

# ALIGNMENT

## 2007 WIDA ENGLISH-LANGUAGE PROFICIENCY STANDARDS FOR ENGLISH LANGUAGE LEARNERS, GRADES 1-2

AND

## THE *CAROUSEL OF IDEAS*, 4<sup>TH</sup> EDITION PROGRAM – SET 1 & 2



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



**Subject Area:** Grade 1-2

**Textbook Title:** Carousel of IDEAS, Sets 1 & 2

**Publisher:** Ballard & Tighe, Publishers

**NOTE:** Most of the standards below are introduced and then reinforced throughout the program. 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* (unless otherwise indicated), certain standards are addressed via other *Carousel* components (e.g., activity sheets) that are referenced in the *Teacher's Guide*.

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate locations.)
<b>LISTENING</b> <b>Following directions</b>	<b>Level 1</b> <b>Entering</b> Follow oral directions according to simple commands using manipulatives or real life objects (e.g., "Show me your paper.")	<b>Set 1:</b> TG: 45, 47, 48, 59
	<b>Level 2</b> <b>Beginning</b> Follow oral directions according to complex commands using manipulatives or real life objects (e.g., "Put the cubes in a row across the paper.")	<b>Set 1:</b> TG: 61, 120, 291, 372
	<b>Level 3</b> <b>Developing</b> Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.")	<b>Set 1:</b> TG: 45, 72, 78 <b>Set 2:</b> TG: 69, 85, 124
	<b>Level 4</b> <b>Expanding</b> Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper.")	<b>Set 1:</b> TG: 59, 61, 91, 93 <b>Set 2:</b> TG: 96, 103, 200

	<p><b>Level 5 Bridging</b></p> <p>Follow a series of oral directions without support (e.g., “Put your name on the left-hand side of the paper. Then put the date on the right-hand side.”)</p>	<p><b>Set 1:</b> TG: 59, 61, 91, 93 <b>Set 2:</b> TG: 43, 201, 314</p>
<p><b>SPEAKING</b> <b>Likes, dislikes &amp; needs</b></p>	<p><b>Level 1 Entering</b></p> <p>Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., “Do you like school?”)</p>	<p><b>Set 1:</b> TG: 58, 268, 444, 445, 476 <b>Set 2:</b> TG: 105,117,596</p>
	<p><b>Level 2 Beginning</b></p> <p>Share likes, dislikes or needs with a partner in L1 or L2</p>	<p><b>Set 1:</b> TG: 268, 444, 445, 476 <b>Set 2:</b> TG: 104, 138, 480</p>
	<p><b>Level 3 Developing</b></p> <p>Paraphrase or combine likes, dislikes or needs with a partner (e.g., “She likes cake and ice cream.”) in L1 or L2</p>	<p><b>Set 1:</b> TG: 268, 444, 445, 476</p>
	<p><b>Level 4 Expanding</b></p> <p>Give reasons for likes, dislikes or needs with a partner (e.g., “I like _____ because...”) in L1 or L2</p>	<p><b>Set 1:</b> TG: 268, 444, 445, 476 <b>Set 2:</b> TG: 104, 138, 105</p>
	<p><b>Level 5 Bridging</b></p> <p>Convince a partner to share your likes, dislikes or needs in L1 or L2</p>	<p><i>This standard is addressed implicitly throughout the program.</i></p>
<p><b>READING</b> <b>Leisure activities</b></p>	<p><b>Level 1 Entering</b></p> <p>Match icons or pictures to same on board games or other leisure activities with a partner</p>	<p><b>Set 1:</b> TG: 74, 100, 196, 237</p>

	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner</p>	<b>Set 1:</b> TG: 74, 100, 196, 237
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner</p>	<b>Set 1:</b> TG: 69, 74, 100, 196 <b>Set 2:</b> TG: 104, 155, 164
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Carry out directions according to a series of sentences for board games or other leisure activities with a partner</p>	<b>Set 1:</b> TG: 69, 74, 100, 196, 237 <b>Set 2:</b> TG: 205, 187, 155
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Follow grade level written directions for board games or other leisure activities</p>	<b>Set 1:</b> TG: 100, 196, 237
<b>WRITING</b> <b>Feelings &amp; emotions</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Draw or orally dictate personal experiences involving feelings and emotions in L1 or L2 from pictures or photographs</p>	<b>Set 1:</b> TG: 355, 356, 357
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Label personal experiences involving feelings and emotions in L1 or L2 using pictures or photographs</p>	<b>Set 1:</b> TG: 355, 356, 357
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Produce phrases or sentences about personal experiences involving feelings and emotions in L1 or L2</p>	<b>Set 1:</b> TG: 355, 356, 357

	<p><b>Level 4</b> <b>Expanding</b></p> <p>Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in L1 or L2</p>	<b>Set 2:</b> TG: 110, 563
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Compose illustrated stories based on personal experiences involving feelings and emotions</p>	<b>Set 1:</b> TG: 356
<b>LISTENING</b> <b>School areas, Personnel &amp; activities</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., "Office" or "Exit")</p>	<b>Set 1:</b> TG: 69, 71, 75, 80
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., "corner of the room," "washroom down the hall")</p>	<b>Set 1:</b> TG: 71, 75, 80, 191
	<p><b>Level 3</b> <b>Developing</b></p> <p>Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes</p>	<b>Set 1:</b> TG: 68, 71, 75
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Sort school areas, personnel or activities from non- school areas, personnel or activities according to oral descriptions with visual support (e.g., "Which person works outside the school?")</p>	<b>Set 1:</b> TG: 71, 72, 79
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Match oral descriptions of school areas, personnel or activities with individual needs or situations (e.g., "If... then..." "Suppose...")</p>	<b>Set 1:</b> TG: 193
<b>SPEAKING</b> <b>Everyday objects</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Name everyday objects depicted visually in real-life contexts (e.g. "paper" in a classroom scene)</p>	<b>Set 1:</b> TG: 68, 69, 71, 72 <b>Set 2:</b> TG: 103, 292, 355

	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Tell primary function or use of everyday objects depicted visually (e.g., "You write on it.")</p>	<p><b>Set 1:</b> TG: 73, 193, 203, 204 <b>Set 2:</b> TG: 168, 356, 383</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.")</p>	<p><b>Set 1:</b> TG: 73, 193, 203, 204 <b>Set 2:</b> TG: 74</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.")</p>	<p><b>Set 2:</b> TG: 382-384</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Evaluate and give reasons for usefulness of everyday objects (e.g., "Pencils are better than crayons for writing. You can write neater with pencils.")</p>	<p><b>Set 2:</b> TG: 382-384</p>
<b>READING Sharing/ Cooperation</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Match illustrated words with a word bank about cooperation or sharing</p>	
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Identify illustrated phrases reflective of cooperation or sharing (e.g., "I help.")</p>	<p><b>Set 1:</b> TG: 51, 171, 295</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Find examples of cooperation or sharing in illustrated sentences (e.g., "I give her my book.")</p>	<p><b>Set 1:</b> TG: 51, 171, 295 <b>Set 2:</b> TG: 205, 226, 355</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., "I give her my book. She gives me hers.")</p>	<p><b>Set 1:</b> TG: 51, 171, 295</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Identify titles or main ideas illustrative of cooperation or sharing based on grade level text</p>	<p><b>Set 2:</b> TG: 109</p>

<b>WRITING</b> <b>Personal</b> <b>correspondence</b>	<b>Level 1</b> <b>Entering</b> Trace, copy or produce words about self using models and pictures	<b>Set 1:</b> TG: 61, 168, 323, 324, 325
	<b>Level 2</b> <b>Beginning</b> Make lists for varying personal purposes using models and pictures (e.g., school supplies)	<b>Set 1:</b> TG: 82, 280, 282
	<b>Level 3</b> <b>Developing</b> Relate personal facts (e.g., to pen pals) using models and pictures (e.g., "I play soccer.")	<b>Set 1:</b> TG: 61, 168, 325 <b>Set 2:</b> TG: 42, 80, 310
	<b>Level 4</b> <b>Expanding</b> Produce personal messages for friends or family using models and pictures	<b>Set 1:</b> TG: 61, 168, 325 <b>Set 2:</b> TG: 64, 268, 273
	<b>Level 5</b> <b>Bridging</b> Compose personal stories from pictures or illustrated scenes	<b>Set 1:</b> TG: 323, 324, 325
<b>ELP Standard 2:</b> <b>The Language of</b> <b>Language Arts,</b> <b>Formative</b> <b>Framework</b>		
<b>LISTENING</b> <i>Example Genre</i> <b>Pattern books/</b> <b>Predictable books</b>	<b>Level 1</b> <b>Entering</b> Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations	<b>Set 1:</b> TG: 54, 77, 174, 199
	<b>Level 2</b> <b>Beginning</b> Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations	<b>Set 1:</b> TG: 54, 78, 174, 199
	<b>Level 3</b> <b>Developing</b> Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations	<b>Set 1:</b> TG: 54, 78, 174, 199 <b>Set 2:</b> TG: 528

	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books</p>	<p><b>Set 1:</b> TG: 54, 78, 174, 199 <b>Set 2:</b> TG: 341, 621</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Draw conclusions about characters, places or objects from pattern or predictable books read aloud</p>	<p><b>Set 1:</b> TG: 54, 78, 174, 199 <b>Set 2:</b> TG: 505, 537, 570</p>
<p><b>LISTENING</b> <i>Example Topic Role play</i></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems)</p>	<p><b>Set 1:</b> TG: 60, 206, 379</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups</p>	<p><b>Set 1:</b> TG: 206, 395, 629</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Role play characters in plays, videos or illustrated stories read by teachers in small groups</p>	<p><b>Set 1:</b> TG: 60, 206, 349, 629 <b>Set 2:</b> TG: 306, 413, 425</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Reenact scenes in plays, videos or illustrated stories read by teachers in small groups</p>	<p><b>Set 1:</b> TG: 60, 206, 349, 629 <b>Set 2:</b> TG: 117, 430</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Dramatize grade level stories that are read by teachers or viewed</p>	<p><b>Set 1:</b> TG: 60, 206, 349, 629</p>
<p><b>SPEAKING</b> <i>Example Genre Fiction (literary text)</i></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Name people (e.g., “boy,” “man”) or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2</p>	<p><b>Set 1:</b> TG: 53, 77, 173, 198, 452</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2</p>	<p><b>Set 1:</b> TG: 53, 77, 173, 198, 452</p>

	<p align="center"><b>Level 3 Developing</b></p> <p>Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner</p>	<p><b>Set 1:</b> TG: 98, 123, 145, 173 <b>Set 2:</b> TG: 55, 88, 115</p>
	<p align="center"><b>Level 4 Expanding</b></p> <p>Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner</p>	
	<p align="center"><b>Level 5 Bridging</b></p> <p>Connect storylines to personal experiences based on titles and illustrated covers of fictional stories</p>	<p><b>Set 1:</b> TG: 98, 123, 145, 173 <b>Set 2:</b> TG: 55, 88, 115</p>
<p align="center"><b>SPEAKING Example Topic Story telling</b></p>	<p align="center"><b>Level 1 Entering</b></p> <p>Repeat new language related to story pictures or wordless picture books modeled by teachers</p>	<p><b>Set 1:</b> TG: 54, 55, 78, 146, 174</p>
	<p align="center"><b>Level 2 Beginning</b></p> <p>Describe people or places depicted in story pictures or wordless picture books in small groups or pairs</p>	<p><b>Set 1:</b> TG: 54, 78, 146, 174 <b>Set 2:</b> TG: 215, 297, 306</p>
	<p align="center"><b>Level 3 Developing</b></p> <p>State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs</p>	<p><b>Set 1:</b> TG: 54, 78, 146, 174 <b>Set 2:</b> TG: 505, 537, 583</p>
	<p align="center"><b>Level 4 Expanding</b></p> <p>Tell stories from pictures or wordless picture books in small groups or pairs</p>	<p><b>Set 1:</b> TG: 55, 146, 200, 225 <b>Set 2:</b> TG: 153, 185, 311</p>
	<p align="center"><b>Level 5 Bridging</b></p> <p>Create original stories from a series of pictures, wordless picture books or personal experiences</p>	<p><b>Set 2:</b> TG:156, 184</p>
<p align="center"><b>READING Example Genre Non-fiction (expository text)</b></p>	<p align="center"><b>Level 1 Entering</b></p> <p>Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups</p>	<p><b>Set 1:</b> TG: 279, 526, 592, 593</p>

	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups</p>	<b>Set 1:</b> TG: 279, 526, 592, 593
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups</p>	<b>Set 2:</b> TG: 137, 270, 632
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups</p>	<b>Set 2:</b> TG: 499, 633
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Summarize features of places or objects from multiple compound sentences in non-fiction books</p>	<b>Set 2:</b> TG: 145, 146
<b>READING</b> <b>Phonics</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Demonstrate awareness of unique sounds by pointing or through gestures</p>	<b>Set 1:</b> TG: 47, 48, 71, 72
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Match voice to print by pointing to icons, letters or illustrated words</p>	<b>Set 1:</b> TG: 47, 48, 71, 72
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Cross-check pictures with phonics clues with a partner</p>	<b>Set 1:</b> TG: 47, 48, 71, 72
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Use phonics clues to sound out illustrated words in context</p>	<b>Set 1:</b> TG: 252, 383, 547
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Predict words or phrases based on context cues in grade-level text</p>	
<b>READING</b> <b>Sequence of Story</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Sequence a series of pictures to tell stories</p>	<b>Set 1:</b> TG: 200, 225, 478

	<p><b>Level 2</b> <b>Beginning</b></p> <p>Match a series of pictures that tell stories with sequence words (e.g., “first,” “then,” “last”)</p>	<b>Set 1:</b> TG: 150, 179, 578, 580
	<p><b>Level 3</b> <b>Developing</b></p> <p>Select titles that correspond to a sequence of pictures</p>	
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Sequence a series of sentences to related pictures</p>	<b>Set 1:</b> TG: 149, 150, 200, 478 <b>Set 2:</b> TG: 58, 117
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Sequence short paragraphs to tell stories</p>	<b>Set 1:</b> TG: 581 <b>Set 2:</b> TG: 90, 444
<b>WRITING</b> <i>Example Genre</i> <b>Folktales</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Copy words related to settings or characters in illustrated folktales from word walls or big books</p>	
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Describe settings or characters in illustrated folktales from phrase walls or big books</p>	<b>Set 2:</b> TG: 394-396
	<p><b>Level 3</b> <b>Developing</b></p> <p>Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers with a partner</p>	
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner</p>	<b>Set 2:</b> TG: 396
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Connect events, characters or morals in illustrated folktales to self</p>	<b>Set 2:</b> TG: 395-397
<b>WRITING</b> <i>Example Topic</i> <b>Rhyming words</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Reproduce symbols, letters or pictures of rhyming pairs from illustrated charts or displays with a partner</p>	<b>Set 1:</b> TG: 92, 530, 602

	<p align="center"><b>Level 2 Beginning</b></p> <p>Pair rhyming words from illustrated charts or displays with a partner</p>	<b>Set 1:</b> TG: 91, 118, 142, 143, 379
	<p align="center"><b>Level 3 Developing</b></p> <p>Produce and organize rhyming words from pictures on charts, displays or graphic organizers with a partner</p>	<b>Set 1:</b> TG: 91, 92, 118, 142, 143
	<p align="center"><b>Level 4 Expanding</b></p> <p>Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner</p>	<b>Set 1:</b> TG: 91, 92, 118, 142, 143
	<p align="center"><b>Level 5 Bridging</b></p> <p>Create original stories or poems using rhyming words in sentences from charts or displays</p>	<b>Set 1:</b> TG: 58, 143, 253, 530
<p><b>LISTENING</b> <i>Example Genre</i> <b>Pattern books/ Predictable books</b></p>	<p align="center"><b>Level 1 Entering</b></p> <p>Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books</p>	<b>Set 1:</b> TG: 54, 77, 174, 199
	<p align="center"><b>Level 2 Beginning</b></p> <p>Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books</p>	<b>Set 1:</b> TG: 54, 78, 174, 199
	<p align="center"><b>Level 3 Developing</b></p> <p>Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books</p>	<b>Set 1:</b> TG: 54, 78, 174, 199
	<p align="center"><b>Level 4 Expanding</b></p> <p>Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books</p>	<b>Set 1:</b> TG: 54, 78, 174, 199

	<p><b>Level 5 Bridging</b></p> <p>Draw conclusions about main ideas from pattern or predictable books read aloud</p>	<b>Set 1:</b> TG: 54, 78, 174, 199
<p><b>LISTENING</b> <i>Example Topic</i> <b>Sequence of story</b></p>	<p><b>Level 1 Entering</b></p> <p>Match pictures to sentences read aloud</p>	<b>Set 1:</b> TG: 150, 179, 225
	<p><b>Level 2 Beginning</b></p> <p>Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)</p>	<b>Set 1:</b> TG: 150, 179, 200, 478, 578, 580
	<p><b>Level 3 Developing</b></p> <p>Sequence pictures of stories read aloud by beginning, middle and end</p>	<b>Set 1:</b> TG: 200, 225, 478
	<p><b>Level 4 Expanding</b></p> <p>Match story sequence read aloud to a series of pictures (e.g., “Once upon a time...and they lived happily ever after.”)</p>	<b>Set 1:</b> TG: 478, 578
	<p><b>Level 5 Bridging</b></p> <p>Select logical outcomes or endings to stories read aloud</p>	<b>Set 2:</b> TG: 58, 89
<p><b>SPEAKING</b> <i>Example Genre</i> <b>Fiction (literary text)</b></p>	<p><b>Level 1 Entering</b></p> <p>Name people (e.g., “boy,” “man”) or objects depicted in illustrated covers of fictional stories</p>	<b>Set 1:</b> TG: 53, 77, 173, 198, 452
	<p><b>Level 2 Beginning</b></p> <p>Describe people or objects in titles and illustrated covers of fictional stories</p>	<b>Set 1:</b> TG: 53, 77, 173, 198, 452
	<p><b>Level 3 Developing</b></p> <p>Predict ideas in storylines based on titles and illustrated covers of fictional stories</p>	<b>Set 1:</b> TG: 98, 123, 145, 173 <b>Set 2:</b> TG: 504, 534, 568

	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p style="text-align: center;">Make up the beginning of storylines based on titles and illustrated covers of fictional stories</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Relate storylines to personal experiences based on titles and illustrated covers of fictional stories</p>	<p><b>Set 1:</b> TG: 98, 123, 145, 173 <b>Set 2:</b> TG: 504, 534, 568</p>
<p><b>SPEAKING</b> <i>Example Topic</i> <b>Story elements</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p style="text-align: center;">Name persons (characters) or settings of stories from picture books</p>	<p><b>Set 1:</b> TG: 175, 200, 225, 248</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p style="text-align: center;">Describe characters or settings of stories from picture books</p>	<p><b>Set 1:</b> TG: 175, 200, 225, 248</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p style="text-align: center;">State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories</p>	<p><b>Set 1:</b> TG: 175, 200, 225, 248, 649 <b>Set 2:</b> TG: 109, 594-596, 642</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p style="text-align: center;">Narrate main events of plot sequences in given time frames of picture books or illustrated short stories</p>	<p><b>Set 1:</b> TG: 225, 378 <b>Set 2:</b> TG: 185, 597, 645</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Re/tell stories using story elements from picture books or short stories</p>	<p><b>Set 1:</b> TG: 55, 174, 199, 276, 603 <b>Set 2:</b> TG: 427, 508, 540</p>
<p><b>READING</b> <i>Example Genre</i> <b>Non-fiction (expository text)</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p style="text-align: center;">Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person's face)</p>	<p><b>Set 1:</b> TG: 279, 526, 592, 593</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p style="text-align: center;">Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books</p>	<p><b>Set 1:</b> TG: 279, 526, 592, 593</p>

	<p align="center"><b>Level 3 Developing</b> Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books</p>	<b>Set 2:</b> TG: 137, 270, 632
	<p align="center"><b>Level 4 Expanding</b> Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books</p>	<b>Set 2:</b> TG: 499, 633
	<p align="center"><b>Level 5 Bridging</b> Summarize features of places or objects from multiple compound sentences in non-fiction books</p>	<b>Set 2:</b> TG: 145, 146
<b>READING</b> <i>Example Topic</i> <b>Phonemic awareness</b>	<p align="center"><b>Level 1 Entering</b> Recognize sounds in spoken words with accompanying illustrations</p>	<b>Set 1:</b> TG: 47, 48, 49, 56 <i>This standard is addressed throughout the program.</i>
	<p align="center"><b>Level 2 Beginning</b> Blend sounds together to make words, shown visually</p>	<b>Set 1:</b> TG: 383, 547 <i>This standard is addressed throughout the program.</i>
	<p align="center"><b>Level 3 Developing</b> Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?")</p>	<b>Set 1:</b> TG: 252 <i>This standard is addressed throughout the program.</i>
	<p align="center"><b>Level 4 Expanding</b> Segment illustrated sentences into words or phrases</p>	<i>This standard is addressed throughout the program.</i>
	<p align="center"><b>Level 5 Bridging</b> Identify spell/sound correspondence in grade-level text</p>	<i>This standard is addressed throughout the program.</i>
<b>WRITING</b> <i>Example Genre</i> <b>Folktales</b>	<p align="center"><b>Level 1 Entering</b> Select and copy words related to settings or characters in illustrated folktales from word banks</p>	

	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Describe settings or characters in illustrated folktales from phrase banks</p>	<b>Set 2:</b> TG: 394-396
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers</p>	
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers</p>	<b>Set 2:</b> TG: 396
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Connect events, characters or morals in illustrated folktales to self</p>	<b>Set 2:</b> TG: 395-397
<p><b>WRITING</b> <i>Example Topic</i> <b>Word families</b></p>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Reproduce illustrated word pairs by families (e.g., cat, hat)</p>	<b>Set 1:</b> TG: 252, 530
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Generate lists of word families from illustrated models</p>	<b>Set 1:</b> TG: 252, 530
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Make statements or questions about illustrated word families</p>	
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Describe illustrated word families using related sentences</p>	
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Create stories about word families</p>	

<b>ELP Standard 3: The Language of Mathematics, Formative Framework</b>		
<b>LISTENING Graphs Interpretation of data</b>	<b>Level 1 Entering</b> Shade or color graphs according to oral commands modeled by a teacher (e.g., “Here is a graph. Color this bar red.”)	<b>Set 1:</b> TG: 227, 238, 476
	<b>Level 2 Beginning</b> Identify data in graphs from oral commands or questions modeled by a teacher (e.g., “Which bar shows the most?”)	<b>Set 1:</b> TG: 216, 227, 238, 396 <b>Set 2:</b> TG: 369
	<b>Level 3 Developing</b> Locate information on graphs based on oral statements or questions (e.g., “Which bar shows that most people like ice cream?”) and check with a partner	<b>Set 1:</b> TG: 216, 227, 238, 396 <b>Set 2:</b> TG: 369
	<b>Level 4 Expanding</b> Display comparative data on graphs according to oral commands (e.g., “Fill in the graph to say there are more girls than boys.”) and check with a partner	<b>Set 1:</b> TG: 476
	<b>Level 5 Bridging</b> Interpret data on graphs from oral descriptions (e.g., “Which graph says, ‘Most children are wearing red, some are wearing blue and the fewest are wearing green?’”)	<b>Set 1:</b> TG: 227, 238, 476
<b>SPEAKING Number sense</b>	<b>Level 1 Entering</b> Provide identifying information that involves real-world numbers (e.g., age, address or telephone number) to a partner	<b>Set 1:</b> TG: 59, 94, 96, 104
	<b>Level 2 Beginning</b> Give examples of things with real-world numbers (e.g., room numbers, bus numbers or calendars) to a partner	<b>Set 1:</b> TG: 105, 204, 220, 401

	<p><b>Level 3 Developing</b></p> <p>Exchange examples of how or when to use numbers outside of school with a partner (e.g., shopping)</p>	<b>Set 1:</b> TG: 406
	<p><b>Level 4 Expanding</b></p> <p>Explain how to play games or activities that involve numbers (e.g., sports, board games, hopscotch) to a partner</p>	<b>Set 1:</b> TG: 93, 100, 215
	<p><b>Level 5 Bridging</b></p> <p>Tell or make up stories or events that involve numbers</p>	<b>Set 2:</b> TG: 413, 420, 425
<b>READING Standard &amp; metric measurement tools</b>	<p><b>Level 1 Entering</b></p> <p>Use diagrams to guide use of standard or metric measurement tools with a partner</p>	<b>Set 1:</b> TG: 407
	<p><b>Level 2 Beginning</b></p> <p>Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner</p>	<b>Set 1:</b> TG: 407
	<p><b>Level 3 Developing</b></p> <p>Identify key phrases in illustrated text to use standard or metric measurement tools with a partner</p>	<b>Set 1:</b> TG: 407
	<p><b>Level 4 Expanding</b></p> <p>Follow illustrated directions from text to compare tools for standard or metric measurement with a partner</p>	
	<p><b>Level 5 Bridging</b></p> <p>Follow illustrated directions from text to use standard or metric measurement tools</p>	

<p><b>WRITING</b> <b>Quantity</b></p>	<p><b>Level 1</b> <b>Entering</b></p> <p>Produce pictures with numerals or reproduce words associated with quantities from models (e.g., from newspapers or magazines)</p>	<p><b>Set 1:</b> TG: 101, 103, 147, 228</p>
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Take dictation or make notes of examples of phrases associated with quantities in everyday situations (e.g., “a little of”, “a lot of ”)</p>	<p><b>Set 1:</b> TG: 57, 573, 574, 583 <b>Set 2:</b> TG: 472</p>
	<p><b>Level 3</b> <b>Developing</b></p> <p>Provide examples of quantities in context (e.g. “a bunch of grapes”) using phrases or short sentences</p>	<p><b>Set 1:</b> TG: 573 <b>Set 2:</b> TG: 471, 472</p>
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Describe uses of quantities in everyday math with illustrated examples using sentences</p>	<p><b>Set 1:</b> TG: 573, 583</p>
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Explain importance of everyday math using quantities in real life situations (e.g., when shopping or cooking) using a series of related sentences</p>	
<p><b>LISTENING</b> <b>Two &amp; three-dimensional shapes</b></p>	<p><b>Level 1</b> <b>Entering</b></p> <p>Identify two- or three-dimensional Shapes depicted in illustrations described orally (e.g., “Find a shape like the sun.”)</p>	<p><b>Set 1:</b> TG: 290, 292, 295, 298</p>
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Match attributes of two or three-dimensional shapes described orally to objects</p>	<p><b>Set 1:</b> TG: 292, 294, 300, 304</p>
	<p><b>Level 3</b> <b>Developing</b></p> <p>Identify objects composed of multiple two- or three-dimensional shapes described orally (e.g., “Put a sphere or ball on either side of a cylinder. What do you see?”)</p>	

	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Construct two- or three-dimensional figures described orally (e.g., “Put two lines up and down and two lines across. What shape do you have?”)</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Change attributes of two- or three-dimensional shapes to make others based on oral discourse (e.g., “Take one side away from a square. Then move the three line segments to make a shape. What do you have?”)</p>	
<b>SPEAKING Basic operations</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements</p>	<b>Set 1:</b> TG: 59, 63, 217, 411
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., “Ten pencils <i>and</i> ten more are twenty.”)</p>	<b>Set 1:</b> TG: 59, 63, 217, 411
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., “There are seven dogs <i>altogether</i>”)</p>	<b>Set 1:</b> TG: 59, 63, 217, 411
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Compare/contrast language of basic operations from pictures and oral descriptions (e.g., “Tell me different ways to say this math sentence...”)</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Explain basic operations involved in problem solving using pictures and grade level oral descriptions</p>	

<p><b>READING</b> <b>Estimation Money</b></p>	<p><b>Level 1</b> <b>Entering</b> Match labeled pictures with general words related to estimation (e.g., “a lot,” “a little”) to pictures of varying quantities</p>	
	<p><b>Level 2</b> <b>Beginning</b> Match words or phrases related to estimation (e.g., “about 20 cents”) to illustrated word banks of varying quantities</p>	<p><b>Set 1:</b> TG: 405</p>
	<p><b>Level 3</b> <b>Developing</b> Identify language associated with estimation in illustrated phrases or sentences (e.g., “I see <i>close</i> to 100 nickels.”)</p>	<p><b>Set 2:</b> TG: 430</p>
	<p><b>Level 4</b> <b>Expanding</b> Distinguish between language of estimation (e.g., “I have <i>almost</i> one dollar.”) and language of precision (“I have one dollar.”) in illustrated sentences</p>	
	<p><b>Level 5</b> <b>Bridging</b> Order illustrated sentences involving the language of estimation used to solve grade level problems</p>	
<p><b>WRITING</b> <b>Whole numbers</b></p>	<p><b>Level 1</b> <b>Entering</b> Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals</p>	<p><b>Set 1:</b> TG: 91, 221, 398, 399</p>
	<p><b>Level 2</b> <b>Beginning</b> Distinguish number words from other math words using graphic or visual support and word banks</p>	<p><b>Set 1:</b> TG: 91, 221, 398, 399</p>
	<p><b>Level 3</b> <b>Developing</b> Group numbers presented in graphs or visuals using phrases or short sentences (e.g., “This group has more than 40.”)</p>	<p><b>Set 1:</b> TG: 216, 217, 238, 396</p>

	<p><b>Level 4 Expanding</b></p> <p>Compare numbers in graphs or visuals using sentences (e.g., “85 is greater than 75. It goes up higher in the table.”)</p>	<p><b>Set 1:</b> TG: 216, 217, 238, 396 <b>Set 2:</b> TG: 469,476</p>
	<p><b>Level 5 Bridging</b></p> <p>Describe illustrated scenes or events using numbers in a series of related sentences</p>	<p><b>Set 1:</b> TG: 222 <b>Set 2:</b> TG: 413, 420, 430</p>
<b>ELP Standard 4: The Language of Science, Formative Framework</b>		
<b>LISTENING Force &amp; motion</b>	<p><b>Level 1 Entering</b></p> <p>Explore movement of real-life objects by following oral commands and modeling (e.g., “Push the ball. Watch it move. Make it stop.”)</p>	
	<p><b>Level 2 Beginning</b></p> <p>Move real-life objects by following multistep oral directions (e.g., “The car goes backwards. The car then goes forwards. Finally, it stops.”)</p>	
	<p><b>Level 3 Developing</b></p> <p>Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects (e.g., “Show me which goes fastest: bikes, buses or airplanes.”)</p>	<p><b>Set 2:</b> TG: 44, 45</p>
	<p><b>Level 4 Expanding</b></p> <p>Predict movement of objects by pointing to pictures or demonstrating based on oral statements (e.g., “Show what happens when you let go of balloons.”)</p>	
	<p><b>Level 5 Bridging</b></p> <p>Role play effects of force on motion through gestures or demonstration based on oral scenarios</p>	

<b>SPEAKING</b> <b>Earth &amp; sky</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Name objects of the earth or sky from observation, photographs or models</p>	<b>Set 1:</b> TG: 118, 129
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Describe objects of the earth or sky from observation, photographs or models (e.g., “The sun is big and yellow.”)</p>	<b>Set 1:</b> TG: 118, 129
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>State relationships between objects of earth or sky using diagrams, photographs or models (e.g., “Mercury is closest to the sun.”)</p>	
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night)</p>	<b>Set 2:</b> TG: 582, 584, 595-596
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models</p>	
<b>READING</b> <b>Natural resources</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner</p>	<b>Set 1:</b> TG: 279, 280
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner</p>	<b>Set 1:</b> TG: 279, 280
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Identify illustrated phrases associated with the use of natural resources in activities (e.g., “go swimming”) with a partner</p>	

	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner</p>	
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Sequence sentences to show the use of natural resources in activities (e.g., washing clothes)</p>	
<p><b>WRITING</b> <b>Renewable &amp; non-renewable resources</b></p>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in L1 or L2</p>	
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>List examples of renewable and nonrenewable materials from illustrated word/phrase banks using graphic organizers (e.g., T chart) in L1 or L2</p>	
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Distinguish between renewable and nonrenewable resources from pictures or real-life materials (e.g. using phrases or short sentences with opposites) in L1 or L2</p>	
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Describe goods made from renewable or nonrenewable resources from pictures or real-life materials using sentences</p>	
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Evaluate usefulness of goods made from renewable and nonrenewable resources using a series of related sentences</p>	
<p><b>LISTENING</b> <b>Chemical &amp; physical attributes</b></p>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Identify objects according to chemical or physical properties from pictures and oral statements</p>	

	<p><b>Level 2</b> <b>Beginning</b></p> <p>Match objects according to chemical or physical properties from pictures and oral descriptions</p>	
	<p><b>Level 3</b> <b>Developing</b></p> <p>Group objects according to chemical or physical properties from pictures and oral statements (e.g., "Water and milk are liquids. You can pour them. Find something else to pour.")</p>	
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., "Which one is the coldest?")</p>	
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Identify chemical or physical change in properties of objects based on oral scenarios</p>	
<b>SPEAKING</b> <b>Weather</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Use words or phrases related to weather from pictures or photographs (e.g., "clouds in sky")</p>	<b>Set 1:</b> TG: 351, 352, 353, 354, 374 <b>Set 2:</b> TG: 82-83
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Make statements about weather from pictures or photographs (e.g. "It's raining.")</p>	<b>Set 1:</b> TG: 351, 352, 353, 354, 374 <b>Set 2:</b> TG: 82-83
	<p><b>Level 3</b> <b>Developing</b></p> <p>Compare/contrast weather conditions from pictures, photographs or graphs</p>	<b>Set 1:</b> TG: 351,352, 374 <b>Set 2:</b> TG: 83, 84
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Forecast weather and provide reasons from pictures, photographs or graphs</p>	

	<p><b>Level 5 Bridging</b></p> <p>Validate weather forecasts against pictures, photographs or graphs</p>	<b>Set 2:</b> TG: 82, 83
<b>READING Living organisms</b>	<p><b>Level 1 Entering</b></p> <p>Identify living organisms from labeled diagrams, pictures in graphs or charts</p>	<b>Set 1:</b> TG: 236, 237, 238, 241
	<p><b>Level 2 Beginning</b></p> <p>Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts)</p>	<b>Set 1:</b> TG: 141, 238, 317, 424
	<p><b>Level 3 Developing</b></p> <p>Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts</p>	<b>Set 1:</b> TG: 141, 424
	<p><b>Level 4 Expanding</b></p> <p>Compare living organisms according to their attributes using illustrated graphs or charts and text</p>	<b>Set 1:</b> TG: 141, 424 <b>Set 2:</b> TG: 413, 426
	<p><b>Level 5 Bridging</b></p> <p>Interpret graphs or charts related to living organisms and their attributes using explicit grade level text</p>	<b>Set 1:</b> TG: 141, 424
<b>WRITING Change</b>	<p><b>Level 1 Entering</b></p> <p>Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)</p>	<b>Set 1:</b> TG: 274, 275, 276, 453 <b>Set 2:</b> TG: 635
	<p><b>Level 2 Beginning</b></p> <p>Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases</p>	<b>Set 1:</b> TG: 274, 275, 276, 453

	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p style="text-align: center;">Describe change in processes or cycles depicted in visuals using phrases and short sentences</p>	<b>Set 2:</b> TG: 145, 493
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p style="text-align: center;">Compare/contrast change depicted in visuals using a series of sentences</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Explain the process of change in visuals using connected sentences</p>	
<b>ELP Standard 5: The Language of Social Studies, Formative Framework</b>		
<b>LISTENING Neighborhoods/ Communities</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p style="text-align: center;">Match signs around neighborhoods with actions based on oral commands and pictures, realia or field trips (e.g., “Stop, look, listen” at railroad crossings) with a partner</p>	<b>Set 1:</b> TG: 302, 303, 304, 502
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p style="text-align: center;">Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., “Firefighters work here.”) with a partner</p>	<b>Set 1:</b> TG: 302, 303, 304, 502
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p style="text-align: center;">Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements (e.g., “The house is next to the park.”) with a partner</p>	<b>Set 1:</b> TG: 191, 192, 194

	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Find specific locations on neighborhood or community maps based on detailed oral statements (e.g., “The school is at the corner of First and Oak.”) with a partner</p>	
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Construct or complete neighborhood or community maps with places and signs based on a series of oral directions</p>	<b>Set 1:</b> TG: 192
<b>SPEAKING</b> <b>Families &amp; responsibilities</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>State what families do based on gestures or modeling in small groups</p>	<b>Set 1:</b> TG: 60, 169, 170, 325
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Share personal responsibilities within a family based on pictures or role playing (e.g., “I feed the dog.”) in small groups</p>	<b>Set 1:</b> TG: 239, 241
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups</p>	
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups</p>	
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Discuss or rate importance of personal or family responsibilities in small groups</p>	
<b>READING</b> <b>Money &amp; banking</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny)</p>	
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Associate words or phrases related to currencies with illustrated word/phrase walls or picture books</p>	<b>Set 1:</b> TG: 404, 405 <b>Set 2:</b> TG: 411

	<p><b>Level 3 Developing</b></p> <p>Match simple sentences about familiar experiences with uses of currency shown in illustrations</p>	
	<p><b>Level 4 Expanding</b></p> <p>Sequence illustrated sentences about familiar experiences with uses of currency to make a story</p>	
	<p><b>Level 5 Bridging</b></p> <p>Select titles for grade level stories about money and banking</p>	
<b>WRITING Homes &amp; habitats</b>	<p><b>Level 1 Entering</b></p> <p>Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards)</p>	<b>Set 1:</b> TG: 592, 593
	<p><b>Level 2 Beginning</b></p> <p>Identify different types of homes or habitats from pictures or models using general vocabulary (e.g., “Birds <i>here</i>.”)</p>	<b>Set 1:</b> TG: 590, 592, 593, 598 <b>Set 2:</b> TG: 145
	<p><b>Level 3 Developing</b></p> <p>Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., “Birds live in nests.”)</p>	<b>Set 1:</b> TG: 590, 592, 593, 598
	<p><b>Level 4 Expanding</b></p> <p>Compare different types of homes or habitats from illustrated scenes using specific vocabulary (e.g., hives v. caves)</p>	<b>Set 1:</b> TG: 590, 592, 593, 598
	<p><b>Level 5 Bridging</b></p> <p>Produce stories about different types of homes or habitats using grade level vocabulary</p>	<b>Set 1:</b> TG: 592, 605

<p><b>LISTENING</b> Land forms/ Bodies of water</p>	<p><b>Level 1</b> <b>Entering</b> Match land forms or bodies of water with illustrated scenes based on oral questions or directions</p>	
	<p><b>Level 2</b> <b>Beginning</b> Identify characteristics of land forms or bodies of water from oral descriptions and visuals (e.g., “You see many hills. This one is the highest.”)</p>	<p><b>Set 2:</b> TG: 522-523</p>
	<p><b>Level 3</b> <b>Developing</b> Classify or group land forms or bodies of water by common characteristics described orally with visuals (e.g., oceans, rivers, streams)</p>	<p><b>Set 2:</b> TG: 528</p>
	<p><b>Level 4</b> <b>Expanding</b> Locate land forms or bodies of water based on specific language, descriptive oral discourse and visuals</p>	
	<p><b>Level 5</b> <b>Bridging</b> Differentiate land forms or bodies of water based on specific language and oral scenarios (e.g., mountains, hills or plateaus)</p>	
<p><b>SPEAKING</b> Community workers</p>	<p><b>Level 1</b> <b>Entering</b> Name community workers shown doing their jobs in pictures or illustrated scenes</p>	<p><b>Set 1:</b> TG: 340, 341, 342, 345 <b>Set 2:</b> TG: 556-557, 561-562</p>
	<p><b>Level 2</b> <b>Beginning</b> State roles of community workers in pictures or illustrated scenes</p>	<p><b>Set 1:</b> TG: 193, 340, 341, 342 <b>Set 2:</b> TG: 556-557</p>
	<p><b>Level 3</b> <b>Developing</b> Describe encounters or interactions with community workers in illustrated scenes</p>	<p><b>Set 1:</b> TG: 193, 340, 341, 342</p>

	<p><b>Level 4 Expanding</b></p> <p>Explain importance or contributions of community workers in illustrated scenes</p>	<b>Set 1:</b> TG: 193, 340, 341, 342
	<p><b>Level 5 Bridging</b></p> <p>Predict impact of community workers in emergencies or unusual situations</p>	<b>Set 1:</b> TG: 340
<b>READING Artifacts of the past</b>	<p><b>Level 1 Entering</b></p> <p>Match labeled pictures with illustrated artifacts of the past</p>	
	<p><b>Level 2 Beginning</b></p> <p>Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases</p>	
	<p><b>Level 3 Developing</b></p> <p>Compare/contrast information about artifacts of the past from illustrated text</p>	
	<p><b>Level 4 Expanding</b></p> <p>Summarize information about artifacts of the past from illustrated text</p>	
	<p><b>Level 5 Bridging</b></p> <p>Interpret explicit information about artifacts of the past from illustrated text</p>	
<b>WRITING Products in the marketplace</b>	<p><b>Level 1 Entering</b></p> <p>Reproduce or label pictures of products in the marketplace from illustrated word banks</p>	<b>Set 1:</b> TG: 266, 276, 277
	<p><b>Level 2 Beginning</b></p> <p>Describe products in the marketplace from illustrated examples</p>	<b>Set 1:</b> TG: 265, 266, 273

	<b>Level 3 Developing</b> Compare attributes of two products in the marketplace from illustrated examples	
	<b>Level 4 Expanding</b> State uses of products in the marketplace from illustrated examples	
	<b>Level 5 Bridging</b> Evaluate usefulness of products in the marketplace and give reasons for choices or decisions	