Participates in choral readings with appropriate intonations and rhythms (e.g., patterned stories, rhymes, and songs).	•	This standard is addressed implicitly.
5. Early Intermediate: Participates in choral readings at near-average rate of speed (e.g., patterned stories, rhymes, and songs).	•	This standard is addressed implicitly.
6. Early Intermediate: Listens to read-alouds.	•	368, 408, 555-556

LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT
2. Listen to, read, and understand a wide variety of informational and narrative (story) text across the subject areas at school and on own, applying comprehension strategies as needed.

1. Beginning: Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, nursery rhymes, and alphabet books.	•	This standard is addressed implicitly.
2. Beginning: Uses pictures, gestures or other nonverbal means to demonstrate comprehension of familiar texts.	•	51, 54, 174, 181
3. Beginning: Uses gestures, pictures or other nonverbal means to answer literal comprehension questions about a text read aloud.	•	54-55, 146, 174
4. Beginning: Uses illustrations, prior knowledge and language patterns to bring meaning to text.	•	This standard is addressed implicitly.
5. Beginning: Selects appropriate reading materials with assistance.		This standard is not addressed in the program.
1. Early Intermediate: Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, informational stories, classic and contemporary literature, nursery rhymes, and alphabet books.	•	352, 553, 577, 602
2. Early Intermediate: Uses simple phrases to demonstrate comprehension by retelling a story read by the teacher using visual supports.	•	352, 380, 427, 554
3. Early Intermediate: Answers literal comprehension questions and/or makes predictions about a text read aloud.	•	352-353, 378-379, 427
4. Early Intermediate: Begins to recognize words and phrases using context clues and illustrations by interacting with a variety of samples of familiar print as part of a group.	•	This standard is addressed implicitly.
5. Early Intermediate: Selects reading materials for enjoyment.		This standard is not addressed in the program.

VOCABULARY
3. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and content clues; verify the meaning of new words; and use those words accurately across the subject areas (similar to 1996 “...know the meaning of words in text by using...language structure, contextual clues, and visual clues”).

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1. Beginning: Demonstrates understanding of simple words taught directly through stories read aloud by the teacher, using gestures or other nonverbal communication.	•	78, 206-207, 248
2. Beginning: Develops vocabulary directly related to the classroom environment and to students' personal life experiences by listening to familiar selections read aloud.	•	54, 57, 70, 73, 78, 91
3. Beginning: Demonstrates understanding of simple antonyms taught directly through stories read aloud by the teacher using gestures or other nonverbal communication.	•	281, 300, 316
4. Beginning: Categorizes familiar words into one of two categories (e.g., living/not living) using gestures, illustrations or other nonverbal communication.	•	122, 139, 141, 255
5. Beginning: Uses pictures, context clues, and/or background information provided by the teacher to identify familiar words using gestures or other nonverbal communication.	•	44, 68, 114, 136, 162
6. Beginning: None available	N/A	N/A
7. Beginning: Uses pictures to categorize words and make a student dictionary.	•	76, 150, 172
1. Early Intermediate: Demonstrates understanding of new vocabulary words taught directly through stories and informational text read aloud by the teacher, using one- or two-word phrases.	•	This standard is addressed implicitly.
2. Early Intermediate: Develops vocabulary related to space and time by listening to text read aloud by the teacher.	•	374-375, 401-402, 428, 466
3. Early Intermediate: Demonstrates understanding of some common antonyms presented orally by the teacher (e.g., big/little) using one- or two-word phrases.	•	385, 532, 642
4. Early Intermediate: Identifies categories and makes relationships among familiar words using single words or short phrases.	•	367, 374, 424, 428
5. Early Intermediate: Uses pictures, context clues, and/or background information provided by the teacher to identify the meaning of familiar words.	•	340, 343, 347, 355, 366, 416
6. Early Intermediate: None available	N/A	N/A
7. Early Intermediate: Locates the meaning of words using pictographs, diagrams, or other visual displays.	•	374, 396, 405, 442, 445-446
READ TO PERFORM A TASK		
4. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task (similar to 1996 "Locate information").		
1. Beginning: Understands and follows simple one-step directions for classroom or work- related activities. Relates the simple verbal direction with the written direction.	•	45, 51, 75, 102, 250, 303
2. Beginning: Uses gestures or other nonverbal actions to locate information using simple illustrations.	•	68, 114, 162, 188, 191
3. Beginning: Uses gestures or other nonverbal actions to locate information on class-created diagrams, charts, or graphs.	•	59, 95-96, 116, 125
4. Beginning: Sequences printed alphabet.	•	56, 74, 101, 148
5. Beginning: Uses gestures or other nonverbal actions to identify the different sources of information (e.g., globe, map, CD- ROM).		This standard is not addressed in the program.
6. Beginning: Understands and follows simple one-step modeled and written directions for classroom and game related activities.	•	51, 69, 93, 137

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1. Early Intermediate: Understands and follows simple two-step directions of classroom or work-related activities.	•	373, 450-451
2. Early Intermediate: Locates information using pictographs and diagrams.	•	374, 396, 405, 442, 445-446
3. Early Intermediate: Uses one- or two-word phrases to locate and identify information on class-created diagrams, charts, or graphs.	•	374, 396, 442, 445
4. Early Intermediate: Supplies a missing letter in an alphabetic sequence.	•	493, 496
5. Early Intermediate: Locates information using illustrated reference materials.	•	384, 421, 501
6. Early Intermediate: Reads a simple two-step direction that uses familiar key words or phrases for a classroom or game related activity.	•	373, 396, 399, 454
READING COMPREHENSION		
INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
5. Demonstrate general understanding of grade-level informational text across the subject areas (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Uses gestures, pictures and other nonverbal means to show comprehension.	•	55, 147, 225
2. Beginning: Follows along the reading of an illustrated text.	•	54, 78, 99, 174, 199, 225, 248
3. Beginning: Follows along during the reading of an illustrated text.	•	54, 78, 99, 174, 199, 225, 248
4. Beginning: Responds to pictures and illustrations which identify significant information.	•	68, 114, 162, 188, 191
1. Early Intermediate: Uses illustrations and key words to identify some major points from informational text on a familiar topic.	•	526, 592, 598-599, 604
2. Early Intermediate: Answers simple literal comprehension questions about main ideas, using single words or short phrases.	•	368-369, 471, 549
3. Early Intermediate: Uses illustrations, and single words or short phrases to identify the main idea.	•	353, 379, 427, 453
4. Early Intermediate: Identifies significant information using graphic and nonverbal cues to explain the text.	•	352, 405, 453
INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION		
6. Develop an interpretation of grade-level informational text across the subject areas (similar to 1996 “Demonstrate inferential comprehension”).		
1. Beginning: Lists major point in an informational text using illustrations.	•	326
2. Beginning: Identifies fact or opinion.	•	173, 247, 377, 452
3. Beginning: Listens to questions and answers about information in an illustrated informational text.	•	279, 326
4. Beginning: None available	N/A	N/A
1. Early Intermediate: Lists major points in an informational text using illustrations and predicts forthcoming information from choices provided by teacher.	•	408-409, 604, 650
2. Early Intermediate: Identifies fact and opinion in a given short paragraph.	•	604-605

3. Early Intermediate: Participates in developing a chart with prior knowledge and student questions about a topic; with guidance, responds to guided reading questions.	•	355, 374, 375, 381, 382, 473
4. Early Intermediate: None available	N/A	N/A
INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE		
7. Examine content and structure of grade-level informational text across the subject areas (similar to 1996 “Demonstrate evaluative comprehension”).		
1. Beginning: Not applicable	N/A	N/A
2. Beginning: Listens to and observes dramatizations and oral presentations.	•	171, 206, 239, 325
1. Early Intermediate: Identifies main points of a short informational text using illustrations.	•	408-409, 604, 650
2. Early Intermediate: Participates in choral readings of poems, rhymes, and stories.	•	379, 418, 595
LITERARY ANALYSIS		
LISTEN TO AND READ LITERARY TEXT		
8. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.		
1. Beginning: Listens to a variety of types of literature.	•	This standard is addressed implicitly.
2. Beginning: Demonstrates literal listening comprehension by viewing visual aids provided by the teacher.	•	44-45, 50, 96, 101, 115, 129, 136
1. Early Intermediate: Participates in shared reading of a variety of types of literature.	•	This standard is addressed implicitly.
2. Early Intermediate: Demonstrates literal listening comprehension by using single words and short phrases.	•	368-369, 471, 549
LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
9. Demonstrate general understanding of grade-level literary text (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Uses pictures to identify the narrator of a familiar story.	•	174, 199
2. Beginning: Identifies the order of events in a story using illustrations.	•	51, 54, 174, 181
3. Beginning: Identifies main events of a familiar story using illustrations.	•	51, 54, 174, 181
4. Beginning: Use pictures to follow a story line.	•	53, 78, 99, 146, 225, 248, 275, 300, 320
1. Early Intermediate: Selects main events of a familiar story using short phrases or simple sentences.	•	174, 199, 602
2. Early Intermediate: Uses single words, short phrases or simple sentences to identify the order of events.	•	453, 478, 578
3. Early Intermediate: Selects main events of a familiar story using short phrases or simple sentences.	•	578, 603, 626, 649-650
4. Early Intermediate: Use pictures, single words and short phrases to summarize the main events in a story.	•	578, 602, 626, 650

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LITERARY TEXT: DEVELOP AN INTERPRETATION		
10. Develop an interpretation of grade-level literary text (similar to 1996 “Analyze the author’s ideas...and make supported interpretations of the selection”).		
1. Beginning: Not applicable	N/A	N/A
2. Beginning: Listens to a group making predictions about what will happen next in an illustrated story.	•	53, 77, 98, 123
3. Beginning: Not applicable	N/A	N/A
4. Beginning: Dramatizes situations based on the concept of cause-and-effect.	•	171, 206, 349
1. Early Intermediate: Determines characters by how the author or illustrator portrays them.	•	352, 378, 553
2. Early Intermediate: Makes predictions about what will happen next using illustrations and simple text by participating in a teacher directed group activity.	•	351, 377, 426, 552
3. Early Intermediate: Not applicable	N/A	N/A
4. Early Intermediate: Identifies cause-and-effect in choral reading of poems and picture books.	•	379
LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE		
11. Examine content and structure of grade-level literary text (similar to 1996 “Evaluate how the form of a literary work and the use of literary devices contribute to the work’s message and impact”).		
1. Beginning: Recognizes the same character in more than one story based on illustrations.		This standard is not addressed in the program.
2. Beginning: Not applicable	N/A	N/A
1. Early Intermediate: Recognizes similarities in characters and/or events in two stories based on illustrations and simple text.		This standard is not addressed in the program.
2. Early Intermediate: Not applicable	N/A	N/A
SPEAKING AND LISTENING		
FOCUS AND ORGANIZATION		
1. Communicate supported ideas across the subject areas, using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose (1996 Ideas and Content); organize oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements (1996 Organization); and use language appropriate to topic, context, audience, and purpose (1996 Language).		
1. Beginning: Responds through drawings and actions.	•	47, 71-72, 93, 99
2. Beginning: Uses drawings or other visual aids to sequence events.	•	55, 59, 91-92, 94
3. Beginning: Uses a picture or drawing to illustrate a topic.	•	45, 69, 83, 90
4. Beginning: Listens to oral presentations that have a variety of purpose and tone.	•	60, 81, 96, 171
1. Early Intermediate: Responds with one or two words and familiar phrases.	•	368-369, 471, 549

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2. Early Intermediate: Identifies details about events or experiences in sequence using single words, short phrases and visual aids.	•	453, 478, 578
3. Early Intermediate: Uses gestures and more than one drawing or picture to help explain/describe the topic.	•	345, 367, 375, 387
4. Early Intermediate: Communicates meaning through facial expressions and gestures as well as simple words and short phrases.	•	341, 343, 347, 366
DELIVERY		
2. Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques (1996 Delivery). TESOL: 1 and 2		
1. Beginning: Listens to speakers who are using appropriate intonation and vocal patterns in a variety of situations.	•	This standard is addressed implicitly.
2. Beginning: Looks toward speaker.	•	This standard is addressed implicitly.
1. Early Intermediate: Uses appropriate intonation in phrases and sentences, including questions.	•	This standard is addressed implicitly.
2. Early Intermediate: Looks toward speaker; responds with appropriate facial expression.	•	This standard is addressed implicitly.
ANALYSIS		
3. Evaluate the significance and accuracy of information and ideas presented in written, oral, visual, and multi-media communications across the subject areas (1996 Analysis).		
1. Beginning: Listens to a variety of speakers.	•	51, 60, 81, 96
1. Early Intermediate: Listens to a variety of speakers. Responds with drawings and simple phrases.	•	348-349, 355, 374-375
LISTENING		
1. Listen critically and respond appropriately across the subject areas.		
1. Beginning: Listens to a speaker.	•	This standard is addressed implicitly.
2. Beginning: Identifies a speaker's topic using pictures or gestures.	•	45-46, 68-69, 71, 90
3. Beginning: Uses gestures and actions to respond to questions he/she understands.	•	45, 47, 71, 136
4. Beginning: Connects objects with the sounds they make; participates in choral reading of poems and familiar stories.	•	47-48, 56, 71-72, 74, 91
1. Early Intermediate: Retells what a speaker said using pictures, single words or short phrases.	•	347, 355, 367, 375
2. Early Intermediate: Uses pictures, gestures, words and short phrases to relate personal experiences to the speaker's topic. Identifies a prior experience that relates to a speaker's topic using pictures or gestures.	•	340, 343, 366, 394, 518, 542, 566
3. Early Intermediate: Answers social questions with single words or short phrases.	•	369, 471, 542, 566
4. Early Intermediate: Identifies word patterns.	•	344, 381-383, 399, 420

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WRITING		
WRITING STRATEGIES		
1. Pre-write, draft, revise, edit, and publish across the subject areas.		
1. Beginning: Draws from classroom content area experiences as a source for ideas for writing stories with guidance.	•	227, 323-325
2. Beginning: Understands what is taking place during brainstorming activities while teacher uses illustrations, gestures, to help the beginner speaker.	•	181, 324
3. Beginning: Participates in group pre-writing experiences. Copies the initial organizer.	•	323-325
4. Beginning: Dictates work and phrase to teacher; copies correct version.	•	181, 359
5. Beginning: Arranges or corrects the order of a series of pictures to tell a story in an order that makes sense.	•	55, 200
6. Beginning: Adds ending punctuation to simple sentences.	•	129, 257, 356
7. Beginning: Displays illustrated story with peer. Responds nonverbally (i.e., smile, clap) to others' writing.	•	61, 181, 325
1. Early Intermediate: Draws from classroom content area experiences as a source for ideas for writing stories with guidance.	•	526, 558, 579
2. Early Intermediate: Participates in brainstorming ideas for writing about a given topic using words and phrases.	•	353, 374-375, 377
3. Early Intermediate: Participates in pre-writing and drafting simple compositions on a given familiar topic.	•	504, 604-605, 647, 653
4. Early Intermediate: Uses student version of the scoring guide to review writing for conventions with teacher support.		This standard is not addressed in the program.
5. Early Intermediate: Revises a student-authored story for progression of ideas from teacher feedback.	P	This standard is partially addressed in the program: 505, 605
6. Early Intermediate: Participates in class proofreading, checking only one element or rule at a time.	•	359, 505, 603, 605, 653
7. Early Intermediate: Listens to and participates (using words or short phrases) in structured group activities where students present and discusses his/her own or others' writing, answer questions, and receive feedback.	•	425, 430, 505
FOCUS AND ORGANIZATION		
2. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest (1996 "Convey clear, focused main ideas..."); organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs (1996 "Structure information in clear sequence..."); and use precise words and fluent sentence structures that support meaning (1996 "Sentence Structure").		
1. Beginning: Observes/attends to a class writing activity, writing for a specific audience or purpose; copies the finished product.	•	129, 149, 253
2. Beginning: Views illustrations and copies the caption.	•	129, 281
3. Beginning: Dramatizes action verbs with teacher support.	•	137, 139, 149
4. Beginning: Listens to stories that incorporate figurative language.	•	167, 256, 328

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5. Beginning: Identifies ending punctuation marks (i.e. period, question mark, and exclamation point).	•	129, 257, 356
1. Early Intermediate: Participates in an interactive writing project, to produce a letter or story for a specific audience, contributing single words or short phrases.	•	359
2. Early Intermediate: Participates in group activities listing and/or categorizing ideas or facts pertaining to a given topic.	•	348, 374-375, 418, 423
3. Early Intermediate: Uses high frequency adjectives to describe an illustration.	•	425, 353, 355-357, 385, 417
4. Early Intermediate: Listens and attends to stories and group activities in which figurative language is used according to an established pattern.	•	643
5. Early Intermediate: Participates in interactive writing activities, writing statements, commands, questions and exclamations.	•	356, 387, 408, 422
WRITING CONVENTIONS		
3. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas (similar to 1996 “Use correct spelling, grammar, punctuation, capitalization....”).		
SPELLING		
1. Beginning: Copies one-syllable and repeats consonant-vowel-consonant (CVC) words.	•	47, 56, 92, 252
2. Beginning: Copies and repeats contractions.	•	619
3. Beginning: Copies phrases that include compound words.	•	202
4. Beginning: Labels illustrations with “y to ies” pluralization with teacher support.	•	244
5. Beginning: Practices and illustrates homophones with teacher support.	•	74, 148, 251
6. Beginning: Copies high frequency classroom words.	•	61, 103
7. Beginning: Spells own name correctly; copies environmental print correctly.	•	45, 69, 114
1. Early Intermediate: Copies and pronounces one-syllable words that have blends or a silent letter.	•	381-383, 420-421, 547
2. Early Intermediate: Participates in group writing activities where common contractions are included.	•	328
3. Early Intermediate: Writes simple sentences using preselected compound words (i.e. snowman, bookmark).	•	344-345
4. Early Intermediate: Copies and illustrates words with “y to ies” pluralization.	•	399, 441
5. Early Intermediate: Practices and illustrates homophones.	•	381-383, 420-421, 496-497
6. Early Intermediate: Applies sound-letter correspondence to invented spelling.	•	383
7. Early Intermediate: Uses invented spelling.	•	359, 505, 603-653
GRAMMAR		
1. Beginning: Copies group writing to practice correct subject and verb agreement.	•	150, 257, 324-325
2. Beginning: Labels illustrations or action verbs.	•	139-140, 149-150, 318
3. Beginning: Labels illustrations with common adjectives (colors, number, and size).	•	103, 116, 119, 129
4. Beginning: Copies labels on illustrations that show singular possessive nouns. (i.e. a girl and a book → the girl’s book).	P	This standard is partially addressed in the program: 316
1. Early Intermediate: Practices subject/verb agreement in group writing activities or directed writing.	•	603, 605, 652-653

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2. Early Intermediate: Uses present tense in group writing activities.	•	598, 600, 605, 652
3. Early Intermediate: Uses pronouns and common adjectives (colors, number, size) in group/guided writing activities.	•	355-357, 386-387, 555
4. Early Intermediate: Identifies singular possessive nouns in writing.	•	555, 622
<i>PUNCTUATION</i>		
1. Beginning: Copies a simple date sentence or address. (i.e. Today is Thursday, July 10, 2003.).	•	97, 104-105
2. Beginning: Practices placing quotation marks around phrases.		This standard is not addressed in the program.
1. Early Intermediate: Writes the date in a sentence, uses commas for items in a series.		This standard is not addressed in the program.
2. Early Intermediate: Copies simple sentences that include quotation marks (i.e. Tom says, “hi”).		This standard is not addressed in the program.
<i>CAPITALIZATION</i>		
1. Beginning: Copies geographical names and holidays correctly.	•	105, 401
1. Early Intermediate: Begins to use capitals with teacher support.	•	358, 422
<i>HANDWRITING</i>		
1. Beginning: Copies legibly.	•	56, 177, 297
1. Early Intermediate: Writes legibly, leaving space between letters in a word and words in a sentence.	•	422, 526, 548
WRITING MODES		
<i>4. Write narrative, expository, and persuasive texts, using a variety of written forms (e.g., journals, essays, short stories, poems, research reports, research papers, business and technical writing) to express ideas appropriate to audience and purpose across the subject areas (1996 Modes/Forms).</i>		
1. Beginning: Uses pictures to tell about a personal experience.	•	46, 52, 82, 168
2. Beginning: Tells a story with pictures.	•	55, 78, 124
3. Beginning: Uses captions and drawings to show information.	•	46, 82-83
1. Early Intermediate: Develops a narrative about a shared experience with guidance or in a group.	•	454, 559
2. Early Intermediate: Participates in group to develop a fiction story.		This standard is not addressed in the program.
3. Early Intermediate: Uses pictures, words and short phrases to participate in group writing activities to develop a simple expository paragraph.	•	424-425, 454, 504-505
<i>NARRATIVE WRITING</i>		
1. Beginning: Draws and labels the setting for a story or event.		This standard is not addressed in the program.
2. Beginning: Uses drawings to convey important details.	•	46, 52, 82, 124, 168
3. Beginning: Illustrates some incident from the narrative.	•	79, 124, 147, 175

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1. Early Intermediate: Participates in teacher-directed group writing describing time and/or place.	•	353, 599
2. Early Intermediate: Participates in teacher-directed group writing to develop important details about a main idea, through pictures, words, and simple phrases.	•	504, 604-605, 647
3. Early Intermediate: Participates in group discussions or activities sharing what they remember most about a story, using single words, short phrases or pictures.	•	554, 578, 603, 650
<i>EXPOSITORY WRITING</i>		
1. Beginning: Draws a picture to show people, places, things, or experiences.	•	45, 69, 82, 163-164
2. Beginning: Uses drawings to show a main idea.	•	55, 239
3. Beginning: Draws a thank-you note; copies an invitation.		This standard is not addressed in the program.
4. Beginning: Copies the date onto a picture drawn as a thank-you note; signs the picture.		This standard is not addressed in the program.
5. Beginning: Draws a picture about a given topic based on observations (watching experiment, picture book, demonstration).	•	79, 124, 147, 175
6. Beginning: Illustrates the topic.	•	45, 69, 83, 90
7. Beginning: Draws a picture to express his/her own understanding of the content.	•	45, 69, 83, 90
8. Beginning: Responds to text through gestures or illustrations.	•	51, 54, 174, 181
1. Early Intermediate: Participates in a guided group activity to develop simple description of a main idea (people, places, things, or experiences).	•	504-505, 526, 604, 650
2. Early Intermediate: Uses pictures, words and short phrases to list details that support a main idea in a guided, teacher-directed activity.	•	504-505, 526, 605, 653
3. Early Intermediate: Uses single words, short phrases and/or pictures, to participate in a teacher-guided group activity, writing a thank-you note or invitation.	•	359, 578
4. Early Intermediate: Uses single words, short phrases and/or pictures to participate in teacher-guided, group writing of a thank-you note, letter, or invitation.	•	359
5. Early Intermediate: Participates in teacher-directed activity using two or more sources to locate and list information on a given topic using key words and sentences.	•	526, 604
6. Early Intermediate: Participates in a directed group activity, selects or develops a diagram, chart or illustration, appropriate to a given topic.	•	504, 604
7. Early Intermediate: Uses words or short phrases to participate in group writing about the content of a text.	•	603, 650
8. Early Intermediate: Uses a prescribed sentence pattern to express personal opinion about or reaction to the text; gives reason for opinion or reaction in a group, teacher-guided activity.	•	578, 649-650

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WRITING STRATEGIES		
5. Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials (see Writing Applications-Expository Writing: Research Reports).		
1. Beginning: Arranges and locates words in alphabetical order. Locates items in a picture dictionary.	•	150, 202, 226, 228, 248
1. Early Intermediate: Locates information on a given topic using illustrated materials.	•	407, 526, 592, 604-605
GRADE 4		
READING		
DECODING AND WORD RECOGNITION		
1. Analyze words, recognize words, and learn to read grade level text fluently across the subject areas (similar to 1996 “Recognize, pronounce...words in text by using phonics”).		
1. Beginning: Reads familiar English phonemes and simple words with graphic support.	•	47, 206, 237, 251
2. Beginning: Reads basic familiar words in text.	•	56, 70, 74, 91
1. Early Intermediate: Reads words in familiar texts aloud with intonation and expression.	•	349, 351, 368
2. Early Intermediate: Reads complete sentences in basic unfamiliar text.	•	526, 592
LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT		
2. Listen to, read, and understand a wide variety of informational and narrative (story) text across the subject areas at school and on own, applying comprehension strategies as needed.		
1. Beginning: Listens to simple stories.	•	This standard is addressed implicitly.
2. Beginning: Listens to familiar text and makes personal connections.	•	46, 82, 116, 179, 220
3. Beginning: None available	N/A	N/A
4. Beginning: None available	N/A	N/A
5. Beginning: Understands and draws upon a variety of comprehension strategies as needed—responding to simple questions, using drawings, words, or phrases.	•	54-55, 146, 174
6. Beginning: Matches difficult words to visuals with teacher support.	•	54, 57-58, 123, 167
1. Early Intermediate: Listens to, reads and retells simple stories. Demonstrates comprehension by using drawings, words, or phrases.	•	This standard is addressed implicitly.
2. Early Intermediate: Listens to and reads text and makes personal connections.	•	431, 481, 649
3. Early Intermediate: Demonstrates listening comprehension of some familiar text across the subject areas.	•	352-353, 378-379, 427
4. Early Intermediate: Matches reading for personal enjoyment (e.g., preview title, pictures, predict makes connections) with teacher support.		This standard is not addressed in the program.

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5. Early Intermediate: Understands and draws upon a variety of comprehension strategies as needed—responding to questions.	•	378, 477, 602
6. Early Intermediate: Identifies difficult words or phrases.	•	407, 526, 532
VOCABULARY		
3. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and content clues; verify the meaning of new words; and use those words accurately across the subject areas (similar to 1996 “...know the meaning of words in text by using...language structure, contextual clues, and visual clues”).		
1. Beginning: Repeats new vocabulary from simple text and graphics.	•	78, 206-207, 248
2. Beginning: Develops survival vocabulary.	•	136, 171, 273
3. Beginning: Determines meaning of words by using graphic clues.	•	54, 57-58, 123, 167
4. Beginning: None available	N/A	N/A
5. Beginning: Recognizes basic antonyms.	•	281, 300, 316
6. Beginning: Identifies root words used in various nouns and verbs (i.e. walk, walking, girl, girls).	•	Set 2: 296, 524, 539
7. Beginning: None available	N/A	N/A
1. Early Intermediate: Understands pre-taught vocabulary from simple literary text.	•	This standard is addressed implicitly.
2. Early Intermediate: Develops simple vocabulary by listening to familiar selections read aloud with significant graphic support.	•	374-375, 401-402, 428, 466
3. Early Intermediate: Determines meaning of words from familiar situations read aloud from simple sentences and graphic clues.	•	406, 526, 592
4. Early Intermediate: Demonstrates meaning of multiple meanings of familiar words using gestures and graphics.	•	143, 347, 374, 423, 428
5. Early Intermediate: Recognizes familiar synonyms and antonyms.	•	385, 532, 642
6. Early Intermediate: Uses knowledge of root words to change common words (i.e. happy to unhappy, happier).	•	Set 2: 296, 524, 539
7. Early Intermediate: None available	N/A	N/A
READ TO PERFORM A TASK		
4. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task (similar to 1996 “Locate information”).		
1. Beginning: Reads simple text supported by pictures, photographs, and illustrations with teacher support.	•	54, 78, 99, 174, 199, 225, 248
2. Beginning: Reads and identifies text features such as title, table of contents, and chapter headings with teacher support.	•	57, 77, 228, 299
3. Beginning: Identifies the factual components of simple informational materials using nonverbal communication (pointing, drawing, labeling). Observes pictures and features in reference materials.	•	141, 216, 227-228

4. Beginning: Categorizes words or pictures and name categories.	•	122, 139, 141, 255
1. Early Intermediate: Reads text supported by pictures, photographs, and illustrations with teacher support.	•	352, 378, 407, 427
2. Early Intermediate: Reads and identifies basic text features such as title, table of contents, and chapter headings to find information without teacher support.	•	351, 426, 528, 601
3. Early Intermediate: Reads simple reference materials with teacher support.	•	384, 421, 501
4. Early Intermediate: Categorizes simple sentences under correct headings.	•	374, 428, 480
INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
5. Demonstrate general understanding of grade-level informational text across the subject areas (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Sequences a story using pictures and key words.	•	55, 174, 200
2. Beginning: Identifies two key facts of a simple story on familiar topics read aloud using pictures, graphs, charts, and/or key words.	•	54, 146, 248
1. Early Intermediate: Summarizes the main ideas of informational text.	•	526, 592, 598-599, 604
2. Early Intermediate: Identifies two or more key facts of a simple story on familiar topics using pictures, and/or tables.	•	352, 453, 553
INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION		
6. Develop an interpretation of grade-level informational text across the subject areas (similar to 1996 “Demonstrate inferential comprehension”).		
1. Beginning: Makes predictions about familiar or simple informational text including graphics.	•	74-75, 175, 198
2. Beginning: Identifies facts in familiar text; Reads to them using key words and graphics.	•	54, 78, 99, 146
3. Beginning: Predicts the main idea from title words and graphics.	•	53, 77, 98, 123
1. Early Intermediate: Makes predictions about familiar informational text including titles and illustrations.	•	453, 478, 578
2. Early Intermediate: Identifies facts in familiar simple text.	•	604-605
3. Early Intermediate: Identifies headings and key words in simple text.	•	352, 378, 407, 450
INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE		
7. Examine content and structure of grade-level informational text across the subject areas (similar to 1996 “Demonstrate evaluative comprehension”).		
1. Beginning: None available	N/A	N/A
2. Beginning: Identifies facts in simple familiar text.	•	54, 78, 99, 146
3. Beginning: None available	N/A	N/A
4. Beginning: Organizes pictures from a story in sequence.	•	74-75, 175, 198
5. Beginning: None available	N/A	N/A
1. Early Intermediate: Gives opinions about author’s purpose in writing texts with teacher support.	•	649

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2. Early Intermediate: Distinguishes between fact and opinion in familiar text.	•	604-605
3. Early Intermediate: None available	N/A	N/A
4. Early Intermediate: Reads simple texts which use sequential or chronological order.	•	352, 378, 427, 453
5. Early Intermediate: Reads simple biographies and autobiographies.	•	378, 526
LISTEN TO AND READ LITERARY TEXT		
8. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.		
1. Beginning: Demonstrates listening comprehension of familiar literary text using drawings, words, or phrases.	•	44-45, 50, 96, 101, 115, 129, 136
1. Early Intermediate: Demonstrates listening comprehension of some familiar literary text using simple sentences.	•	368-369, 471, 549
LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
9. Demonstrate general understanding of grade-level literary text (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Identifies the main ideas and basic sequence of events in stories read to them, using graphics, key words or pictures.	•	51, 54, 174, 199
2. Beginning: Identifies the main events of the plot using nonverbal communication such as pictures, tables or other graphics.	•	55, 174, 199
1. Early Intermediate: Identifies the basic sequence of written text and identifies or summarizes the main ideas of literary texts using simple sentences.	•	453, 478, 578, 603, 626, 649-650
2. Early Intermediate: Identifies the main events of the plot using simple sentences.	•	378, 577-578, 603, 626, 649-650
LITERARY TEXT: DEVELOP AN INTERPRETATION		
10. Develop an interpretation of grade-level literary text (similar to 1996 “Analyze the author’s ideas...and make supported interpretations of the selection”).		
1. Beginning: Draws pictures to predict future outcome of stories read aloud.		This standard is not addressed in the program.
2. Beginning: Identifies different characters and settings in simple literary texts using graphic organizers, words or phrases.	•	175, 200, 225
3. Beginning: None available	N/A	N/A
4. Beginning: None available	N/A	N/A
1. Early Intermediate: Reads and orally predicts future outcomes in a literary selection.	•	351, 377, 426, 552
2. Early Intermediate: Describes the setting of a piece of literature using simple sentences. Describes what a character is like by what he/she does in a selection, using simple sentences.	•	454, 478, 554
3. Early Intermediate: None available	N/A	N/A
4. Early Intermediate: None available	N/A	N/A

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LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE		
11. Examine content and structure of grade-level literary text (similar to 1996 “Evaluate how the form of a literary work and the use of literary devices contribute to the work’s message and impact”).		
1. Beginning: None available	N/A	N/A
2. Beginning: None available	N/A	N/A
3. Beginning: Distinguishes between fiction and non-fiction using one- or two-word responses.	•	173, 198, 224, 279
1. Early Intermediate: None available	N/A	N/A
2. Early Intermediate: Compares tales from different cultures.	P	This standard is partially addressed in the program: 553
3. Early Intermediate: Uses pictures, lists, charts, and tables to identify the characteristics of different types of fiction such as fairy tales, folktales, myths, and legends.	•	327; Set 2: 397
SPEAKING AND LISTENING		
SPEAKING		
1. Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose (1996 Ideas and Content); organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements (1996 Organization); use language appropriate to topic, context, audience, and purpose (1996 Language); and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques (1996 Delivery).		
1. Beginning: None available	N/A	N/A
2. Beginning: Uses drawings and gestures to express main ideas.	•	51, 54, 174, 181
3. Beginning: None available	N/A	N/A
4. Beginning: None available	N/A	N/A
5. Beginning: Uses single words or phrases to convey messages.	•	47, 206, 237, 251
6. Beginning: None available	N/A	N/A
1. Early Intermediate: Presents ideas using simple phrases or sentences in small groups.	•	352-353, 368-369, 471, 549, 553-554
2. Early Intermediate: Points out main ideas using basic vocabulary.	•	471, 549
3. Early Intermediate: Uses an example or detail to support main idea.	•	352, 355, 427
4. Early Intermediate: Uses nouns and verbs to communicate a message in a familiar situation.	•	345, 349, 352, 380
5. Early Intermediate: Uses sentences with simple subjects and predicate.	•	352-353, 553-554, 629-630
6. Early Intermediate: Uses appropriate volume when reading to an audience.	•	This standard is addressed implicitly.

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LISTENING		
1. Listen critically and respond appropriately across the subject areas.		
1. Beginning: Listens attentively to familiar pictorial stories and responds to literal questions in nonverbal ways.	•	54, 78, 99, 146, 174
2. Beginning: Identifies the topic in a spoken message using a one or two word response.	•	45, 71, 90-91, 115, 141
3. Beginning: Listens to and follows one-step directions with visual clues.	•	93, 120, 195
1. Early Intermediate: Listens attentively to familiar stories/information and responds to literal questions using simple phrases and sentences.	•	352, 378, 427, 453
2. Early Intermediate: Repeats main ideas in spoken messages about familiar topics.	•	347, 355, 367, 375
3. Early Intermediate: Listens to and follows simple multi-step directions with visual clues.	•	368, 543-544, 581
ANALYSIS		
2. Listen critically and respond appropriately across the subject areas.		
1. Beginning: Listens to and repeats examples of onomatopoeia.	P	This standard is partially addressed in the program: 60, 225, 249, 253
1. Early Intermediate: Identifies familiar repetitive patterns and onomatopoeia.	P	This standard is partially addressed in the program: 379, 418, 431, 553
WRITING		
PLANNING, EVALUATION, AND REVISION		
1. Pre-write, draft, revise, edit, and publish across the subject areas.		
1. Beginning: Uses shared language experiences to create pictures or key words for graphic organizers.	•	46, 49, 55, 79, 82
2. Beginning: Participates in small teacher-led discussion groups.	•	47-48, 54-55, 59, 71
3. Beginning: Listens to a variety of writing forms using visual aides to increase familiarity with new language.	•	This standard is addressed implicitly.
4. Beginning: Listens to and distinguishes between a poem and a narrative with teacher support.	•	This standard is addressed implicitly.
5. Beginning: Uses pictures, key words and basic graphic organizers for pre-writing and drafting.	•	46, 55, 59, 69, 79
6. Beginning: Eliminates unrelated pictures or words from a list.	•	215, 266
7. Beginning: None available	N/A	N/A
8. Beginning: Observes modeling of the revising process.	•	325
9. Beginning: Observes modeling of editing strategies.	•	325
1. Early Intermediate: Uses simple graphic organizers to brainstorm and make lists using simple phrases or sentences.	•	377-379, 578, 602
2. Early Intermediate: Gives and receives feedback with others using short phrases and developing language with teacher support.	•	578, 581, 592

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3. Early Intermediate: Listens to a variety of simple passages and identifies author’s audience with teacher support.		This standard is not addressed in the program.
4. Early Intermediate: Listens to and distinguishes between a poem, narrative, and a personal letter.	•	This standard is addressed implicitly.
5. Early Intermediate: Uses graphic organizer for pre-writing and drafting with simple phrases and sentences.	•	504, 604-605
6. Early Intermediate: Chooses the simple phrase or sentence that does not belong with teacher support.	•	399, 446
7. Early Intermediate: Reads and discusses purpose of scoring guide with teacher support.	•	653
8. Early Intermediate: Moves and combines words in simple sentences to form correct sentence order.	•	553, 557
9. Early Intermediate: Edits for capital letters and periods at the beginning and end of simple sentences in own writing.	•	359, 505, 603, 653
PLANNING, EVALUATION, AND REVISION		
2. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest (1996 “Convey clear, focused main ideas...”); organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs (1996 “Structure information in clear sequence...”); and use precise words and fluent sentence structures that support meaning (1996 “Sentence Structure”).		
1. Beginning: Observes a variety of writings using visual aids to increase familiarity with new language.	•	54, 58, 70, 73, 91, 99, 102
2. Beginning: Uses pictures, gestures and basic graphic organizers to relate a personal experience. Increases familiarity with new language through shared language experiences.	•	52, 59, 82, 125
3. Beginning: Uses pictures, gestures and basic graphic organizers to communicate a central idea. Increases familiarity with new language through shared language experiences.	•	54-55, 79, 96, 141
4. Beginning: Uses pictures or simple graphic organizers to communicate written stories adding additional drawings for details.	•	55, 176, 179, 276
5. Beginning: Increases familiarity with new language through shared language experiences. Uses pictures, gestures and basic graphic organizers to sequence pictures of events in chronological order.	•	55, 276
6. Beginning: Increases familiarity with new language through shared language experiences. Uses pictures, gestures and basic graphic organizers to communicate a central idea.	•	54-55, 79, 96, 141
7. Beginning: Uses pictures, gestures and basic graphic organizers to communicate a story with a conclusion. Increases familiarity with new language through shared language experiences.	•	199-200, 225, 276
8. Beginning: Reproduces writing with correct indentation.		This standard is not addressed in the program.
9. Beginning: Increases familiarity with new language through shared language experiences. Uses pictures, gestures and basic graphic organizers to relate a story.	•	52, 59, 82, 125
10. Beginning: Observes and copies simple sentences.	•	81, 83, 129
11. Beginning: Observes and copies a variety of simple sentences.	•	81, 83, 129
1. Early Intermediate: Identifies point of view in a variety of writings using single words or simple phrases.	•	577, 602, 625, 649-650

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2. Early Intermediate: Adds single words and simple sentences to pictures and graphic organizers to increase detail.	•	504, 556, 574, 604
3. Early Intermediate: Relates main idea of a shared group experience through simple words or phrases.	•	599, 604-605, 640
4. Early Intermediate: Adds words and simple sentences to pictures and simple graphic organizers.	•	504, 556, 574, 604
5. Early Intermediate: Participates in a shared whole group experience and then sequences events in chronological order using simple words or phrases.	•	454, 478, 559
6. Early Intermediate: Listens to and copies paragraphs, identifying details and transitions which link them with assistance.	•	504-505
7. Early Intermediate: Adds words and simple sentences to pictures and simple graphic organizers.	•	504, 556, 574, 604
8. Early Intermediate: Recognizes writing with a clear indentation.		This standard is not addressed in the program.
9. Early Intermediate: Adds nouns, verbs and descriptors to drawings or graphic organizers to enhance detail with teacher support.	•	556, 604, 652
10. Early Intermediate: Reproduces compound sentences by following teacher-guided process of combining simple sentences.	•	598-600
11. Early Intermediate: Reproduces simple sentences adding some additional detail stated in simple words or phrases in a teacher-guided process.	•	505, 605, 652-653
CONVENTIONS		
3. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas (similar to 1996 “Use correct spelling, grammar, punctuation, capitalization....”).		
SPELLING		
1. Beginning: Observes and copies root words as student begins to make sense of new language.		This standard is not addressed in the program.
2. Beginning: Observes and copies inflections as student begins to make sense of the new language.	•	This standard is addressed implicitly.
3. Beginning: Observes and copies words with suffixes and prefixes.	•	198, 313-314
4. Beginning: Observes and copies words divided into syllables		This standard is not addressed in the program.
5. Beginning: Matches simple homophones to correct graphics.	•	Set 2: 112-113
1. Early Intermediate: Recognizes root words in high frequency vocabulary.	•	Set 2: 296, 524, 539
2. Early Intermediate: Identifies common inflections with teacher support.	•	This standard is addressed implicitly.
3. Early Intermediate: Identifies common suffixes and prefixes with teacher support.	•	472-473
4. Early Intermediate: Breaks simple words into syllables with teacher support.		This standard is not addressed in the program.

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5. Early Intermediate: Recognizes simple homophones (i.e., see, sea).		This standard is not addressed in the program.
GRAMMAR		
1. Beginning: Acts out simple present tense verbs.	•	47, 51, 72, 75
2. Beginning: None available	N/A	N/A
3. Beginning: Uses adverbs in spoken communication.	•	206
4. Beginning: Uses prepositions in spoken communication.	•	205, 244, 316
5. Beginning: Uses coordinating conjunction in spoken communication.		This standard is not addressed in the program.
1. Early Intermediate: Distinguishes between present and past tense verbs with teacher support.	•	549-551, 558, 568-569
2. Early Intermediate: Distinguishes between irregular present and past tense verbs.	•	Set 2: 122-123, 155, 186, 218
3. Early Intermediate: Identifies adverbs in simple sentences.	•	347
4. Early Intermediate: Identifies prepositions in simple sentences.	•	470-471, 494-495, 594
5. Early Intermediate: Identifies conjunctions in simple sentences.	•	619
PUNCTUATION		
1. Beginning: Identifies “s” sound at end of words to show possession.	•	316
2. Beginning: None available	N/A	N/A
3. Beginning: None available	N/A	N/A
4. Beginning: None available	N/A	N/A
5. Beginning: Observes and copies plural nouns.	•	59, 139, 244
1. Early Intermediate: Identifies “s” in writing.	•	555, 622
2. Early Intermediate: Identifies two words that make up contractions in written text.	•	450, 459, 574, 619
3. Early Intermediate: Identifies quotation marks in simple writing.	•	Set 2: 613-614
4. Early Intermediate: None available	N/A	N/A
5. Early Intermediate: Compares singular and possessive plural nouns.	•	622
CAPITALIZATION		
1. Beginning: Observes and copies capital letters.	•	59, 61, 104-105, 129, 257
1. Early Intermediate: Writes single words and short sentences capitalizing the first letter of sentence, and familiar proper nouns.	•	358, 422
HANDWRITING		
1. Beginning: Writes smoothly and legibly lower case cursive or manuscript.	P	This standard is partially addressed in the program: Resource Book, Templates A-C
2. Beginning: Reads simple words modeled by teacher.	•	57, 68, 75, 124

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1. Early Intermediate: Writes smoothly and legibly lower case cursive or manuscript.	P	This standard is partially addressed in the program: Resource Book, Templates A-C
2. Early Intermediate: Reads simple words modeled by teacher.	•	418, 431, 445, 532
WRITING MODES		
4. Write narrative, expository, and persuasive texts, using a variety of written forms (e.g., journals, essays, short stories, poems, research reports, research papers, business and technical writing) to express ideas appropriate to audience and purpose across the subject areas (1996 Modes/Forms).		
1. Beginning: Communicates a simple personal narrative using pictures, gestures, and simple graphic organizers.	•	61, 168, 239, 323-325
2. Beginning: Communicates a simple imaginative story using pictures, gestures and/or simple graphic organizers.	•	175-176, 301
3. Beginning: Communicates simple, familiar expository information using pictures, gestures and/or simple graphic organizers.	•	73, 226, 249-250
1. Early Intermediate: Communicates personal narrative with simple words, phrases, or graphic organizers.	•	429, 469, 653
2. Early Intermediate: Communicates an imaginative story with simple words, phrases or graphic organizers.		This standard is not addressed in the program.
3. Early Intermediate: Communicates expository information with simple words, phrases or graphic organizers.	•	425, 504-505, 526, 604-605
WRITING APPLICATIONS		
5. Write narrative, expository, and persuasive texts, using a variety of written forms-including journals, essays, short stories, poems, research reports, research papers, business and technical writing-to express ideas appropriate to audience and purpose across the subject areas (1996 Modes/Forms).		
NARRATIVE WRITING		
1. Beginning: Uses pictures, gestures or simple graphic organizers to communicate familiar stories. Increases familiarity with new language through shared language experiences.	•	55, 79, 82, 124
2. Beginning: Uses pictures, gestures or simple graphic organizers to show setting of a familiar story. Increases familiarity with new language through shared language experiences.	•	79, 82
3. Beginning: Uses pictures, gestures or simple graphic organizers to communicate familiar stories. Increases familiarity with new language through shared language experiences.	•	55, 79, 82, 124
4. Beginning: Uses pictures, gestures or simple graphic organizers to communicate familiar stories. Increases familiarity with new language through shared language experiences.	•	55, 79, 82, 124
1. Early Intermediate: Expresses key ideas and events of personal narrative using simple graphic organizers, pictures, and simple phrases.	•	429, 469, 652-653
2. Early Intermediate: Expresses the setting of a personal experience through simple words or phrases.	•	469
3. Early Intermediate: Adds simple sensory details to pictures and graphics through simple words or phrases.	•	653

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4. Early Intermediate: Relates orally a personal story with simple words or phrases.	•	653
EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT		
1. Beginning: Responds to literature presented orally using pictures, gestures or simple graphic organizers as student increases familiarity with new language.	•	55, 79, 124, 175
2. Beginning: Responds to literature presented orally using pictures, gestures or simple graphic organizers as student increases familiarity with new language.	•	55, 79, 124, 175
1. Early Intermediate: Responds to literature with simple words and phrases.	•	353, 379, 427-428
2. Early Intermediate: Responds orally to yes/no questions that explore literature responses with simple words or phrases.	•	352, 378, 427
EXPOSITORY WRITING: RESEARCH REPORTS/MULTI-MEDIA PRESENTATIONS		
1. Beginning: Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to represent central issue or event of an oral informational presentation.	P	This standard is partially addressed in the program: 325
2. Beginning: Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to represent factual information.	•	147, 149, 152, 249
3. Beginning: Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to identify a topic.	•	45-46, 69, 82, 264
4. Beginning: Increases familiarity with new language through repeated hands on and intentional exposure to a variety of non-fiction texts such as newspapers and books.	•	279, 326
1. Early Intermediate: Adds words and simple phrases to graphic organizers and pictures to identify central question about an issue or event.	•	323-325, 504, 604-605
2. Early Intermediate: Adds words and simple phrases to graphic organizers and pictures to represent factual information.	•	323-325, 504, 604-605
3. Early Intermediate: Identifies the topic of presented information, stating details and facts with simple words and phrases.	•	408, 526, 592
4. Early Intermediate: Identifies more than one source of informational text such as books, newspapers and other media sources. Uses computer with assistance.	•	604-605
PERSUASIVE WRITING		
1. Beginning: Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to express an opinion.	•	116, 168
1. Early Intermediate: Expresses opinions using simple words and sentences and graphic organizers.	•	387, 579
SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING		
1. Beginning: Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to indicate comprehension of a reading selection.	•	55, 143-144, 320
1. Early Intermediate: Identifies main idea of oral presentation using simple words and sentences and graphic organizers.		This standard is not addressed in the program.

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RESEARCH REPORT WRITING		
6. Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials (see Writing Applications-Expository Writing: Research Reports).		
1. Beginning: Uses picture dictionaries to reproduce basic words.	•	150, 202, 226, 228, 248
2. Beginning: Reproduces graphic organizers or notes modeled by teacher.	•	323-325
3. Beginning: Gains familiarity with location of information in reference texts through repeated hands on and intentional exposure.	•	57, 83, 101, 150, 228
4. Beginning: Gains familiarity with location of information in reference texts through repeated hands-on and intentional exposure.	•	57, 83, 101, 150, 228
5. Beginning: Uses computer to reproduce text provided by teacher. Demonstrates basic keyboarding skills.		This standard is not addressed in the program.
1. Early Intermediate: Uses a picture dictionary to aid in writing simple sentences.	•	407, 526, 592, 604-605
2. Early Intermediate: Uses simple graphic organizer. Reproduces notes modeled by teacher.	•	504, 604-605
3. Early Intermediate: Identifies organizational features of reference texts.	•	228
4. Early Intermediate: Distinguishes between fiction and non-fiction text.	•	526
5. Early Intermediate: Uses computer to reproduce text and demonstrates basic keyboarding skills.		This standard is not addressed in the program.
GRADE 5		
READING		
DECODING AND WORD RECOGNITION		
1. Analyze words, recognize words, and learn to read grade level text fluently across the subject areas (similar to 1996 “Recognize, pronounce...words in text by using phonics”).		
1. Beginning: Recognizes sound/symbol relationships in own writing.	•	This standard is addressed implicitly.
2. Beginning: Recognizes English phonemes that correspond to phonemes students already hear and produce while reading aloud.	•	47, 206, 237, 251
3. Beginning: Reads aloud simple words in stories or games (e.g., nouns and adjectives).	•	51, 58, 70, 73, 81
1. Early Intermediate: Recognizes common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	•	This standard is addressed implicitly.
2. Early Intermediate: While reading orally, recognizes and produces common English phonemes that do not correspond to phonemes students already hear and produce (e.g., "a" in cat and final consonants).	•	349, 379, 407-408

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3. Early Intermediate: Reads aloud own writing of narrative and expository text with some pacing, intonation, and expression.	•	380, 526, 600, 605
LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT		
2. Listen to, read, and understand a wide variety of informational and narrative (story) text across the subject areas at school and on own, applying comprehension strategies as needed.		
1. Beginning: Listens to, reads and retells simple stories from a variety of informational and narrative text using drawings, words, or phrases.	•	This standard is addressed implicitly.
2. Beginning: Listens to familiar texts and makes personal connections.	•	46, 82, 116, 179, 220
3. Beginning: Demonstrates listening comprehension of familiar text using drawings, words, or phrases.	•	55, 78, 146-147, 199-200
4. Beginning: Matches reading to purpose—location of information and personal enjoyment.	P	This standard is partially addressed in the program: 101, 150, 228, 326
5. Beginning: Understands and draws upon a variety of comprehension strategies as needed—re-reading, self-correcting, responding to simple questions, using drawings, words, or phrases.	•	54-55, 146, 174
6. Beginning: Applies knowledge of academic and social vocabulary in student’s native language to recognize and correct some errors when reading familiar texts in English.	•	This standard is addressed implicitly.
1. Early Intermediate: Listens to, reads and retells simple stories from a variety of informational and narrative text.	•	This standard is addressed implicitly.
2. Early Intermediate: Listens to, reads text and makes connections to self and to texts.	•	431, 481, 649
3. Early Intermediate: Demonstrates listening comprehension of familiar text across the subject areas.	•	352-353, 378-379, 427
4. Early Intermediate: Matches reading to purpose—personal enjoyment (e.g., previews title, pictures) with teacher support.		This standard is not addressed in the program.
5. Early Intermediate: Understands and draws upon a variety of comprehension strategies as needed—re-reading, self-correcting, small group guided discussions, responding to questions, and making predictions with teacher support.	•	378, 477, 602
6. Early Intermediate: Applies knowledge of decoding skills and academic and social vocabulary to recognize and correct some errors when reading.	•	This standard is addressed implicitly.
VOCABULARY		
3. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and content clues; verify the meaning of new words; and use those words accurately across the subject areas (similar to 1996 “...know the meaning of words in text by using...language structure, contextual clues, and visual clues”).		
1. Beginning: Uses appropriately familiar vocabulary in reading.	•	58, 73, 102, 118, 206
2. Beginning: Uses pictures and observations to meet basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	•	50, 81, 96, 104, 171

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3. Beginning: Demonstrates comprehension of simple, commonly used synonyms and antonyms with an appropriate action with teacher modeling.	•	281, 300, 316-317
4. Beginning: Listens to stories that vividly illustrate similes and metaphors (e.g., <i>Quick as A Cricket</i> by A. Woods).	•	Set 2: 93-94, 151-152
5. Beginning: Observes teacher modeling use of cognates to determine meaning of unknown words.		This standard is not addressed in the program.
6. Beginning: Demonstrates comprehension of simple vocabulary with an appropriate action.	•	47-48, 51, 72, 75, 115
7. Beginning: Creates a simple dictionary or thesaurus of frequently used words.	•	76, 150, 172, 203
1. Early Intermediate: Uses appropriately familiar and content-related vocabulary in reading.	•	349, 351, 379, 407, 418, 526
2. Early Intermediate: Uses knowledge of English morphemes, phonics, and syntax to decode and determine the meaning of unfamiliar words in simple sentences.	•	340, 446, 472, 532
3. Early Intermediate: Demonstrates comprehension of simple, commonly used synonyms and antonyms by matching pictures.	•	385, 532, 642
4. Early Intermediate: Identifies comparisons in simple similes and metaphors.	•	Set 2: 93-94, 151-152
5. Early Intermediate: Demonstrates and differentiates between cognates and false cognates by determining meaning of unknown words and phrases.		This standard is not addressed in the program.
6. Early Intermediate: Recognizes some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	•	Set 2: 296, 524, 539
7. Early Intermediate: Uses picture dictionary or thesaurus to identify common and familiar words such as nouns and adjectives.	•	384, 421
READ TO PERFORM A TASK		
4. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task (similar to 1996 "Locate information").		
1. Beginning: Identifies relationship between simple text read to them and their own experiences. Responses may be nonverbal.	•	78-79, 124, 146
2. Beginning: Responds to stories read to them using nonverbal communications.	•	54, 78, 124
3. Beginning: Reads simple text supported by pictures, photographs, illustrations, and teacher-developed guides that support text.	•	54, 78, 99, 174, 199, 225, 248
4. Beginning: Points out text features such as title, table of contents, and chapter headings.	•	57, 77, 228, 299
5. Beginning: Identifies the factual components of simple informational materials using nonverbal communication (pointing, drawings, labeling).	•	141, 216, 227
6. Beginning: Follows simple one-step directions for classroom or work-related activities.	•	48-49, 75, 92
1. Early Intermediate: Reads and identifies relationships between written text and their own experience using key words and simple phrases.	•	351, 378, 428
2. Early Intermediate: Responds to stories read to them by answering factual comprehension questions, using one or two-word responses (e.g., "brown bear").	•	352, 378, 427

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3. Early Intermediate: Reads text supported by pictures, photographs, illustrations, and teacher-developed guides that support text.	•	352, 378, 407, 427
4. Early Intermediate: Reads and identifies basic text features such as title, table of contents, and chapter headings to find information.	•	351, 426, 528, 601
5. Early Intermediate: Identifies the factual components of simple informational materials using key words or phrases.	•	407-408, 446-447, 473, 526
6. Early Intermediate: Follows simple two-step directions for classroom or work-related activities with teacher support.	•	348, 357, 373, 387
INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
5. Demonstrate general understanding of grade-level informational text across the subject areas (similar to 1996 “Demonstrate literal comprehension”).		
1. Beginning: Identifies the basic sequences of events or main ideas in familiar stories read to them, using key words, phrases, and pictures.	•	55, 174, 200
2. Beginning: Defines and identifies key facts using a familiar sentence.	•	279, 326
1. Early Intermediate: Identifies or summarizes the basic sequence of written text or main ideas of informational text using simple sentences.	•	526, 592, 598-599, 604
2. Early Intermediate: Identifies key facts using several passages on a familiar topic.	•	407-408, 446-447, 526
INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION		
6. Develop an interpretation of grade-level informational text across the subject areas (similar to 1996 “Demonstrate inferential comprehension”).		
1. Beginning: Predicts outcomes supported by the text using pictures, drawings or words.	•	74-75, 175, 198
2. Beginning: Identifies examples of fact/opinion in familiar texts read to them.		This standard is not addressed in the program.
3. Beginning: None available	N/A	N/A
1. Early Intermediate: Predicts outcomes supported by the text using simple sentences.	•	377, 453, 478, 578
2. Early Intermediate: Uses resources in the text (such as ideas, illustrations, titles) to draw conclusions and make inferences.	•	351, 377, 426
3. Early Intermediate: None available	N/A	N/A
INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE		
7. Examine content and structure of grade-level informational text across the subject areas (similar to 1996 “Demonstrate evaluative comprehension”).		
1. Beginning: None available	N/A	N/A
2. Beginning: None available	N/A	N/A
3. Beginning: None available	N/A	N/A
4. Beginning: None available	N/A	N/A

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5. Beginning: None available	N/A	N/A
1. Early Intermediate: Compares authors' purposes of at least two works of fiction by matching, labeling, drawing.	P	This standard is partially addressed in the program: 649
2. Early Intermediate: Based on provided examples, recognizes the difference between facts or opinions of familiar topics by labeling or pointing.	•	604-605
3. Early Intermediate: None available	N/A	N/A
4. Early Intermediate: Lists known information and new information provided in familiar informational texts.	•	407-408, 446-447, 473, 526
5. Early Intermediate: Lists main ideas or concepts in informational text.	•	408, 526, 649
LITERATURE		
LISTEN TO AND READ LITERARY TEXT		
8. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.		
1. Beginning: Demonstrates listening comprehension of familiar literary text using drawings, words, or phrases.	•	44-45, 50, 96, 101, 115, 129, 136
2. Early Intermediate: Demonstrates listening comprehension of some familiar literary text using simple sentences.	•	368-369, 471, 549
LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING		
9. Demonstrate general understanding of grade-level literary text (similar to 1996 "Demonstrate literal comprehension").		
1. Beginning: Identifies the main ideas and basic sequence of events in stories read to them, using graphics, key words or pictures.	•	51, 54, 174, 181
2. Beginning: Identifies the main events of the plot using nonverbal communication such as pictures, tables or other graphics.	•	55, 174, 225
1. Early Intermediate: Identifies the basic sequence of written text and identifies or summarizes the main ideas of literary texts using simple sentences.	•	453, 478, 578, 603, 626, 649-650
2. Early Intermediate: Identifies the main events of the plot using simple sentences.	•	578, 602, 626, 649-650
LITERARY TEXT: DEVELOP AN INTERPRETATION		
10. Develop an interpretation of grade-level literary text (similar to 1996 "Analyze the author's ideas...and make supported interpretations of the selection").		
1. Beginning: Draws pictures to predict future outcome of stories read aloud.		This standard is not addressed in the program.
2. Beginning: Identifies different characters and settings in simple literary texts using graphic organizers, words or phrases.	•	175, 200, 225
3. Beginning: None available	N/A	N/A
4. Beginning: None available	N/A	N/A
1. Early Intermediate: Reads and orally predicts future outcomes in a literary selection.	•	351, 377, 426, 552

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2. Early Intermediate: Describes the setting of a piece of literature using simple sentences. Describes what a character is like by what he/she does in a selection, using simple sentences.	•	454, 478, 554
3. Early Intermediate: None available	N/A	N/A
4. Early Intermediate: None available	N/A	N/A
LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE		
11. Examine content and structure of grade-level literary text (similar to 1996 “Evaluate how the form of a literary work and the use of literary devices contribute to the work’s message and impact”).		
1. Beginning: None available	N/A	N/A
2. Beginning: None available	N/A	N/A
3. Beginning: Distinguishes between fiction and non-fiction using one- or two-word responses.	•	173, 198, 224, 279
4. Beginning: None available	N/A	N/A
1. Early Intermediate: None available	N/A	N/A
2. Early Intermediate: Defines figurative language, including similes, metaphors, exaggeration and personification by labeling, matching, pointing.	•	Set 2: 53-54, 93-94, 151-152
3. Early Intermediate: Uses pictures, lists, charts, and tables to identify the characteristics of different types of fiction such as fairy tales, folktales, myths, and legends.	•	327; Set 2: 397
4. Early Intermediate: Compares and contrasts the motives of characters in a simple literary text.	•	352, 378, 577, 625
SPEAKING AND LISTENING		
SPEAKING		
1. Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose (1996 Ideas and Content); organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements (1996 Organization); use language appropriate to topic, context, audience, and purpose (1996 Language); and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques (1996 Delivery).		
1. Beginning: Speaks with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	•	This standard is addressed implicitly.
2. Beginning: Answers simple questions with one to two-word responses.	•	51, 59, 71, 91, 99
3. Beginning: Uses common social greetings and simple repetitive phrases (e.g., “May I go and play?”).	•	52, 81, 96, 104
4. Beginning: None available	N/A	N/A
5. Beginning: None available	N/A	N/A
7. Beginning: None available	N/A	N/A
9. Beginning: Uses basic nouns and adjectives to communicate basic and/or familiar situations.	•	53-54, 57, 78-79
10. Beginning: Identifies content-related vocabulary using nonverbal responses.	•	45, 54, 69, 101

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11. Beginning: None available	N/A	N/A
1. Early Intermediate: Understands when speaking, but may have some inconsistent use of standard English (e.g., plurals, simple past tense, pronouns [he/she]).	•	This standard is addressed implicitly; 334
2. Early Intermediate: Asks and answers questions using phrases or simple sentences.	•	340, 342-343, 345, 367, 378
3. Early Intermediate: Orally communicates basic needs (e.g., "May I get a drink of water?").	•	369, 380, 395
4. Early Intermediate: Retells familiar stories and participates in short conversations by using appropriate gestures, expressions, and illustrative objects.	•	352, 379, 405, 427
5. Early Intermediate: None available	N/A	N/A
7. Early Intermediate: None available	N/A	N/A
9. Early Intermediate: Uses nouns and adjectives to communicate familiar situations.	•	345, 349, 352, 380, 385, 387
10. Early Intermediate: Matches content-related vocabulary with appropriate definitions or illustrative examples.	•	374-375, 408, 526
11. Early Intermediate: Engages audience with the aid of some graphics, appropriate volume, pacing, and expression.	•	This standard is addressed implicitly; 425, 526, 605, 653
LISTENING		
1. Listen critically and respond appropriately across the subject areas.		
1. Beginning: Listens to stories and identifies details or concepts using non-verbal responses.	•	54, 78, 99, 146, 174
2. Beginning: Asks and answers simple questions about personal information with one or two word responses.	•	50-51, 59, 81, 96, 115
3. Beginning: None available	N/A	N/A
4. Beginning: Identifies topics based on brief oral reports that use visuals and are based on familiar topics using nonverbal responses.	•	82-83, 179, 283
1. Early Intermediate: Listens to stories/information and identifies key details and concepts using nonverbal responses.	•	352-353, 378-379, 427
2. Early Intermediate: Asks and answers questions that seek information about everyday and familiar interactions using simple sentences.	•	345, 369, 380, 444-445
3. Early Intermediate: None available	N/A	N/A
4. Early Intermediate: Identifies main points based on brief oral reports on familiar topics using patterned responses.	•	469, 504-505, 526
ANALYSIS		
1. Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas (1996 Analysis).		
1. Beginning: Has basic vocabulary related to media (verbs: inform, entertain).	P	This standard is partially addressed in the program: Set 2: 530-531
2. Beginning: Has basic vocabulary related to media (nouns: newspaper, television).	•	Set 2: 530-531
1. Early Intermediate: Identifies purposes of media (information, entertainment) using one or two words or phrases.	•	Set 2: 530-531

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2. Early Intermediate: Identifies different types of media.	•	Set 2: 530-531
WRITING		
PLANNING, EVALUATION, AND REVISION		
1. Pre-write, draft, revise, edit, and publish across the subject areas.		
1. Beginning: Participates in teacher-directed brainstorming and list making writing exercises using familiar topics.	•	79, 141, 175, 324
2. Beginning: Participates in pre-writing activities such as brainstorming, listening, and drawing with classmates and teacher.	•	55, 82-83, 141, 175
3. Beginning: Uses nonverbal and verbal communication in group setting to identify familiar audience.		This standard is not addressed in the program.
4. Beginning: Identifies and chooses the forms of writing that best suit a poem.	•	91, 118, 142-143
5. Beginning: Uses drawings, words and actions during teacher-directed pre-writing exercises on familiar topics.	•	79, 141, 175, 324
6. Beginning: Brainstorms as a group using familiar text to identify central idea.	•	99, 174-175, 199
7. Beginning: Participates in group review, the structure and purpose of a scoring guide.		This standard is not addressed in the program.
8. Beginning: Adds and deletes words to simple familiar texts in whole or small groups.	•	58, 253
9. Beginning: Introduces vocabulary related to writing conventions.	•	324-325
1. Early Intermediate: Labels graphic organizers using familiar vocabulary.	•	377-379, 578, 602
2. Early Intermediate: Participates in idea-generating discussions in small groups and in pairs.	•	504-505, 592, 604-605
3. Early Intermediate: Identifies familiar audiences working in pairs and in small groups.		This standard is not addressed in the program.
4. Early Intermediate: Identifies and chooses the appropriate writing form that best suits a personal letter.	•	359, 578
5. Early Intermediate: Participates in group drafting on familiar topics.	•	353, 359, 454, 504
6. Early Intermediate: Recognizes central idea using familiar texts.	•	352-353, 378, 408
7. Early Intermediate: Practices the use of a scoring guide, using simple familiar text in groups.	•	653
8. Early Intermediate: Revises drafts by adding/deleting words and phrases to familiar texts.	•	505, 605, 653
9. Early Intermediate: Reviews writing conventions using simplified editing checklist.	•	653

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WRITING		
<i>2. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest (1996 “Convey clear, focused main ideas...”); organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs (1996 “Structure information in clear sequence...”); and use precise words and fluent sentence structures that support meaning (1996 “Sentence Structure”).</i>		
1. Beginning: Identifies a variety of audiences and purposes in whole group.		This standard is not addressed in the program.
2. Beginning: Builds vocabulary using descriptive words on familiar topics.	•	57, 102-103, 123-129
3. Beginning: Retells familiar sequence of events.	•	150, 179, 282-283
4. Beginning: Generates ideas and vocabulary on a familiar topic.	•	This standard is addressed implicitly.
5. Beginning: Generates vocabulary used to provide details and support ideas in familiar text.	•	54-55, 78, 99, 118
6. Beginning: Identifies key transition vocabulary on familiar topics.	•	281, 598-600
7. Beginning: Builds vocabulary and phrases used in summarizing important ideas and details.	•	323-325, 427, 453, 504-505, 604-605
8. Beginning: Identifies and lists vocabulary related to transitions and conjunctions.	•	281, 598-600
9. Beginning: Identifies and lists a variety of descriptive words in familiar text.	•	57-58, 91, 123-124, 142-143
10. Beginning: Reviews linking and conjunction vocabulary.	P	129, 167, 241, 281, 598-600
11. Beginning: Defines and identifies prepositions in familiar texts.	•	205, 244, 316
1. Early Intermediate: Identifies a variety of tones and styles in whole group.	P	This standard is partially addressed in the program: implicit throughout
2. Early Intermediate: Builds vocabulary using descriptive words on a familiar topic.	•	353, 355-356, 374
3. Early Intermediate: Organizes and sequences events in familiar texts.	•	352, 378, 453
4. Early Intermediate: Uses familiar phrases and key words to develop ideas on a familiar topic.	•	This standard is addressed implicitly.
5. Early Intermediate: Compares details and examples that support ideas in familiar text.	•	378, 427, 453
6. Early Intermediate: Writes simple sentences using transition and/or linking words on familiar topics.	•	566-582
7. Early Intermediate: Identifies important ideas and details in beginning and ending sentences.	•	505, 566-582
8. Early Intermediate: Practices identifying ideas, transitions and conjunctions in familiar text.	•	599
9. Early Intermediate: Identifies descriptive words that are targeted to a specific audience or topic.	•	374, 387, 407-408
10. Early Intermediate: Writes simple sentences using conjunction and linking vocabulary on familiar topics.	•	386, 422, 425, 430-431
11. Early Intermediate: Defines and identifies appositives in familiar texts.		This standard is not addressed in the program.

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CONVENTIONS		
3. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas (similar to 1996 “Use correct spelling, grammar, punctuation, capitalization....”).		
SPELLING		
1. Beginning: Copies and repeats monosyllabic CVC words.	•	47, 56, 101-103, 139
2. Beginning: Copies words with prefixes and signal prefix.		This standard is not addressed in the program.
3. Beginning: Copies words with suffixes and signal suffix with teacher support.	P	This standard is partially addressed in the program: 313-314
4. Beginning: Copies pairs of words and contractions they join to form.	•	619
5. Beginning: Uses rhythmic or illustrated means to break words into syllables with teacher support.		This standard is not addressed in the program.
6. Beginning: Copies high frequency root words.	P	This standard is partially addressed in the program: Set 2: 665 (Appendix C)
1. Early Intermediate: Given a single member of a word family, spells correctly other words in the family with teacher support.		This standard is not addressed in the program.
2. Early Intermediate: Identifies prefixes in written passages with teacher support.	P	This standard is partially addressed in the program: Set 2: 664 (Appendix C)
3. Early Intermediate: Identifies suffixes in written passages with teacher support.	•	472-473
4. Early Intermediate: Breaks down contractions into two words.	•	448, 459, 574, 619
5. Early Intermediate: Uses rhythmic or illustrated means to break words into syllables.		This standard is not addressed in the program.
6. Early Intermediate: Duplicates sentences with one version each of words with more than one acceptable spelling.		This standard is not addressed in the program.
GRAMMAR		
1. Beginning: Matches illustrations of verbs that are often misused with teacher support.		This standard is not addressed in the program.
2. Beginning: Completes exercises (e.g., matching) to practice concordance with teacher support.	•	125, 255
3. Beginning: Labels illustrations with an adjective.	•	116, 119, 250, 304
1. Early Intermediate: Illustrates verbs that are often misused.		This standard is not addressed in the program.
2. Early Intermediate: Completes exercises (e.g., matching) to practice concordance.	•	546, 550

3. Early Intermediate: Matches modifiers to illustrations.	•	357, 387, 432
<i>PUNCTUATION</i>		
1. Beginning: Copies sentences that include parentheses and places parentheses correctly with teacher support.		This standard is not addressed in the program.
2. Beginning: Copies times from a digital timepiece.		This standard is not addressed in the program.
3. Beginning: Copies simple sentences that contain direct quotations (e.g., Ann says, “Hello.”).	P	This standard is partially addressed in the program: Set 2: 512-513, 613-615
4. Beginning: Copies simple sentences that contain quotations.	P	This standard is partially addressed in the program: 512-513, 613-615
1. Early Intermediate: Copies sentences that include parentheses and places parentheses correctly.		This standard is not addressed in the program.
2. Early Intermediate: Copies sentences that include colons.		This standard is not addressed in the program.
3. Early Intermediate: Places commas in direct quotations in sentences with teacher support.	P	This standard is partially addressed in the program: Set 2: 512-513, 613-615
4. Early Intermediate: Places commas and periods inside quotation marks in sentences with teacher support.	P	This standard is partially addressed in the program: Set 2: 512-513, 613-615
<i>CAPITALIZATION</i>		
1. Beginning: Copies lists of words that are always capitalized.	•	105, 181
1. Early Intermediate: Identifies in a list of words those that require capitalization with teacher support.	•	401-402, 592
<i>HANDWRITING</i>		
1. Beginning: Traces cursive and manuscript letters.	P	This standard is partially addressed in the program: Resource Book, Templates A-C
2. Beginning: Identifies cursive letters and their corresponding sounds with teacher support.	P	This standard is partially addressed in the program: Resource Book, Template C
1. Early Intermediate: Copies sentences in legible cursive and manuscript.	P	This standard is partially addressed in the program: Resource Book, Templates A-C

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2. Early Intermediate: Participates in choral reading of words written in cursive.	P	This standard is partially addressed in the program: Resource Book, Template C
WRITING MODES		
4. Write narrative, expository, and persuasive texts, using a variety of written forms (e.g., journals, essays, short stories, poems, research reports, research papers, business and technical writing) to express ideas appropriate to audience and purpose across the subject areas (1996 Modes/Forms).		
1. Beginning: Illustrates a topic for a personal narrative.	•	61, 168, 239, 323-325
2. Beginning: Illustrates a topic for fictional narrative.	•	175-176, 301
3. Beginning: Lists vocabulary from a content area lesson.	•	227-228, 298, 303
4. Beginning: Selects illustrations on a single topic that indicate preferences.	•	445, 503
1. Early Intermediate: Creates an organizer to support a personal narrative with teacher support.	•	429, 469, 653
2. Early Intermediate: Creates an organizer to support a fictional narrative with teacher support.		This standard is not addressed in the program.
3. Early Intermediate: Writes sentences about a content area lesson.	•	399, 408, 506, 526
4. Early Intermediate: Formulates persuasive sentences with teacher support.	•	579
WRITING APPLICATIONS		
5. Write narrative, expository, and persuasive texts, using a variety of written forms (e.g., journals, essays, short stories, poems, research reports, research papers, business and technical writing) to express ideas appropriate to audience and purpose across the subject areas (1996 Modes/Forms).		
<i>NARRATIVE WRITING</i>		
1. Beginning: Illustrates a narrative with teacher support.	•	55, 174-175, 200
2. Beginning: Illustrates one feature of a story with teacher support.	•	55, 79, 147
3. Beginning: Illustrates sensory details of a narrative passage in a group activity.	•	249-250
4. Beginning: Illustrates a highlight from a classroom experience with teacher support.	•	82
1. Early Intermediate: Uses a graphic organizer to describe setting and plot.		This standard is not addressed in the program.
2. Early Intermediate: Retells a familiar story using one to two sentences.	•	454, 554, 578, 603, 649-650
3. Early Intermediate: Identifies senses with teacher support.	•	652-653
4. Early Intermediate: Describes a memorable experience with words and phrases.	•	444, 456
<i>EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT</i>		
1. Beginning: Listens to multiple literary works.	•	54, 78, 99, 124, 146, 174
2. Beginning: Listens to multiple literary works.	•	54, 78, 99, 124, 146, 174

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3. Beginning: Listens to multiple literary works.	•	54, 78, 99, 124, 146, 174
1. Early Intermediate: Responds nonverbally to a literary work.	•	352, 378, 405, 427
2. Early Intermediate: Retells the plot of a literary work through gestures with teacher support.	•	352, 378, 427
3. Early Intermediate: Reads a story chorally and participates in class discussion with teacher support.	•	349, 431, 498
<i>EXPOSITORY WRITING: RESEARCH REPORTS/MULTI-MEDIA PRESENTATIONS</i>		
1. Beginning: Listens to teacher led discussion about writing research reports.	•	604-605
2. Beginning: Listens to teacher led discussion on finding the main idea of a story.	•	649-650
3. Beginning: Listens to teacher led discussion on using a variety of information sources.	P	This standard is partially addressed in the program: Set 2: 512-513
4. Beginning: Listens to teacher led discussion on citing references appropriately.	P	This standard is partially addressed in the program: Set 2: 513
1. Early Intermediate: Participates in gathering resources from the library.	•	526, 604
2. Early Intermediate: Participates in small group exercises on finding the main idea of a story.	•	649-650
3. Early Intermediate: Participates in small group exercises on locating and using a variety of information sources.	•	526, 604
4. Early Intermediate: Participates in small group exercises on citing references appropriately.		This standard is not addressed in the program.
<i>PERSUASIVE WRITING</i>		
1. Beginning: Listens to teacher led discussion on writing persuasive compositions which state a clear position in support of a proposal.	•	Set 2: 531
2. Beginning: None available	N/A	N/A
3. Beginning: Listens to teacher led discussion on following a simple organizational pattern.	•	323-325
4. Beginning: Listens to teacher led discussion on addressing reader concerns.		This standard is not addressed in the program.
1. Early Intermediate: Participates in small group exercises on writing persuasive compositions which state a clear position in support of a proposal.	P	This standard is partially addressed in the program: Set 2: 531
2. Early Intermediate: Listens to teacher led discussion on writing persuasive compositions.	P	This standard is partially addressed in the program: Set 2: 531
3. Early Intermediate: Participates in small group exercises on following a simple organizational pattern.	•	504-505, 604-605, 653
4. Early Intermediate: Participates in small group exercises in identifying reader concerns.		This standard is not addressed in the program.
<i>SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING</i>		
1. Beginning: Listens to teacher led discussions on writing a paragraph.	•	323-325
2. Beginning: Listens to teacher led discussion on writing business letters to request information.		This standard is not addressed in the program.

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1. Early Intermediate: Listens to teacher led discussion on writing summaries, using formal paragraph structure that contains the main ideas of the reading selection and the most significant details.	•	504-505, 653
2. Early Intermediate: Participates in small group exercises on writing business letters to request information.		This standard is not addressed in the program.
RESEARCH REPORT WRITING		
6. Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials (see Writing Applications-Expository Writing: Research Reports).		
1. Beginning: Locates indices, contents of printed text in group activities.	•	228
2. Beginning: None available.	N/A	N/A
3. Beginning: Follows step-by-step modeling to produce sentences on computer.		This standard is not addressed in the program.
4. Beginning: Looks up words in thesaurus with teacher support.		This standard is not addressed in the program.
5. Beginning: Listens to and observes teacher-directed citation lessons.	•	Set 2: 512-514
1. Early Intermediate: Identifies organizational features such as indices and contents with teacher support.	•	407, 526
2. Early Intermediate: Copies headings from informational text.		This standard is not addressed in the program.
3. Early Intermediate: Types edited passages on computer with teacher support.		This standard is not addressed in the program.
4. Early Intermediate: Consults a thesaurus to write a word and synonyms in group activity.		This standard is not addressed in the program.
5. Early Intermediate: Participates in citation activities in context with teacher support.		This standard is not addressed in the program.