

# LISTENING AND SPEAKING

## Grades K - 8

# Cambridge Public School District - Bilingual and English Language Acquisition Department

## Braiding the English Language Proficiency Benchmarks and Outcomes for ELL, the SSALD and MELA-O - LISTENING AND SPEAKING: Grades K - 12

Foreign Language (FL), English Language Arts (ELA), The Cambridge Step By Step Assessment to Language Dominance (SSALD), Social, Affective and Cognitive Student Profile Checklist, Massachusetts English Language Assessment-Oral (MELA-O): Scores: First Number Comprehension, Second Number Production

### Listening and Speaking General Learning Outcomes

#### S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A <sup>1</sup> and A <sup>2</sup>	LAU Categories B <sup>1</sup> and B <sup>2</sup>	LAU Category C <sup>1</sup>	LAU Category C <sup>2</sup>
MELA-O: 0 0 - 1 1	MELA-O: 1 1 - 2 2	MELA-O: 2 2 - 3 3	MELA-O: 4 4 - 5 5
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects. (FL 2); (MELA-O C<sup>1</sup>); (SSALD R 1.2, 1.4)</li> <li>Demonstrate comprehension of words that express basic personal needs (such as <i>transportation, housing</i>); personal likes and dislikes; personal information (such as <i>age, address, family</i>); and school-related information (such as teacher's name, schedule, routines). (FL 2); (MELA-O C<sup>2</sup>); (SSALD R 1.19)</li> <li>Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (FL 7); (MELA-O C<sup>3</sup>); (SSALD R 1.2, 1.4, 1.8, 1.9, 1.10)</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of words that express basic personal needs (such as <i>transportation, housing</i>); personal likes and dislikes; personal information (such as <i>age, address, family</i>); and school-related information (such as teacher's name, schedule, routines). (FL 2); (MELA-O C<sup>2</sup>); (SSALD R 1.19)</li> <li>Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (FL 7); (MELA-O C<sup>3</sup>); (SSALD R 1.2, 1.4, 1.8, 1.9, 1.10)</li> <li>Demonstrate comprehension of common words with multiple meanings (such as <i>saw, can, sentence</i>). (ELA 4.5); (SSALD R 1.15; (H 7.4 (Gr.K-1); H 7.1 (Gr. 2-3))</li> <li>Demonstrate understanding of academic content words and phrases in selected concept-based categories. (ELA 4.3); (SSALD E 2.2, 2.3, 2.4; R/E 1.23); (H 6.6, 6.8 (Gr. 2-3))</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of frequently used synonyms and antonyms. (ELA 4.3)</li> <li>Demonstrate comprehension of frequently used idioms. (ELA 4.11); (SSALD FL 3.20 (4-12); (H 5.9 (Gr. K-1); H 5.9 (Gr.2-3))</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various Massachusetts Curriculum Frameworks. (ELA 6.8); (SSALD R 1.18; F 3.12, 3.13, 3.16); (H 5.11 (K-1); (H 5.11, 5.12 (Gr. 2-3); (H 4.7, 4.9, 5.8, 9.5 (Gr. 4-8))</li> <li>Identify jargon as language used by members of particular groups (such as <i>peer groups, athletes, musicians</i>). (ELA 6.8); (H 5.8, 5.10 (Gr.K-1); H 5.5 (Gr. 2-3); H 4.6, 4.9 (Gr.4-8))</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Express basic personal needs and information (such as <i>health, food, clothing, weather, recreation</i>) and school-related information, using spoken words and phrases. (FL 1); (MELA-O V<sup>2</sup>); (SSALD E 2.1, 2.2; F 3.2; R/E 1.19)</li> <li>Employ vocabulary essential for grade-level content learning. (FL 7); (MELA-O V<sup>3</sup>); (SSALD E 2.2, 2.3, 2.4, 2.5, 2.6; R/E 1.23)</li> <li>Classify learned words by content themes or topics (such as Pre K-2: <i>days of the weeks, colors, weather</i>). (MELA-O V<sup>1</sup>); (SSALD E 2.16; F 3.11(4-12))</li> <li>Classify familiar content words and phrases into concept-based categories: (such as Pre K-2: <i>animals, colors, shapes, food, toys</i>). (SSALD E 2.16; F 3.11; (H 5.10 (Gr.2-3))</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Classify learned words by content themes or topics (such as 3-5 science plant structures: <i>roots, leaves, stem, bark</i>; Gr. 9-12 math patterns: <i>iterative, linear, recursive</i>; Gr. 6-8 history/social science, geography terms: <i>region, tropics, rain forest, tundra</i>). (ELA 4.1); (MELA-O V<sup>4</sup>); (SSALD E 2.16; F 3.11(4-8))</li> <li>Classify previously learned academic content words and phrases into concept-based categories: (such as Gr. 3-5: <i>energy; light, sound, heat, electricity, magnetism</i>). (ELA 4.3); (SSALD E 2.16; F 3.11 (4-12))</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Express personal intent using spoken words and phrases (such as <i>requesting information, agreeing, giving permission</i>). (FL 1)</li> <li>Classify previously learned academic content words and phrases into concept-based categories: (such as Gr. 6-8: mathematical central tendency: <i>mean, median, mode</i>) (ELA 4.3); (SSALD E 2.16; F 3.11 (4-8))</li> <li>Participate in limited discussions using appropriate and adequate words and phrases. (FL 1); (MELA-O V<sup>3</sup>); (H 4.11, 4.13, 5.10, 5.13 (Gr. 2-3); H 4.8 (Gr. 4-8))</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Classify previously learned academic content words and phrases into concept-based categories: such as Gr. 9-12: photosynthesis and cellular respiration: <i>plants, animals, carbon dioxide, oxygen, sugar, ATP</i> (ELA 4.3); (SSALD E 2.16; F 3.11 (4-8))</li> <li>Rephrase ideas and thoughts to express meaning. (FL 1.21); (MELA-O V<sup>4</sup>); (SSALD 3.12, 3.13 (4-8))</li> <li>Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various Massachusetts Curriculum Frameworks. (ELA 6.8); (SSALD R 1.18; F 3.12, 3.13, 3.16); (H 5.11 (K-1); (H 5.11,5.12 (Gr. 2-3); H 4.7, 4.9, 5.8, 9.5 (Gr. 4-8))</li> </ul>
<p><b>Increasing Word Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify words in English that are frequently used in the student's first language. (FL 5.6); (MELA-O V<sup>3</sup>, G<sup>3</sup>)</li> <li>Predict the meaning of simple and familiar compound words (such as <i>playground, bathroom, bedtime</i>), using</li> </ul>	<p><b>Increasing Word Knowledge</b></p> <ul style="list-style-type: none"> <li>Determine meanings of words with inflections (<i>looks, looked, looking</i>) by using knowledge of base words (<i>look</i>) and inflections. (ELA 4.4); (MELA-O V<sup>2</sup>); (SSALD R 1.14; E 2.14; R/E 1.24; F 3.15)</li> </ul>	<p><b>Increasing Word Knowledge</b></p> <ul style="list-style-type: none"> <li>Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as <i>re-, un-, dis-, -tion, -less, -ly</i>). (ELA 4.9, 4.18); (H 7.12, 7.14, 7.16 (Gr. 2-3)) (H 6.6 (Gr.4-8))</li> </ul>	<p><b>Increasing Word Knowledge</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (ELA 6.8); (FL 7); (SSALD R 1.18; F 3.12, 3.13, 3.16); (H 5.11 (K-1); H 5.11,5.12 (Gr. 2-3); H 4.7, 4.9,</li> </ul>

<p>knowledge of individual words. (MELA-O V<sup>3</sup>)</p> <ul style="list-style-type: none"> <li>Employ synonyms (such as <i>big/huge/gigantic/enormous</i>) for word variety in speaking. (ELA 4.6); (MELA-O V<sup>4</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>Predict the meaning of unknown compound words (such as <i>daydream, snowman</i>), using knowledge of individual words. (ELA 4.7); (MELA-O V<sup>4</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>Use selected idiomatic expressions in speaking. (ELA 4.11); (SSALD F 3.20); (≠5.9 (K-1); ≠5.7 (Gr. 2-3))</li> </ul>	<p>5.8, 9.5 (Gr. 4-8))</p> <ul style="list-style-type: none"> <li>Identify orally the meaning of phrasal verbs (such as <i>look into, get over, be through</i>). (ELA 4.23); (≠7.2 (Gr.4-8))</li> <li>Identify meanings in the context of familiar saying and phrases used in English (such as <i>rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth</i>). (FL 5.7; ELA 4.23); (SSALD R/E 1.27); (≠5.9 (Gr.4-8))</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (FL 5.4); (≠9.3, 9.5 (Gr.4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (FL 5.4); (≠9.3 (Gr.4-12))</li> <li>Clarify meanings of words, using beginning and bilingual dictionaries. (ELA 4.8); (≠9.4 (Gr. 4-12))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Demonstrate how idiomatic expressions are used in English and in the student's first language. (FL 5.7)</li> <li>Apply knowledge of terms for textual features of textbooks (such as <i>chapter, review, essay, table of contents</i>) and test (such as <i>open-ended, multiple-choice</i>). (≠9.1, 9.5, 8.7 (Gr.4-8))</li> <li>Clarify meanings of words, using dictionaries, glossaries, and other resources. (ELA 4.15, 4.29); (≠9.3, 9.2, 9.4, 9.5 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Identify characteristics of English words, phrases, and expressions, and compare and contrast them with features in the student's first language. (FL 5.4)</li> <li>Clarify meanings of words, using glossaries, thesauruses, and other resources selective. (ELA 4.25); (≠9.7 (Gr. 4-8))</li> </ul>

## 5.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A <sup>1</sup> and A <sup>2</sup>	LAU Categories B <sup>1</sup> and B <sup>2</sup>	LAU Category C <sup>1</sup>	LAU Category C <sup>2</sup>
MELA-O: 0 0 - 1 1	MELA-O: 1 1 - 2 2	MELA-O: 2 2 - 3 3	MELA-O: 4 4 - 5 5
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as <i>"Hi, how are you?"</i>, <i>"See you later"</i>). (FL 2); (≠4.1, 4.2 (Gr. 4-8))</li> <li>Demonstrate comprehension of simple oral requests. (FL 2); (MELA-O C<sup>2</sup>, F<sup>2</sup>, V<sup>3</sup>); (SSALD F 3.12, 3.13); (≠5.1,5.2,5.3, 5.4 (Gr. K-1); ≠5.1, 5.2 (Gr. 2-3))</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as <i>family, social, school</i>). (FL 2.2)</li> <li>Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (FL 2); (MELA-O C<sup>2</sup>)</li> <li>Demonstrate comprehension of explanations or instructions, when clarification is given. (FL 2)</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension during most interpersonal interactions, when clarification is given. (FL 2); (MELA-O C<sup>3</sup>); (SSALD R/E 1.27, FL 3.12, 3.13, 3.16 (4-8)); (≠4.12, 4.13, 5.10 (Gr. K-1); ≠4.4, 4.5, 4.14, 4.15, 5.6 (Gr. 2-3); ≠3.5, 3.6, 3.7, 4.6, 4.10 (Gr. 4-8))</li> <li>Demonstrate comprehension of varied forms of humor. (MELA-O C<sup>4</sup>, V<sup>3</sup>); (≠5.6, 5.8, 5.10 (Gr. K-1); ≠4.10, 4.12, 5.5, 5.6 (Gr.2-3); ≠3.3, 3.7, 4.6 (Gr. 4-8))</li> <li>Demonstrate comprehension of extended speech (such as <i>news reports on television or radio</i>). (FL 2.17, 2.18); (MELA-O C<sup>4</sup>); (SSALD R 1.11, 1.18; E 2.15; R/E 1.25, 1.27; FL 3.17, 3.18, 3.19 (4-12)); (≠4.12, (Gr. K-1); ≠4.14 (Gr. 2-3); (≠3.5 (Gr. 4-8))</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of extended explanations and multi-step instructions. (MELA-O C<sup>5</sup>, V<sup>5</sup>); (SSALD R/E 1.20, 1.27; (≠4.12 (Gr. K-1); ≠4.14 (Gr. 2-3); (≠3.5 (Gr.4-8))</li> <li>Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>); (SSALD R 1.18); (≠5.14 (Gr. 2-3);(≠4.9 (Gr. 4-8))</li> <li>Demonstrate comprehension of sustained, interpersonal interaction. (FL 2); (MELA-O C<sup>4</sup>); (SSALD F 3.12, 3.13 (4-12)); (≠5.11 (Gr. 2-3); ≠4.8 (Gr. 4-8))</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Make simple oral requests and grant permission. (FL 1.4); (MELA-O F<sup>2</sup>, V<sup>3</sup>); (SSALD F 3.4, 3.5, 3.6; R/E 1.28)</li> <li>Express confusion (such as <i>"I don't get it"</i>). (FL 1.9); (MELA-O F<sup>3</sup>, V<sup>3</sup>) (≠4.9, 4.12 (Gr. K-1); ≠4.6, 4.8 (Gr. Gr.2-3); ≠3.2 (Gr. 4-8))</li> <li>Employ words, phrases, and sentences in social interactions related to everyday topics. (FL 1); (MELA-O F<sup>2</sup>); (SSALD E 2.11, 2.14; F 3.9, Gr 4-12; F 3.12, 3.13, 3.15, 3.16; (≠4.8,4.9,5.7,5.8,5.10 (Gr. K-1); ≠5.5,5.6 (Gr. 2-3); ≠3.7, 4.6, 4.8 (Gr. 4-8))</li> <li>Ask and answer questions (such as <i>Who? When? Why?</i>). (FL 1.3)</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Ask and answer concrete questions about familiar content. (FL 1.3); (SSALD R 1.28; F 3.5); (≠5.10 (Gr.K-1); (≠5.6 Gr. 2-3); (≠3.7, 4.6, 4.8 (Gr. 4-8))</li> <li>Describe people, places, and things, using some detail. (FL 3.4); (SSALD R 1.25; F 3.18); (≠6.4, 4.6 (Gr. K-1); (SSALD 2.16 (Gr. 2-3); (≠6.4, 6.7, 6.9,5.8, 5.9 (Gr. 2-3)); (SSALD 3.1, 3.3, 3.4, 4.4, 4.5, 4.7, 5.2 (Gr. 4-8))</li> <li>Recount prior experiences and events of interest, using familiar sentences. (FL 1.5); (SSALD E 2.15(2-3), 2.15; F 3.10); (≠4.7, 4.10, 4.11 (Gr. K-1); ≠4.2, 4.7, 4.9, 4.11, 4.12, 4.13, 5.8, 5.9 (Gr. 2-3); ≠3.1, 3.3, 3.4, 4.3, 4.4, 4.5, 4.7 Gr. 4-8))</li> <li>Respond during interpersonal discussions and</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Express one's own opinions, preferences, and wishes related to familiar topics. (FL 3.1); (MELA-O V<sup>4</sup>); (SSALD FL 3.7, 3.9; R/E 1.27 (4-12)); (≠4.1, 4.2, 4.9, 4.12, 5.10 (Gr. K-1); ≠4.6, 4.8,4.12, 4.13, 4.14 (Gr. 2-3); ≠3.2, 3.5, 3.7, 4.6, 4.10 (Gr. 4-8))</li> <li>Request opinions, preferences, and wishes orally from peers. (FL 1.10); (MELA-O V<sup>4</sup> F<sup>5</sup>); (SSALD F 3.5; R/E 1.28, 3.13 (4-12)); (≠4.13, 5.8, 5.10 (Gr. K-1); ≠5.4, 5.6, (Gr. 2-3); ≠3.6, 3.7, 4.6, 4.8, 4.10 (Gr. 4-8))</li> <li>Express imagination and creativity through activities such as storytelling and games. (MELA-O V<sup>4</sup> F<sup>5</sup>); (SSALD F 3.10; 3.18 (4-12)); (≠5.11 (Gr. K-1); ≠5.5, 5.12 (Gr. 2-3); ≠4.4, 4.7, 4.10 (Gr. 4-8))</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Express agreement/disagreement. (FL 3.3); (MELA-O C<sup>5</sup>); (SSALD F 3.1; R/E 1.27; F 3.12, 3.13 (4-12)); (≠4.1, 4.2, 4.9, 4.12, 4.13 (Gr. K-1); ≠4.6, 4.8, 4.15, (Gr. 2-3); ≠3.2, 3.5, 3.6 (Gr. 4-8))</li> <li>Propose solutions to problems or misunderstandings.(FL 1.18, 3.13); (MELA-O C<sup>5</sup>); (SSALD R/E 1.26; F 3.12, 3.13 (4-12)); (≠4.13 (Gr. K-1); ≠4.5 (Gr. 2-3); ≠3.6 (Gr. 4-8))</li> <li>Employ popular or historical cultural referents from the community culture, appropriate to age and context. (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>); (SSALD R 1.18); (≠5.14 (Gr. 2-3); ≠4.9 (Gr. 4-8))</li> <li>Participate in the community linguistic culture, using a variety of expressions (such as <i>music, jokes, anecdotes</i>).</li> </ul>

<ul style="list-style-type: none"> <li>Express and respond to compliments, gratitude, and apologies.</li> </ul>	<p>interactions. (FL 1); (MELA-O F<sup>3</sup>)</p>	<ul style="list-style-type: none"> <li>State and orally defend an opinion. (FL 3.14); (MELA-O V<sup>5</sup>, F<sup>5</sup>); (SSALD F 3.7, 3.9; R/E 1.27; F 3.12, 3.18 (Gr. 4-12)); (H4.9, 4.11, 4.12, 4.13 (Gr. K-1); H4.6, 4.7, 4.8, 4.11, 4.14 (Gr. 2-3); H3.2, 3.3, 3.5, 4.10 (Gr. 4-8))</li> <li>Express uncertainty. (MELA-O F<sup>5</sup>, V<sup>5</sup>); (SSALD F 3.5; F 3.12 (Gr. 4-12)); (H4.8, 4.9, 4.11 4.13 (Gr. K-1); H4.5, 4.6, 4.12, 4.15 (Gr. 2-3); H3.2, 3.3, 3.6 (Gr. 4-8))</li> </ul>	<p>(MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>); (SSALD F 3.12, 3.13 (Gr. 4-12)); (H5.10 (Gr. K-1); H5.5, 5.13 Gr. 2-3); H3.7, 4.6, 4.8 (Gr. 4-8))</p> <ul style="list-style-type: none"> <li>Elaborate on personal stories. (FL 3.22); (MELA-O C<sup>4</sup>, V<sup>4</sup>, F<sup>4</sup>, P<sup>4</sup>); (SSALD F 3.10, 3.12, 3.13, 3.18); (H4.1-4.11 Gr. K-1); H4.1-4.9 (Gr. 2-3); H3.1-3.4 (Gr. 4-8))</li> <li>Participate in sustained, interpersonal conversations. (FL 1); (MELA-O F<sup>4</sup>); (SSALD F 3.12, 3.13 (4-12)); (H5.10 (Gr. K-1); H5.5, 5.6 Gr. 2-3); (H3.7, 4.6, 4.8 (Gr. 4-8))</li> </ul>
<p><b><u>Culturally Appropriate Language</u></b></p> <ul style="list-style-type: none"> <li>Gain the attention of others by using gestures, actions in culturally and age appropriate ways. (SSALD R 1.28; F 3.7; Gr. 4-12: 3.12, 3.14); (H5.11 (Gr. K-1)); (H5.2 (Gr. 2-3); H5.4, 4.2, 4.6 (Gr. 4-8))</li> <li>Identify nonverbal cues (such as <i>gestures, facial expressions, body postures</i>) that connote different meanings depending on their cultural or social context. (FL 4); (SSALD R 1.27); (H4.12, 5.7, 5.8 (Gr. K-1); H4.8, 4.14 Gr. 2-3); H3.5 Gr. 4-8))</li> <li>Use culturally acceptable gestures, distances, and body language in familiar settings. (FL 4.9)</li> <li>Demonstrate awareness of listener’s perspective (such as <i>responding to listener’s questions or facial cues</i>) when speaking and interacting.</li> </ul>	<p><b><u>Culturally Appropriate Language</u></b></p> <ul style="list-style-type: none"> <li>Gain the attention of others by speaking in culturally and age appropriate ways. (ELA 6.3); (SSALD R 1.28; F 3.7; Gr. 4-12: 3.12, 3.14); (H5.11 (Gr. K-1); H5.2 (Gr. 2-3); H5.4, 4.2, 4.6 (Gr. 4-8))</li> <li>Employ appropriate volume of voice in each of various contexts. (SSALD F 3.12 (Gr. 4-12)); (H5.11 (Gr. K-1); H5.2 (Gr. 2-3); H4.2, 4.7 (Gr. 4-8))</li> <li>Identify formal and informal oral language, including slang. (ELA 6.3)</li> </ul>	<p><b><u>Culturally Appropriate Language</u></b></p> <ul style="list-style-type: none"> <li>Initiate conversations; attend to speakers, takes turns, and close conversations in culturally appropriate ways. (FL 4.8); (MELA-O F<sup>5</sup>, V<sup>5</sup>); (H4.12, 5.3, 5.7, 5.8, 5.10, 5.11 (Gr. K-1)); (H4.14, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12, 5.14 (Gr. 2-3); H3.5, 3.6, 3.7, 4.2, 4.7, 4.9 Gr. 4-8))</li> <li>Identify topics for interaction that are appropriate to audience and setting. (MELA-O V<sup>4</sup>); (SSALD R/E 1.26, 1.27; FL 3.17 (4-12)); (H4.14 (Gr. 2-3); H3.5 (Gr. 4-8))</li> <li>Respond to and use humor appropriate to an audience and setting. (MELA-O V<sup>5</sup>, F<sup>5</sup>); (H5.6, 5.8, 5.10 (Gr. K-1); H4.10, 4.12, 5.5, 5.6 (Gr.2-3); H3.3, 3.7, 4.6 (Gr. 4-8))</li> </ul>	<p><b><u>Culturally Appropriate Language</u></b></p> <ul style="list-style-type: none"> <li>Rephrase an utterance when a culturally based misunderstanding occurs. (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>); (SSALD R 1.2; F 3.12, 3.13 (Gr. 4-12)); (H4.13 (Gr. K-1)); (H4.14 (Gr. 2-3)); (H3.6 (Gr. 4-8))</li> <li>Distinguish formal oral language from slang. (ELA 6.4); (MELA-O C<sup>5</sup>, V<sup>5</sup>, F<sup>5</sup>, P<sup>5</sup>); (SSALD R/E 1.27; F 3.13 (Gr. 4-12); (H4.12, 4.13 (Gr. K-1)); (H4.14, 4.15 (Gr. 2-3)); (H3.5, 4.6, 4.8, 3.6, (Gr. 4-8))</li> <li>Respond to and use idioms appropriate to audience and setting. (MELA-O C<sup>5</sup>, V<sup>5</sup>); (SSALD F 3.20 (Gr. 4-12)); H5.9 (Gr. K-1); H5.7 (Gr. 2-3))</li> <li>Compare and contrast major aspects (such as <i>pragmatics, body language</i>) of English and other languages. (FL 5.17); (MELA-O C<sup>5</sup>, V<sup>5</sup>, G<sup>5</sup>); (H5.14 (Gr. 2-3)); (H4.9 (Gr. 4-8))</li> </ul>
<p><b><u>Pronunciation</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of differences in English intonation patterns (such as rising intonation in “<i>yes-no</i>” questions). (MELA-O P<sup>2</sup>)</li> <li>Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (such as “<i>I won’t do that!</i>” and “<i>I won’t do that!</i>”).</li> </ul>	<p><b><u>Pronunciation</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of word stress in spoken English. (MELA-O P<sup>2</sup>)</li> </ul>	<p><b><u>Pronunciation</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (such as falling intonation in tag questions: “<i>You’re from Concord, aren’t you?</i>”). (MELA-O P<sup>4</sup>); (H3.7, 4.6, 4.8, 4.10 (Gr.4-8))</li> <li>Communicate intended meaning utilizing English intonation patterns (such as in <i>questions, statements, exclamations</i>). (MELA-O P<sup>4</sup>); (H3.7, 4.6, 4.8, 4.10 (Gr.4-8))</li> </ul>	<p><b><u>Pronunciation</u></b></p> <ul style="list-style-type: none"> <li>Adjust meaning by varying pace, rhythm, and pauses in speech. (MELA-O C<sup>5</sup>, P<sup>5</sup>)</li> <li>Employ pronunciation, word stress, and intonation appropriate to communicative intent. (MELA-O P<sup>4</sup>)</li> </ul>
<p><b><u>Grammar/Syntax</u></b></p> <ul style="list-style-type: none"> <li>Re-tell stories with a beginning, middle, and end. (MELA-O C<sup>1</sup>); (SSALD FL 3.5, FL 3.12, 3.13 (Gr. 4-12); (H4.15 (Gr. 2-3); H3.6 (Gr. 4-8))</li> </ul>	<p><b><u>Grammar/Syntax</u></b></p> <ul style="list-style-type: none"> <li>Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (MELA-O G<sup>2</sup>); (SSALD E 2.9-2.12; FL 3.8; R/E 1.21; FL 3.13, 3.15 (Gr. 4-12)); (H5.13 Gr. 2-3)); (H7.1, 7.8 (Gr. 4-8))</li> </ul>	<p><b><u>Grammar/Syntax</u></b></p> <ul style="list-style-type: none"> <li>Employ a range of oral responses, using single words, phrases, statements, and monologues. (MELA-O C<sup>5</sup>, F<sup>4</sup>, G<sup>4</sup>, P<sup>4</sup>); (SSALD E 2.2, 2.14, 3.1, 3.2, 3.4; R/E 1.19, 1.23, 3.12, 3.13 (Gr. 4-12)); (H4.1- 4.11, 5.1-5.11 (Gr. K-1)); (H4.1-4.12; 5.1-5.14 (Gr. 2-3)); (H3.2-3.4; 4.1-4.5 (Gr. 4-8))</li> <li>Construct original oral statements, using basic and complex sentence structures. (MELA-O F<sup>3</sup>, G<sup>3</sup>); (SSALD R 1.13, 1.14; E 2.10, 2.14; R/E 1.21, 1.22, 1.24; F 3.13, 3.15 (Gr. 4-12); (H4.1-4.15; 5.1-5.14 (Gr. 2-3)); (H3.1-3.7; 4.1-4.10; 7.1-7.8 (Gr. 4-8))</li> </ul>	<p><b><u>Grammar/Syntax</u></b></p> <ul style="list-style-type: none"> <li>Employ varied sentence structures when speaking, as appropriate to audience, purpose, and effect desired. (MELA-O G<sup>4</sup>); (SSALD E 2.14; R/E 3.12, 3.13 (Gr. 4-12)); (H4.12 (Gr. K-1)); (H4.14 (Gr. 2-3)); (H3.7 (Gr. 4-8))</li> <li>Use basic and complex sentence structures when participating in interpersonal conversations. (MELA-O G<sup>4</sup>); (SSALD E 2.14; R 1.27; F 3.12, 3.13 (Gr. 4-12)); (H4.12 (Gr. K-1)); (H4.14, 4.9, 5.5, 5.11 (Gr. 2-3)); (H3.5, 7.1-7.8, 3.7 (Gr. 4-8))</li> </ul>
<p><b><u>Cultural Perspectives</u></b></p> <ul style="list-style-type: none"> <li>Compare personal experiences and perspectives with those of other cultures. (FL 6.4); (MELA-O C<sup>1</sup>, V<sup>1</sup>); (SSALD R/E 1.27 (Gr. 4-12)); (H4.12, 5.10 (Gr. K-1); H5.14, 4.14, 5.6 (Gr. 2-3); 5, 4.9, 4.6 (Gr. 4-8))</li> <li>Compare aspects of cultures, appropriate to age. (FL 6.5) (MELA-O C<sup>1</sup>, V<sup>1</sup>); (SSALD R/E 1.27 (Gr.4-12)); (H4.12, 5.10 (K-1); H5.14, 4.14, 5.6 (Gr. 2-3); H3.5, 4.9, 4.6 (Gr. 4-8))</li> </ul>	<p><b><u>Cultural Perspectives</u></b></p> <ul style="list-style-type: none"> <li>Compare personal experiences and perspectives with those of other cultures. (FL 6.4); (MELA-O C<sup>2</sup>, V<sup>2</sup>); (SSALD R/E 1.27 (Gr. 4-12); (H4.12, 5.10 (Gr. K-1)); (H5.14, 4.14, 5.6 (Gr. 2-3)); (H3.5, 4.9, 4.6 (Gr. 4-8))</li> <li>Compare aspects of cultures, appropriate to age. (FL 6.5); (SSALD R/E 1.27 (Gr. 4-12); (H4.12, 5.10 (Gr. K-1); H5.14, 4.14, 5.6 (Gr. 2-3); H3.5, 4.9, 4.6 (Gr. 4-8))</li> <li>Describe patterns of social behavior that represent community norms. (FL 4.8); (H5.6, 5.7, 5.11 (Gr. 2-3); H5.2, 5.3, 5.4, 5.6, 5.11, 5.12 (Gr. 2-3); H4.1, 4.2, 4.3, 4.6, 4.7, 4.10 (Gr. 4-8))</li> </ul>	<p><b><u>Cultural Perspectives</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe differing behavior norms of various communities (such as <i>peers, family, neighborhood, region</i>). (MELA-O C<sup>5</sup>, F<sup>4</sup>, V<sup>4</sup>, G<sup>4</sup>); (FL 4.14); (H5.8, 5.12, 5.14 (Gr. 2-3); H4.7, 4.9 (Gr. 4-8))</li> <li>Compare aspects or features of various cultural communities (as presented in <i>print, visual arts, films, and videos</i>). (FL 4.10); (MELA-O C<sup>5</sup>, F<sup>4</sup>, V<sup>4</sup>, G<sup>4</sup>); (FL 4.14); (H5.8, 5.12, 5.14 (Gr. 2-3); H4.7, 4.9 (Gr. 4-8))</li> </ul>	<p><b><u>Cultural Perspectives</u></b></p> <ul style="list-style-type: none"> <li>Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. (FL 6.10); (MELA-O C<sup>5</sup>); (SSALD R/E 1.27, 1.28; F 3.12, 3.13 (Gr. 4-12); (H4.12, 5.10 (Gr. K-1); H5.6, 5.14 (Gr. 2-3); H4.8, 4.9, (Gr. 4-8))</li> <li>Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. (FL 4.17); (MELA-O C<sup>5</sup>, V<sup>5</sup>); (H5.14 (Gr. 2-3); H4.9 (Gr. 4-8))</li> </ul>

			<ul style="list-style-type: none"> <li>Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. (FL 4.22); (MELA-O C<sup>5</sup>, V<sup>5</sup>); (SSALD R/E 1.27; F 3.12, 3.13 (Gr. 4-12)); (H4.12 (Gr. K-1)); H4.15, 5.14 (Gr. 2-3); H3.5, 4.9 (Gr. 4-8))</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Observe and imitate how others speak and behave in various settings. (MELA-O C<sup>3</sup>, V<sup>3</sup>); (SSALD R 1.27, FL 3.12, 3.13); (H4.12, 4.13, 5.11, 5.6, 5.10 (Gr. K-1)); H5.1, 5.2, 4.11, 5.5, 5.6, 5.11 (Gr. 2-3); H3.5, 3.7, 4.1, 4.2, 4.6, 4.7, 4.8 (Gr. 4-8))</li> <li>Request help, feedback, and clarification. (FL 1.9); (MELA-O C<sup>3</sup>); (SSALD R 1.26, 1.28, FL 3.5, 3.12, 3.13); (H4.13 (Gr. K-1)); H4.15 (Gr. 2-3); H3.5, 6 (Gr. 4-8))</li> <li>Rehearse ways of speaking (such as <i>formal/informal</i>) that are appropriate to audience and purpose. (MELA-O C<sup>2</sup>, V<sup>2</sup>); (SSALD RE 1.6, 1.26, 1.27 FL 3.12, 3.13 (Gr. 4-12)); (H4.13, 5.7, 5.8, 5.10, 5.11 (Gr. K-1)); H4.14, 4.15, 5.4, 5.5, 5.6 (Gr. 2-3); H3.5, 3.7, 4.6, 4.8 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Request help, feedback, and clarification. (FL 1.9); (MELA-O C<sup>2</sup>, V<sup>2</sup>); (SSALD R 1.26, 1.28, FL 3.5, 3.12, 3.13); (H4.13 (Gr. K-1)); (H4.15 (Gr. 2-3)); (H3.5, 3.6 (Gr. 4-8))</li> <li>Rehearse ways of speaking (such as <i>formal/informal</i>) that are appropriate to audience and purpose. (MELA-O C<sup>2</sup>, V<sup>2</sup>); (SSALD RE 1.6, 1.26, 1.27 FL 3.12, 3.13 (4-12)); (H4.12, 4.13, 5.7, 5.8, 5.10, 5.11 (Gr. K-1)); H4.14, 4.15, 5.4, 5.5, 5.6 (Gr. 2-3); H3.5, 3.7, 4.6, 4.8 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Request, clarify, and restate information to enhance understanding in social interactions. (FL 1.9); (MELA-O C<sup>4</sup>, F<sup>4</sup>); (SSALD F 3.5; R/E 1.27, 1.28 (Gr. 4-12)); (H4.12, 4.13, 5.10 (Gr. K-1)); H4.14, 4.15, 5.4, 5.5, 5.6, 5.11 (Gr. 2-3); H3.5, 3.6, 3.7, 4.6, 4.8, 4.10 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Rephrase ideas and thoughts orally to clarify meaning in social interactions. (FL 1.21); (MELA-O V<sup>4</sup>); (SSALD F 3.12, 3.13 (Gr. 4-12)); (5.9, 5.10, 5.11 (Gr. K-1)); H4.15, 5.11 (Gr. 2-3); H3.4, 3.6, 3.7, 4.6, 4.7, 4.8, 4.10 (Gr. 4-8))</li> </ul>

**S.3 Academic Interaction: Students will comprehend and communicate orally, using spoken English to participate in academic settings.**

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A <sup>1</sup> and A <sup>2</sup>	LAU Categories B <sup>1</sup> and B <sup>2</sup>	LAU Category C <sup>1</sup>	LAU Category C <sup>2</sup>
MELA-O: 0 0 - 1 1	MELA-O: 1 1 - 2 2	MELA-O: 2 2 - 3 3	MELA-O: 4 4 - 5 5
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of oral directions that include visual cues. (FL 2.1); (MELA-O C<sup>1</sup>); (SSALD R 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.10 FL 3.3; R/E 1.20; FL 3.12, 3.13)</li> <li>Demonstrate comprehension of one-step oral directions. (FL 2.1); (MELA-O C<sup>1</sup>); (SSALD R 1.1; FL 3.12, 3.13 (Gr. 4-12))</li> <li>Demonstrate understanding when simple information is given. (FL 2.4); (MELA-O C<sup>1</sup>); (SSALD R 1.1, 1.3; FL 3.3; FL 3.16 (Gr. 4-12))</li> <li>Identify the characters and setting of a story that is heard. (ELA 12.1)</li> <li>Demonstrate comprehension of oral questions on academic content that require short answers. (SSALD E 2.11; FL 3.12, 3.13 (Gr. 4-12))</li> <li>Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (MELA-O C<sup>2</sup>); (SSALD R 1.1, 1.3, 1.6, 1.8, 1.9, 1.10; E 2.7, 2.8; FL 3.3, 3.7, 3.9); (H4.8 (Gr. K-1)); H4.8 (Gr. 2-3))</li> <li>Demonstrate comprehension of oral, multiple step directions. (MELA-O C<sup>1</sup>); (SSALD R 1.1, 1.3; FL 3.3; R/E 1.20, FL 3.13 (Gr. 4-12))</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (MELA-O C<sup>2</sup>); (SSALD R 1.11, 1.17; E 2.15; R/E 1.25, 3.17 (Gr. 4-12))</li> <li>Identify the beginning, middle, and end of a story that is heard. (ELA 8.7); (SSALD R 1.12; FL 3.7)</li> <li>Identify important information about academic content, using prior knowledge and/or visual cues as needed. (SSALD R/E 1.27; FL 3.12, 3.13 (Gr. 4-12)); (H4.12 (Gr. K-1)); H4.14 (Gr. 2-3); H3.5 (Gr. 4-8))</li> <li>Identify a main event from a story that is heard. (ELA 8.2) (MELA-O C<sup>3</sup>); (SSALD R 1.11, 1.17; R/E 1.25; FL 3.17, 3.18 (Gr. 4-12))</li> <li>Demonstrate comprehension of the main points of classroom discussions. (H4.8 (Gr. 4-8))</li> <li>Identify the topics and organizational structures of lecture-style presentations. (SSALD 3.12, 3.13 (Gr. 4-12))</li> <li>Demonstrate comprehension of classroom discussions and interactions when clarification is given. (MELA-O C<sup>3</sup>); (SSALD R 1.11; R/E 1.27; FL 3.19 (Gr. 4-12)); (H4.12 (Gr. K-1)); H4.14 (Gr. 2-3); H3.5, 4.8 (Gr. 4-8))</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of oral questions that are based on academic content. (SSALD R/E 1.27; FL 3.12, 3.13 (Gr. 4-12)); (H4.12 (Gr. K-1)); H4.14 (Gr. 2-3); H3.5 (Gr. 4-8))</li> <li>Identify details that support a main idea in a literary or informational text that is heard. (ELA 8.14); (MELA-O C<sup>4</sup>, V<sup>4</sup>); (SSALD F 3.18 (Gr. 4-12))</li> <li>Demonstrate comprehension of specific information heard in an academic context. (MELA-O C<sup>5</sup>, V<sup>4</sup>); (SSALD R 1.11, 1.18; R/E 1.25; F 3.17, 3.18 (Gr. 4-12)); (H4.13 (Gr. K-1)); H4.15 (Gr. 2-3); H3.6 (Gr. 4-8))</li> <li>Demonstrate comprehension of content explanation without concrete referents.</li> <li>Distinguish irrelevant information (such as <i>jokes, asides, anecdotes</i>) from important information in lecture-style presentations. (MELA-O C<sup>5</sup>); (SSALD R/E 1.27 (Gr. 4-12)); (H4.12 (Gr. K-1)); H4.14 (Gr. 2-3); H3.5 (Gr. 4-8))</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of inferential or abstract questions that are based on academic content. (MELA-O C<sup>5</sup>, V<sup>5</sup>); (SSALD R 1.18; R/E 1.27); (H4.12 (Gr. K-1)); (H4.14 (Gr. 2-3); H3.5 (Gr. 4-8))</li> <li>Demonstrate comprehension of the use of referents (such as <i>pronouns, demonstrative adjectives</i>) in academic discourse. (MELA-O C<sup>5</sup>, V<sup>5</sup>); (SSALD R 1.8, 1.9, 1.10, 1.13, 1.14; E 2.9, 2.12, 2.14; R/E 1.21, 1.22, 1.24; F 3.15 (Gr. 4-12)); (H4.13 (Gr. K-1)); (H4.15 (Gr. 2-3)); H3.6, 7.1-7.8 (Gr. 4-8))</li> <li>Demonstrate comprehension of transition words and phrases (such as <i>furthermore, otherwise, likewise, instead, in any case</i>) that connect ideas in extended academic discourse. (MELA-O C<sup>5</sup>, V<sup>5</sup>); (SSALD F 3.12, 3.13 (Gr. 4-12)); (H4.13 (Gr. K-1)); H4.15 (Gr. 2-3); H3.6 (Gr. 4-8))</li> <li>Demonstrate comprehension of the attitude of a speaker toward subject matter. (MELA-O C<sup>5</sup>); (SSALD R 1.18; R/E 1.27; (H4.12 (Gr. K-1)); H4.14 (Gr. 2-3); H3.5 (Gr. 4-8))</li> <li>Demonstrate comprehension of specialized language structures from varied academic content (<i>such as frequent use of passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science</i>) (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>); (SSALD (all skills))</li> <li>Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>); (SSALD (all skills))</li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Give one-step direction. (SSALD FL 3.4, 3.6, FL 3.14 (4-12))</li> <li>Make and respond to oral request. (FL 1.4); (≠4.13 (Gr. K-1))</li> <li>Express confusion. (MELA-O (Level 0)); (≠4.8 (Gr. K-1)); ≠4.6 (Gr.2-3); ≠3.2 (Gr. 4-8))</li> <li>Respond to questions to clarify information. (MELA-O C<sup>1</sup>); (SSALD FL 3.5, FL 3.12, 3.13 (Gr. 4-12)); (≠4.15 (Gr. 2-3); ≠3.6 (Gr. 4-8))</li> <li>Respond to questions (<i>who? what? where? when?</i>) based on a text that is heard. (ELA 8.15); (SSALD R 1.8, R/E 1.25 FL 3.19 (Gr. 4-12)); (≠5.5 (Gr. 4-8))</li> <li>Restate a main event from a story that is heard. (ELA 8.7); (SSALD R 1.17, FL 3.17 (Gr. 4-12))</li> <li>Respond briefly to questions on academic content. (MELA-O V<sup>2</sup>); (SSALD FL 3.12, 3.13 (Gr. 4-12))</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Retell events in a simple or familiar story using relevant words and phrases. (MELA-O V<sup>2</sup>, F<sup>3</sup>); (SSALD R 1.11; E 2.15; R/E 1.25; FL 3.18 (Gr.4-12))</li> <li>Retell steps of a process in logical order. (FL 3.6); (MELA-O V<sup>3</sup>); (SSALD E 2.15 (2-3); FL 3.7; R/E 1.28 (Gr. 4-12))</li> <li>Ask and respond to questions to clarify information. (FL 1.9); (MELA-O C<sup>1</sup>); (SSALD FL 3.5, FL 3.12, 3.13 (Gr. 4-12); (≠4.15 (Gr. 2-3); ≠3.6 (Gr. 4-8))</li> <li>Ask and respond to questions (<i>who? what? where? when?</i>) based on a text that is heard. (ELA 8.15); (SSALD R 1.8, R/E 1.25 FL 3.19 (Gr. 4-12)); (≠5.5 (Gr. 4-8))</li> <li>Retell the beginning, middle, and end of a story that is heard. (ELA 12.1); (MELA-O C<sup>1</sup>); (SSALD FL 3.5, FL 3.12, 3.13 (Gr. 4-12); (≠4.15 (Gr. 2-3); ≠3.6 (Gr. 4-8))</li> <li>Compare and contrast information orally. (SSALD E 2.16 (Gr. 2-3)); (≠5.14 (Gr.2-3); ≠4.9 (Gr.4-8))</li> <li>Make predictions or inferences based on a story or information that has been heard. (SSALD R 1.18)</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Participate in reaching consensus in groups. (FL 1.18) (MELA-O C<sup>5</sup>); (SSALD R/E 1.27); ≠5.8, 5.10, 4.12 (Gr. K-1); ≠4.6, 4.8,4.14; 5.6, (Gr. 2-3); ≠3.5, 4.6, 4.8, 4.10 (Gr. 4-8))</li> <li>Respond to factual and inferential questions that are based on academic content. (SSALD R 1.18; F 3.12, 3.13, 3.19 (4-12))</li> <li>Describe how two things within a given academic content are alike or different. (MELA-O C<sup>5</sup>); (SSALD E 2.16, R/E 1.27 (Gr. 4-12); (≠4.6, 4.8, 4.14 (Gr. 2-3); ≠3.5, 4.8, 4.10 (Gr. 4-8))</li> <li>Summarize a story orally. (MELA-O V<sup>4</sup>, P<sup>4</sup>, F<sup>4</sup>); (SSALD E 2.15)</li> <li>State a position and support/justify it. (FL 1.22); (MELA-O F<sup>4</sup>, P<sup>4</sup>, V<sup>4</sup>); (SSALD F 3.7, 3.9; R/E 1.27); (≠4.12 (Gr. K-1); ≠4.14 (Gr. 2-3); ≠3.5, 4.10 (Gr. 4-8))</li> <li>Participate in classroom discussions and activities, when frequent clarification is given. (MELA-O P<sup>3</sup>); (SSALD F 3.8; F 3.12 (Gr. 4-12); (≠5.5, 5.6 (Gr. 2-3); ≠4.8 (Gr. 4-8))</li> <li>Summarize information that is heard during a class or lesson. (ELA 2.5); (MELA-O V<sup>4</sup>, P<sup>4</sup>, F<sup>4</sup>); (SSALD E 2.15)</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Elaborate on and extend other people's ideas using extended discourse. (MELA-O C<sup>5</sup>, F<sup>4</sup>, V<sup>5</sup>); (SSALD R 1.18, F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (Gr. 4-12)); (≠4.12, 4.13, 5.10 (Gr. K-1); ≠4.14, 4.15, 5.15, 5.16 (Gr. 2-3); ≠3.6, 3.7, 4.6, 4.8 (Gr. 4-8))</li> <li>Use extended discourse to report information heard in lectures-style presentations. (MELA-O C<sup>5</sup>, F<sup>4</sup>, V<sup>5</sup>); (SSALD R 1.18, F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (4-12); (≠4.12, 4.13, 5.10 (Gr. K-1); ≠4.14, 4.15, 5.15, 5.16 (Gr. 2-3); ≠3.6, 3.7, 4.6, 4.8 (Gr. 4-8))</li> <li>Critique information that is heard in extended discourse (such as <i>television, radio, lecture-type presentation</i>). (FL 3.20); (MELA-O C<sup>5</sup>, F<sup>4</sup>, V<sup>5</sup>); (SSALD R 1.18, F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (Gr. 4-12)); (≠4.12, 4.13, 5.10 (Gr. K-1); ≠4.14, 4.15, 5.15, 5.16 (Gr. 2-3); ≠3.6, 3.7, 4.6, 4.8 (Gr. 4-8))</li> <li>Support a conclusion or finding by stating facts or logical reasons. (MELA-O C<sup>5</sup>, V<sup>5</sup>); (SSALD F 3.9; F 3.18, 3.19 (Gr. 4-12)); (≠4.13 (Gr. K-1); ≠4.15 (Gr. 2-3); ≠3.6 (Gr. 4-8))</li> <li>Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (MELA-O C<sup>5</sup>, F<sup>4</sup>, V<sup>5</sup>, G<sup>4</sup>); (SSALD R 1.18, F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (Gr. 4-12)); (≠4.12, 4.13, 5.10 (Gr. K-1); ≠4.14, 4.15, 5.15, 5.16 (Gr. 2-3); ≠3.6, 3.7, 4.6, 4.8 7.1-7.8 (Gr. 4-8))</li> </ul>
<p><b>Culturally Appropriate Language</b></p> <ul style="list-style-type: none"> <li>Identify and follow classroom expectations and conventions (such as <i>raising hand, taking turns</i>). (ELA 1.1); (≠5.11 (Gr. K-1); ≠5.2, 5.12 (Gr. 2-3); ≠4.2, 4.3, 4.7 (Gr. 4-8))</li> <li>Use appropriate words, phrases, and expressions to interact with peers and adults. (MELA-O V<sup>3</sup>); (≠5.7, 5.8, (Gr. K-1) ≠5.2, 5.4, 5.6 (Gr. 2-3) ≠3.6, 3.7 (Gr. 4-8))</li> <li>Participate in small-group activities, playing a specified role (ELA 1.3); (MELA-O C<sup>1</sup>, V<sup>1</sup>); (SSALD FL 3.12, 3.13, 3.16 (Gr. 4-12); (≠4.11, 5.6, 5.8, 5.11, (Gr. K-1) ≠4.5, 5.5., 5.6 (Gr. 2-3) ≠3.6, 4.10 (Gr. 4-8))</li> <li>Demonstrate comprehension of agreed-upon rules (such as <i>taking turns</i>) for small-group decision making (ELA 1.3); (MELA-O C<sup>1</sup>, V<sup>1</sup>)</li> </ul>	<p><b>Culturally Appropriate Language</b></p> <ul style="list-style-type: none"> <li>Participate orally in class activities, using appropriate words, phrases, and expressions. (MELA-O V<sup>1</sup>, F<sup>2</sup>); (≠5.10 (Gr. K-1); ≠5.5, 5.6 (Gr. 2-3); ≠4.6, 4.8 (Gr. 4-8))</li> <li>Participate in small-group activities, playing a specified role. (ELA 1.3) (MELA-O C<sup>2</sup>, V<sup>3</sup>); (SSALD FL 3.12, 3.13, 3.16 (Gr. 4-12); (≠4.11, 5.6, 5.8, 5.11, (Gr. K-1); ≠4.5, 5.5., 5.6 (Gr. 2-3); ≠3.6, 4.10 (Gr. 4-8))</li> <li>Demonstrate comprehension of agreed-upon rules (such as <i>taking turns</i>) for small-group decision making. (ELA 1.3); (MELA-O C<sup>2</sup>, V<sup>2</sup>)</li> </ul>	<p><b>Culturally Appropriate Language</b></p> <ul style="list-style-type: none"> <li>Participate orally in class activities, using appropriate words, phrases, and expressions. (MELA-O V<sup>3</sup>, F<sup>3</sup>); (≠5.10 (Gr. K-1) ≠5.5, 5.6 (Gr. 2-3); ≠4.6, 4.8 (Gr. 4-8))</li> <li>Participate in small-group activities, playing a specified role (ELA 1.3); (MELA-O C<sup>2</sup>, V<sup>2</sup>); (SSALD FL 3.12, 3.13, 3.16 (4-8)); (≠4.11, 5.6, 5.8, 5.11, (Gr. K-1) ≠4.5, 5.5, 5.6 (Gr. 2-3) ≠3.6, 4.10 (Gr. 4-8))</li> <li>Demonstrate comprehension of agreed-upon rules (such as <i>taking turns</i>) for small-group decision making (ELA 1.3); (MELA-O C<sup>2</sup>, V<sup>2</sup>)</li> </ul>	<p><b>Culturally Appropriate Language</b></p> <ul style="list-style-type: none"> <li>Employ varying degrees of formality in language as appropriate to audience and purpose. (MELA-O F<sup>5</sup>, V<sup>5</sup>) (SSALD F 3.12, 3.13 (4-12); ≠4.13, 5.7, 5.8, 5.10 (Gr. K-1); ≠4.15, 5.6 (Gr. 2-3); ≠3.6, 3.7, 4.6 (Gr. 4-8))</li> </ul>
<p><b>Grammar/Syntax</b></p> <ul style="list-style-type: none"> <li>Use familiar phrases and expressions when speaking with simple grammar patterns. (MELA-O F<sup>1</sup>, G<sup>1</sup>)</li> </ul>	<p><b>Grammar/Syntax</b></p> <ul style="list-style-type: none"> <li>Use familiar phrases and statements when speaking with basic grammar patterns. (MELA-O F<sup>2</sup>, G<sup>2</sup>); (SSALD E 2.10, 2.14; FL 3.13, 3.15 (4-12))</li> </ul>	<p><b>Grammar/Syntax</b></p> <ul style="list-style-type: none"> <li>Express original statement in classroom discussions, using basic and complex sentence structures related to academic topics. (MELA-O F<sup>3</sup>, G<sup>3</sup>); (SSALD E 2.10; ≠7.1-7.8 (Gr. 4-8))</li> </ul>	<p><b>Grammar/Syntax</b></p> <ul style="list-style-type: none"> <li>Employ selected specialized language structures from varied academic areas (such as <i>use of the passive voice in science</i>). (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>); (SSALD (All skills))</li> <li>Give examples of how the English language has developed and been influenced by other languages. (ELA 5.33)</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Identify verbal and nonverbal cues to determine when to focus attention. (MELA-O C<sup>1</sup>); (SSALD R 1.1, 1.3; FL 3.3; RE 1.20; FL 3.12, 3.16 (Gr. 4-12))</li> <li>Identify whom to consult for assistance.(SSALD E 2.7; R/E 1.27 (Gr. 4-12); (≠3.5 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Connect new information to prior knowledge.</li> <li>Ask questions to clarify meaning in an academic context. (MELA-O V<sup>2</sup>-F<sup>2</sup>, P<sup>2</sup>); (SSALD F 3.5; R/E 1.28 (4-12); (≠4.13 (Gr. K-1); ≠4.15 (Gr. 2-3); ≠3.6 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Compare grammatical constructions (such as <i>tense, gender, subject-verb agreement</i>) in English and the student's first language. (MELA-O G<sup>4</sup>); (FL 5); (SSALD R 1.8, 1.9, 1.10, 1.13, 1.14; E 2.8-2.12, 2.14; R/E 1.21-1.24; F 3.13, 3.15 (4-8); 7.1-7.8 (Gr. 4-8))</li> <li>Take notes (using graphic organizers) while listening for specific information. (SSALD R 1.11; R/E 1.25; F 3.18 (Gr. 4-12); (≠9.6 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Identify differences between oral and written patterns. (ELA 6.6); (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>); (SSALD R/E 1.27; F 3.12, 3.13 (4-12); ≠4.12, 4.13, 5.7, 5.8, 5.10 (Gr. K-1); ≠4.14, 4.15, 5.4, 5.6 (Gr. 2-3); ≠3.5, 3.6, 3.7, 4.6, 4.8, (Gr. 4-8))</li> <li>Explain the thinking processes used (such as <i>solving math story problems, using the scientific process</i>) in academic content areas. (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>)</li> </ul>

**S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Transitioning</b>
<b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>LAU Category C<sup>1</sup></b>	<b>LAU Category C<sup>2</sup></b>
<b>MELA-O: 0 0 - 1 1</b>	<b>MELA-O: 1 1 - 2 2</b>	<b>MELA-O: 2 2 - 3 3</b>	<b>MELA-O: 4 4 - 5 5</b>
<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Practice, rehearse, and orally present information about personal experiences or interest, using visual cues as needed. (ELA 3.1); (MELA-O V<sup>2</sup>); (4.1-4.11 (Gr. K-1); 4.1-4.9 (Gr. 2-3); 3.1-3.4 4.4 (Gr. 4-8))</li> <li>Maintain focus on a topic during an oral presentation. (ELA 3.2)</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Plan, rehearse, and orally present information about personal experiences or interest, using visual cues as needed. (ELA 3.1); (MELA-O V<sup>2</sup>); (4.1-4.11 (Gr. K-1); 4.1-4.9 (Gr. 2-3); 3.1-3.4 4.4 (Gr. 4-8))</li> <li>Maintain focus on a topic during an oral presentation. (ELA 3.2)</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Maintain focus on a topic during an oral presentation. (ELA 3.2)</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Maintain focus on a topic during an oral presentation. (ELA 3.2)</li> </ul>
<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); (MELA-O V<sup>2</sup>, F<sup>3</sup>); (SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12))</li> <li>Plan, rehearse, and orally present information about personal experiences or interest, using visual cues as needed. (ELA 3.1); (MELA-O V<sup>2</sup>); (4.1-4.11 (Gr. K-1); 4.1-4.9 (Gr. 2-3); 3.1-3.4 4.4 (Gr. 4-8))</li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>Plan, rehearse, and orally present information in a brief report, using visual cues. (FL 3.6); (MELA-O V<sup>3</sup>); (SSALD FL 3.5; R/E 1.27, 1.28; FL 3.13, 3.17, 3.18 (Gr. 4-12))</li> <li>Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); (MELA-O V<sup>2</sup>, F<sup>2</sup>) (SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12))</li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>Make informal oral presentations that have recognizable organization (such as <i>sequence, summary</i>). (ELA 3.5) (MELA-O V<sup>2</sup>)</li> <li>Use teacher-developed assessment criteria to prepare oral presentations. (ELA 3.7); (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>)</li> <li>Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1) (FL 4.6); (MELA-O V<sup>2</sup>, F<sup>2</sup>) (SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12))</li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>Use teacher-developed assessment criteria to prepare oral presentations. (ELA 3.7); (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>)</li> <li>Give formal oral presentation that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (ELA 3.4); (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>); (SSALD (All Skills))</li> <li>Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); (MELA-O V<sup>2</sup>, F<sup>2</sup>) (SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12))</li> </ul>
<p><b><u>Culturally Appropriate Language</u></b></p> <ul style="list-style-type: none"> <li>Practice and dramatize stories, plays, and poems using pace, visual aids, and gestures. (MELA-O C<sup>1</sup>, F<sup>1</sup>, V<sup>1</sup>, P<sup>1</sup>, G<sup>1</sup>); (SSALD R 1.27); (4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); 4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); 3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8))</li> </ul>	<p><b><u>Culturally Appropriate Language</u></b></p> <ul style="list-style-type: none"> <li>Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); (MELA-O C<sup>3</sup>, F<sup>3</sup>, V<sup>3</sup>, P<sup>3</sup>, G<sup>3</sup>); (SSALD R 1.27); (4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); 4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); 3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8))</li> <li>Plan, rehearse, and orally present information on planned activities or cultural topics. (FL 3.11); (MELA-O V<sup>3</sup>); (SSALD FL 3.5; R/E 1.27, 1.28; FL 3.13, 3.17, 3.18 (Gr. 4-12); (4.14 (Gr. K-1); 4.9 (Gr. 4-8))</li> </ul>	<p><b><u>Culturally Appropriate Language</u></b></p> <ul style="list-style-type: none"> <li>Express an opinion on a literary text or film in an organized way, using supporting details. (ELA 3.6); (MELA-O G<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>); (SSALD R/E 1.27; F 3.12, 3.13, 3.18 (Gr. 4-12); (4.12 (Gr. K-1); 4.14 (Gr. 2-3); 3.6, 4.10 (Gr. 4-8))</li> <li>Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); (MELA-O C<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>, G<sup>4</sup>); (SSALD R 1.27); (4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); 4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); 3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8))</li> </ul>	<p><b><u>Culturally Appropriate Language</u></b></p> <ul style="list-style-type: none"> <li>Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); (MELA-O C<sup>5</sup>, F<sup>5</sup>, V<sup>5</sup>, P<sup>5</sup>, G<sup>5</sup>); (SSALD R 1.27); (4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); 4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); 3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8))</li> <li>Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (ELA 25.3); (MELA-O C<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>); (SSALD R/E 1.27; F 3.12, 3.13 (Gr. 4-12); (4.12, 4.13 Gr. K-1); 3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8))</li> <li>Present an organized oral interpretation of a literary text, film, or dramatic production. (ELA 3.10); (MELA-O C<sup>5</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>, G<sup>4</sup>); (SSALD R 1.18; R/E 1.27; F 3.12, 3.13 (4-12); 4.12, 4.13 (Gr. K-1); 4.14, 4.14 (Gr. 2-3); 3.5, 3.6 (Gr. 4-8))</li> </ul>
<p><b><u>Grammar/Syntax</u></b></p> <ul style="list-style-type: none"> <li>Use beginning oral communication skills before audience which may include speaking in complete sentences with nearly appropriate grammar and syntax.</li> </ul>	<p><b><u>Grammar/Syntax</u></b></p> <ul style="list-style-type: none"> <li>Use effective oral communication skills before audience which may include speaking in complete sentences with appropriate grammar and syntax, speaking clearly and distinctly.</li> </ul>	<p><b><u>Grammar/Syntax</u></b></p> <ul style="list-style-type: none"> <li>Use clear, concise, organized language before an audience with appropriate grammar and syntax and demonstrate artistic techniques (such as <i>dramatic opening statement</i>).</li> </ul>	<p><b><u>Grammar/Syntax</u></b></p> <ul style="list-style-type: none"> <li>Employ appropriate techniques (such as <i>dramatic opening statement, question</i>) for oral presentation. (ELA 3.11); (MELA-O C<sup>5</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>, G<sup>4</sup>); (SSALD E 2.10; F 3.12, 3.13, 3.17, 3.18); (4.13 (Gr. K-1); 4.15 (Gr. 2-3); 3.6, 4.10 (Gr. 4-8))</li> <li>Present information orally, using an appropriate degree of formality for the audience and setting. (ELA 3.14)</li> </ul>

<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Comprehend and answer questions following a presentation. (MELA-O C<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>,G<sup>5</sup>); (SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (Gr. 4-12); (H4.13 (Gr. K-1); H4.15 (Gr. 2-3); H 3.6 4.8 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Comprehend and answer questions following a presentation. (MELA-O C<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>,G<sup>5</sup>); (SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (Gr. 4-12); (H4.13 (Gr. K-1); H4.15 (Gr. 2-3); H 3.6 4.8 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (MELA-O C<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>); (SSALD R/E 1.27; F 3.12, 3.13 (Gr. 4-12); (H4.12, 4.13 Gr. K-1); H 3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8))</li> <li>Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (ELA 3.7, 3.13, 25.4)</li> <li>Comprehend and answer questions following a presentation. (MELA-O C<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>,G<sup>5</sup>); (SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (Gr. 4-12); (H4.13 (Gr. K-1); H4.15 (Gr. 2-3); H 3.6, 4.8 (Gr. 4-8))</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (MELA-O C<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>); (SSALD R/E 1.27; F 3.12, 3.13 (Gr. 4-12); (H4.12, 4.13 Gr. K-1); H 3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8))</li> <li>Create a scoring guide and use it to prepare, improve, and assess oral presentations. (ELA 3.16)</li> <li>Comprehend and answer questions following a presentation. (MELA-O C<sup>4</sup>, F<sup>4</sup>, V<sup>4</sup>, P<sup>4</sup>,G<sup>5</sup>); (SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (Gr. 4-12); (H4.13 (Gr. K-1); H4.15 (Gr. 2-3); H 3.6 4.8 (Gr. 4-8))</li> </ul>
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# READING

## Grades K - 8

## Braiding the English Language Proficiency Benchmarks and Outcomes for ELL and the SSALD - READING: Grades K - 4

Foreign Language (FL), English Language Arts (ELA), The Cambridge Step By Step Assessment to Language Dominance (SSALD), Social, Affective and Cognitive Student Profile Checklist

### R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.

Beginning LAU Categories A <sup>1</sup> and A <sup>2</sup>	Early Intermediate LAU Categories B <sup>1</sup> and B <sup>2</sup>	Intermediate LAU Categories C <sup>1</sup>	Transitioning LAU Categories C <sup>2</sup>
<p><b>Essential Vocabulary</b></p> <ul style="list-style-type: none"> <li>Read previously learned words with personal meaning (such as words about <i>self, family, and school</i>) that has been presented as images, objects, and/or printed text. (K-K-1: 6.1, 6.10, 6.15)</li> <li>Read words previously learned from grade-level content. (K-K-1: 6.15)</li> <li>Read previously learned words that have been classified by themes or topics. (K-K-1: 6.15)</li> <li>Read previously learned words that have been organized by concept. (K-K-1: 6.15)</li> <li>Spell previously learned words. (K-K-1: 6.9, 6.13, 7.6, 7.7, 7.8)</li> </ul>	<p><b>Essential Vocabulary</b></p> <ul style="list-style-type: none"> <li>Read previously learned words with personal meaning (such as words about <i>self, family, and school</i>) that have been presented as images, objects, and/or printed text. (K-K-1: 6.1, 6.10, 6.15); (K-2-3: 6.2)</li> <li>Read words previously learned from grade-level content. (K-K-1: 6.15); (K-2-3: 6.3, 6.6, 6.8)</li> <li>Read previously learned words that have been classified by themes or topics. (K-K-1: 6.15); (K-2-3: 6.3, 6.6, 6.8)</li> <li>Read previously learned words that have been organized by concept. (K-K-1: 6.15); (K-2-3: 6.3, 6.6, 6.8)</li> <li>Spell previously learned words. (K-K-1: 6.9, 6.13, 7.6, 7.7, 7.8); (K-2-3: 7.0 (all skills))</li> </ul>	<p><b>Essential Vocabulary</b></p> <ul style="list-style-type: none"> <li>Read previously learned words with personal meaning (such as words about <i>self, family, and school</i>) that has been presented as images, objects, and/or printed text. (K-2-3: 6.2); (K-4-8: 5.1)</li> <li>Read words previously learned from grade-level content. (K-2-3: 6.3, 6.6, 6.8); (K-4-8: 5.1)</li> <li>Read previously learned words that have been classified by themes or topics. (K-2-3: 6.3, 6.6, 6.8); (K-4-8: 5.1)</li> <li>Read previously learned words that have been organized by concept. (K-2-3: 6.3, 6.6, 6.8); (K-4-8: 5.1)</li> <li>Spell previously learned words. (K-2-3: 7.0 (all skills); (K-4-8: 6.0 (all skills))</li> </ul>	<p><b>Essential Vocabulary</b></p> <ul style="list-style-type: none"> <li>Read previously learned words with personal meaning (such as words about <i>self, family, and school</i>) that have been presented as images, objects, and/or printed text. (K-4-8: 5.1)</li> <li>Read words previously learned from grade-level content. (K-4-8: 5.1)</li> <li>Read previously learned words that have been classified by themes or topics. (K-4-8: 5.1)</li> <li>Read previously learned words that have been organized by concept. (K-4-8: 5.1)</li> <li>Spell previously learned words. (K-4-8: 6.0 (all skills))</li> </ul>

Outcome: Read and understand previously learned essential vocabulary words. (FL 2; ELA 7.4)

<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8)</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8)</li> <li>Identify forms for regular plural nouns (such as <i>book: books</i>) and irregular plural nouns (such as <i>man: men; child: children</i>). (K-K-1: 7.4, 7.8); (K-2-3: 7.1, 7.14)</li> <li>Demonstrate comprehension of compound words made of familiar words (such as <i>snowman, daydream</i>). (ELA 4.7)</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8); (K-4-8: 9.4, 9.5)</li> <li>Identify forms for regular plural nouns (such as <i>book: books</i>) and irregular plural nouns (such as <i>man: men; child: children</i>). (K-2-3: 7.1, 7.14); (K-4-8: 7.4)</li> <li>Demonstrate comprehension of compound words made of familiar words (such as <i>snowman, daydream</i>). (ELA 4.7)</li> <li>Identify base words and their inflectional forms (such as <i>works: works, worked, working; tall: taller, tallest</i>). (K-2-3: 7.2, 7.14, 7.16); (K-4-8: 6.6)</li> <li>Apply knowledge of word families (<i>onset/rime</i>) to determine word meaning. (ELA 7.5); (K-2-3: 7.12)</li> <li>Identify common prefixes (such as <i>un-, re-, dis-</i>) and use them to determine word meaning. (ELA 4.9); (K-2-3: 7.16); (K-4-8: 6.6)</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8); (K-4-8: 9.4, 9.5)</li> <li>Identify forms for regular plural nouns (such as <i>book: books</i>) and irregular plural nouns (such as <i>man: men; child: children</i>). (K-4-8: 7.4)</li> <li>Demonstrate comprehension of compound words made of familiar words (such as <i>snowman, daydream</i>). (ELA 4.7)</li> <li>Identify base words and their inflectional forms (such as <i>works: works, worked, working; tall: taller, tallest</i>). (K-4-8: 6.6)</li> <li>Apply knowledge of words families (<i>onset/rime</i>) to determine words meaning. (ELA 7.5)</li> <li>Identify common prefixes (such as <i>un-, re-, dis-</i>) and use them to determine word meaning. (ELA 4.9); (K-4-8: 6.6)</li> <li>Identify cognates to determine word meaning. (FL 5)</li> </ul>
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Outcome: Apply knowledge of words analysis to expand comprehension of vocabulary found in text.

<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2)</li> </ul>	<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2)</li> </ul>	<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (K-4-8: 9.5, 9.6)</li> <li>Identify synonyms and antonyms for frequently used words. (ELA 4.6)</li> </ul>	<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2)</li> <li>Identify synonyms and antonyms for frequently used words. (ELA 4.6)</li> <li>Select the relevant meaning of a word with multiple</li> </ul>
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		<ul style="list-style-type: none"> <li>Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5); (K-2-3: 6.13); (K-4-8: 5.9)</li> <li>Distinguish the meaning of a homophone (such as <i>to/too/two</i>) by identifying the function of the words in its context. (ELA 4.16); (K-2-3: 6.13); (K-4-8: 5.9)</li> </ul>	<ul style="list-style-type: none"> <li>meanings, using its context. (ELA 4.5); (K-4-8: 5.9)</li> <li>Distinguish the meaning of a homophone (such as <i>to/too/two</i>) by identifying the function of the words in its context. (ELA 4.16); (K-4-8: 5.9)</li> <li>Identify the meanings of familiar idioms from their contexts. (ELA 4.11)</li> </ul>
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Outcome: Use context to determine the meanings of words. (ELA 4.13)

<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Identify ways in which orthographic conventions (such as <i>punctuation, capitalization</i>) signal meaning in various kinds of sentence. (ELA 5.7)</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Identify ways in which orthographic conventions (such as <i>punctuation, capitalization</i>) signal meaning in various kinds of sentence. (ELA 5.7)</li> <li>Identify the structures and functions of contractions. (ELA 5.4)</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Identify ways in which orthographic conventions (such as <i>punctuation, capitalization</i>) signal meaning in various kinds of sentences. (ELA 5.7); (K-4-8: 7.0 (all skills))</li> <li>Identify the structure and function of contractions. (ELA 5.4)</li> <li>Identify the four basic parts of speech (<i>noun, verb, adjective, adverb</i>) in text. (ELA 5.6); (K-4-8: 7.0 (all skills))</li> <li>Recognize the subject-predicate relationship in written sentences. (ELA 5.4)</li> <li>Identify subject-verb agreement in a simple sentence. (ELA 5.7) (K-4-8: 7.0 (all skills))</li> <li>Distinguish between a complete sentence and a sentence fragment. (ELA 5.7) (K-4-8: 7.0 (all skills))</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Identify ways in which orthographic conventions (such as <i>punctuation, capitalization</i>) signal meaning in various kinds of sentence. (ELA 5.7); (K-4-8: 7.0 (all skills))</li> <li>Identify the structures and functions of contractions. (ELA 5.4)</li> <li>Identify the four basic parts of speech (<i>noun, verb, adjective, adverb</i>) in text. (ELA 5.6); (K-4-8: 7.0 (all skills))</li> <li>Recognize the subject-predicate relationship in written sentences. (ELA 5.4)</li> <li>Identify subject-verb agreement in a simple sentence. (ELA 5.7); (K-4-8: 7.0 (all skills))</li> <li>Distinguish between a complete sentence and a sentence fragment. (ELA 5.7); (K-4-8: 7.0 (all skills))</li> <li>Recognize verbs whose definitions change when prepositions are added to them (such as <i>run over, give in, take on</i>); (K-4-8: 7.5)</li> </ul>
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Outcome: Apply knowledge of the basic parts of speech (noun, verb, adjective, adverb) and simple sentence structures to comprehend text. (ELA 5.7)

<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Predict the purpose and meaning of text by reading its title. (ELA 8.1)</li> <li>Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (K-2-3: 6.13)</li> </ul>	<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Predict the purpose and meaning of text by reading its title. (ELA 8.1)</li> <li>Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (K-2-3: 6.13)</li> <li>Identify orthographic conventions for dialogue (such as <i>capital letters, quotations marks</i>) in text.</li> </ul>	<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Predict the purpose and meaning of text by reading its title. (ELA 8.1)</li> <li>Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (K-2-3: 6.13); (K-4-8: 5.9)</li> <li>Identify orthographic conventions for dialogue (such as <i>capital letters, quotations marks</i>) in text.</li> </ul>	<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Predict the purpose and meaning of text by reading its title. (ELA 8.1)</li> <li>Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (K-4-8: 5.9)</li> <li>Identify orthographic conventions for dialogue (such as <i>capital letters, quotations marks</i>) in text.</li> </ul>
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Outcome: Apply knowledge of text structures to comprehend text. (ELA 13.8)

<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare orthographic conventions (such as <i>punctuation, capitalization</i>) between and among languages. (FL 5.4)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare orthographic conventions (such as <i>punctuation, capitalization</i>) between and among languages. (FL 5.4)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare orthographic conventions (such as <i>punctuation, capitalization</i>) between and among languages. (FL 5.4)</li> <li>Compare structures of sentences, paragraphs, and text between and among languages. (FL 5.4)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare orthographic conventions (such as <i>punctuation, capitalization</i>) between and among languages. (FL 5.4)</li> <li>Compare structures of sentences, paragraphs, and text between and among languages. (FL 5.4)</li> </ul>
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Outcome: Recognize similarities and differences in orthographic conventions and structures between and among languages. (FL 5.2)

**R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.**

<b>Beginning</b> <b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>Early Intermediate</b> <b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>Intermediate</b> <b>LAU Categories C<sup>1</sup></b>	<b>Transitioning</b> <b>LAU Categories C<sup>2</sup></b>
<p><b><u>Reading Readiness</u></b></p> <ul style="list-style-type: none"> <li>• Listen to stories read aloud. (SSALD 1.18); (≡K-1: 1.11)</li> <li>• Choose to look at books.</li> <li>• Repeat words and phrases from text that is read. (SSALD 1.5, 1.6); (≡K-1: 7.2, 7.4)</li> <li>• Participate in choral reading.</li> <li>• Recite memorized parts of chants, pattern books, and familiar books. (SSALD 1.5, 1.6); (≡K-1: 7.5)</li> <li>• Use text as well as illustrations to gain meaning of text. (SSALD 1.2, 1.4, 1.8, 1.9, 1.10)</li> <li>• Recognize that printed text can provide information.</li> <li>• Recognize that printed text can provide entertainment.</li> <li>• Demonstrate how to handle a book and turn the pages.</li> <li>• Identify the covers and title page of a book. (ELA 7.1)</li> </ul>	<p><b><u>Reading Readiness</u></b></p> <ul style="list-style-type: none"> <li>• Listen to stories read aloud. (SSALD 1.18); (≡K-1: 1.11)</li> <li>• Choose to look at books.</li> <li>• Repeat words and phrases from text that is read. (SSALD 1.5, 1.6); (≡K-1: 7.2, 7.4)</li> <li>• Participate in choral reading.</li> <li>• Recite memorized parts of chants, pattern books, and familiar books. (SSALD 1.5, 1.6); (≡K-1: 7.5)</li> <li>• Use text as well as illustrations to gain meaning of text. (SSALD 1.2, 1.4, 1.8, 1.9, 1.10)</li> <li>• Recognize that printed text can provide information.</li> <li>• Recognize that printed text can provide entertainment.</li> <li>• Demonstrate how to handle a book and turn the pages.</li> <li>• Identify the covers and title page of a book. (ELA 7.1)</li> </ul>	<p><b><u>Reading Readiness</u></b></p> <ul style="list-style-type: none"> <li>• Listen to stories read aloud. (SSALD 1.18)</li> <li>• Choose to look at books.</li> <li>• Repeat words and phrases from text that is read. (SSALD 1.5, 1.6)</li> <li>• Participate in choral reading.</li> <li>• Recite memorized parts of chants, pattern books, and familiar books. (SSALD 1.5, 1.6); (≡K-1: 7.5)</li> <li>• Use text as well as illustrations to gain meaning of text. (SSALD 1.2, 1.4, 1.8, 1.9, 1.10)</li> <li>• Recognize that printed text can provide information.</li> <li>• Recognize that printed text can provide entertainment.</li> </ul>	<p><b><u>Reading Readiness</u></b></p> <ul style="list-style-type: none"> <li>• Listen to stories read aloud.</li> <li>• Choose to look at books.</li> <li>• Repeat words and phrases from text that is read.</li> <li>• Participate in choral reading.</li> <li>• Recite memorized parts of chants, pattern books, and familiar books.</li> <li>• Use text as well as illustrations to gain meaning of text.</li> <li>• Recognize that printed text can provide information.</li> <li>• Recognize that printed text can provide entertainment.</li> </ul>

**Outcome: Demonstrate awareness of and readiness for reading for meaning.**

<p><b><u>Sight Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Match previously learned spoken words to written words. (ELA 7.4)</li> <li>• Identify labels and signs in the school environment. (FL 2.4)</li> <li>• Spell previously learned words and phrases. (ELA 7.4); (≡K-1: 6.10, 7.0 (all skills))</li> </ul>	<p><b><u>Sight Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Match previously learned spoken words to written words. (ELA 7.4)</li> <li>• Identify labels and signs in the school environment. (FL 2.4)</li> <li>• Spell previously learned words and phrases. (ELA 7.4); (≡K-1: 6.10, 7.0 (all skills))</li> <li>• Read familiar high-frequency, irregularly spelled words by sight (such as <i>have, said, where</i>). (ELA 7.6); (≡2-3: 6.3, 6.6, 6.8, 6.15)</li> <li>• Read phrases containing previously learned words (noun phrases such as <i>my house</i>; prepositional phrases such as <i>on the bus</i>) as units meaning. (FL 2); (≡K-1: 6.15)</li> </ul>	<p><b><u>Sight Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Match previously learned spoken words to written words. (ELA 7.4)</li> <li>• Identify labels and signs in the school environment. (FL 2.4)</li> <li>• Spell previously learned words and phrases. (ELA 7.4); (≡K-1: 6.10, 7.0 (all skills))</li> <li>• Read familiar high-frequency, irregularly spelled words by sight (such as <i>have, said, where</i>). (ELA 7.6); (≡2-3: 6.3, 6.6, 6.8, 6.15)</li> <li>• Read phrases containing previously learned words (noun phrases such as <i>my house</i>; prepositional phrases such as <i>on the bus</i>) as units of meaning. (FL 2); (≡4-8: 7.0 (all skills))</li> </ul>	<p><b><u>Sight Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Spell previously learned words and phrases. (ELA 7.4) (≡K-1: 6.10, 7.0 (all skills))</li> <li>• Read familiar high-frequency, irregularly spelled words by sight (such as <i>have, said, where</i>). (ELA 7.6); (≡2-3: 6.3, 6.6, 6.8, 6.15); (≡4-8: 5.1, 5.3)</li> <li>• Read phrases containing previously learned words (noun phrases such as <i>my house</i>; prepositional phrases such as <i>on the bus</i>) as units meaning. (FL 2)</li> </ul>
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**Outcome: Read and understand high-frequency and familiar words and phrases. (FL 2)**

<p><b><u>Concept of Print</u></b></p> <ul style="list-style-type: none"> <li>• Match symbols, pictures, and/or letters with words or ideas. (≡K-1: 6.0 (all skills))</li> <li>• Recognize that spoken words are represented in written English by sequences of letters. (ELA 7.4); (≡K-1: 6.13, 6.15, 7.5)</li> <li>• Recognize that, in English, print moves from left to right across the page, and from top to bottom. (ELA 7.1)</li> <li>• Identify upper and lower case letters of the alphabet. (ELA 7.1)</li> <li>• Locate distinctive features of words, letters, parts of words, and whole words. (≡K-1: 7.0 (all skills))</li> </ul>	<p><b><u>Concept of Print</u></b></p> <ul style="list-style-type: none"> <li>• Match symbols, pictures, and/or letters with words or ideas.</li> <li>• Recognize that spoken words are represented in written English by sequences of letters. (ELA 7.4); (≡K-1: 6.13, 6.15, 7.5)</li> <li>• Recognize that, in English, print moves from left to right across the page, and from top to bottom. (ELA 7.1)</li> <li>• Identify upper and lower case letters of the alphabet. (ELA 7.1); (≡2-3: 6.1)</li> <li>• Locate distinctive features of words letters, parts of words, and whole words. (≡2-3: 7.0 (all skills))</li> </ul>	<p><b><u>Concept of Print</u></b></p> <ul style="list-style-type: none"> <li>• Match symbols, pictures, and/or letters with words or ideas.</li> <li>• Recognize that spoken words are represented in written English by sequences of letters. (ELA 7.4)</li> <li>• Locate distinctive features of words, letters, parts of words, and whole words</li> <li>• Recognize that written words are separated by spaces. (ELA 7.1)</li> <li>• Recognize that printed sentences are made up of separate words. (ELA 7.1)</li> </ul>	<p><b><u>Concept of Print</u></b></p> <ul style="list-style-type: none"> <li>• Recognize that spoken words are represented in written English by sequences of letters. (ELA 7.4)</li> </ul>
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<ul style="list-style-type: none"> <li>Recognize that written words are separated by spaces. (ELA 7.1)</li> <li>Recognize that printed sentences are made up of separate words. (ELA 7.1); (K-1: 6.15)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that written words are separated by spaces. (ELA 7.1)</li> <li>Recognize that printed sentences are made up of separate words. (ELA 7.1)</li> </ul>		
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Outcome: Recognize that printed text has specific form and carries meanings. (ELA 7.1)

<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize that a phoneme is one distinct sound. (ELA 7.2)</li> <li>Recognize differences between and among English language sounds that are heard. (K-1:7.1, 7.2, 7.8)</li> <li>Recognize rhyming words in English. (ELA 7.2); (K-1: 7.5)</li> <li>Produce rhyming words in English using activities such as word games. (ELA 7.2)</li> <li>Identify the initial sounds of familiar words. (ELA 7.2); (K-1: 7.6)</li> <li>Identify the final sounds of familiar words. (ELA 7.2); (K-1: 7.8)</li> <li>Identify the medial sounds of familiar words. (ELA 7.2)</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize that a phoneme is one distinct sound. (ELA 7.2)</li> <li>Recognize differences between and among English language sounds that are heard. (K-1:7.1, 7.2, 7.8)</li> <li>Recognize rhyming words in English. (ELA 7.2); (K-1: 7.5)</li> <li>Produce rhyming words in English using activities such as word games. (ELA 7.2)</li> <li>Identify the initial sounds of familiar words. (ELA 7.2); (K-1: 7.6); (2-3: 7.3, 7.8, 7.9)</li> <li>Identify the final sounds of familiar words. (ELA 7.2)</li> <li>Identify the medial sounds of familiar words. (ELA 7.2); (K-1: 7.6); (2-3: 7.5, 7.10, 7.11)</li> <li>Demonstrate knowledge of consonant blends, using recognizable words. (ELA 7.5); (K-1: 7.9); (2-3: 7.8, 7.10)</li> <li>Demonstrate knowledge of long and short vowel patterns, using recognizable words. (ELA 7.5); (K-1: 7.7); (2-3: 7.4, 7.7, 7.13)</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize that a phoneme is one distinct sound. (ELA 7.2)</li> <li>Recognize differences between and among English language sounds that are heard.</li> <li>Recognize rhyming words in English. (ELA 7.2); (K-1: 7.5)</li> <li>Produce rhyming words in English using activities such as word games. (ELA 7.2)</li> <li>Identify the medial sounds of familiar words. (ELA 7.2)</li> <li>Demonstrate knowledge of consonant blends, using recognizable words. (ELA 7.5); (2-3: 7.8, 7.10); (4-8: 6.1, 6.2, 6.4)</li> <li>Demonstrate knowledge of long and short vowel patterns, using recognizable words. (ELA 7.5); (2-3: 7.4, 7.7, 7.13); (4-8: 6.3, 6.7)</li> <li>Demonstrate understanding that words are made up of syllables. (ELA 7.2); (2-3: 7.3, 7.8, 7.9); (4-8: 6.5)</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize that a phoneme is one distinct sound. (ELA 7.2)</li> <li>Recognize differences between and among English language sounds that are heard.</li> <li>Recognize and produce English phonemes that are like phonemes heard and spoken in the student's first language. (ELA 7.2)</li> <li>Produce rhyming words in English using activities such as word games. (ELA 7.2)</li> <li>Demonstrate knowledge of consonant blends, using recognizable words. (ELA 7.5); (4-8: 6.1, 6.2, 6.4)</li> <li>Demonstrate understanding that words are made up of syllables. (ELA 7.2); (2-3: 7.3, 7.8, 7.9); (4-8: 6.5)</li> </ul>
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Outcomes: 1) Demonstrate that phonemes exist and can be isolated and manipulated. (ELA 7.2) 2) Demonstrate knowledge of English phonemes and their relationships to familiar words. (ELA 7.5)

<p><b>Phonics/Letter-Sound Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognize letter-sound matches by identifying and naming each letter of the alphabet. (ELA 7.3); (K-1:6.8, 6.9, 6.13, 7.3)</li> <li>Demonstrate knowledge that written words are composed of letters that represent sounds. (ELA 7.3); (K-1: 6.15)</li> <li>Decode familiar words in text. (ELA 7.7); (K-1: 7.9)</li> <li>Match letters to sounds to decode simple unknown words. (ELA 7.7); (K-1: 7.0 (all skills))</li> </ul>	<p><b>Phonics/Letter-Sound Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognize letter-sound matches by identifying and naming each letter of the alphabet. (ELA 7.3); (K-1:6.8, 6.9, 6.13, 7.3)</li> <li>Demonstrate knowledge that written words are composed of letters that represent sounds. (ELA 7.3); (K-1: 6.15)</li> <li>Decode familiar words in text. (ELA 7.7); (K-1: 7.9); (2-3: 7.1)</li> <li>Match letters to sounds to decode simple unknown words. (ELA 7.7); (K-1: 7.0 (all skills)); (2-3: 7.0 (all skills))</li> </ul>	<p><b>Phonics/Letter-Sound Knowledge</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (2-3: 7.7, 7.9, 7.11, 7.13)</li> <li>Decode familiar words in text. (ELA 7.7); (2-3: 7.1)</li> <li>Match letters to sounds to decode simple unknown words. (ELA 7.7); (2-3: 7.0 (all skills))</li> </ul>	<p><b>Phonics/Letter-Sound Knowledge</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (2-3: 7.7, 7.9, 7.11, 7.13); (4-8: 6.4)</li> <li>Decode familiar words in text. (ELA 7.7); (2-3: 7.1)</li> </ul>
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Outcome: Apply letter-sound knowledge to connect meaning with printed words. (ELA 7.3, 7.5, 7.7)

<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Decode unknown words using word patterns (onset/rime) or phonograms (such as <i>f-ish, d-ish, w-ish</i>). (ELA 7.5); (K-1: 7.2, 7.9)</li> <li>Decode phonetically regular, monosyllabic words. (ELA 7.7); (K-1: 7.2, 7.4, 7.9)</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Decode unknown words using word patterns (onset/rime) or phonograms (such as <i>f-ish, d-ish, w-ish</i>). (ELA 7.5); (K-1: 7.2, 7.9); (2-3: 7.1)</li> <li>Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (2-3: 7.15, 7.14, 7.16)</li> <li>Decode phonetically regular, monosyllabic words. (ELA 7.7); (K-1: 7.2, 7.4, 7.9); (2-3: 7.1)</li> <li>Decode phonetically regular, multisyllabic words. (ELA 7.7); (K-1: 7.2, 7.4, 7.9); (2-3: 7.14, 7.15, 7.16)</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Decode unknown words using word patterns (onset/rime) or phonograms (such as <i>f-ish, d-ish, w-ish</i>). (ELA 7.5); (2-3: 7.1); (4-8: 6.1, 6.2, 6.3, 6.4)</li> <li>Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (2-3: 7.15, 7.14, 7.16); (4-8: 6.5, 6.6)</li> <li>Decode phonetically regular, monosyllabic words. (ELA 7.7); (2-3: 7.1); (4-8: 6.1, 6.2, 6.3, 6.4)</li> <li>Decode phonetically regular, multisyllabic words. (ELA 7.7); (2-3: 7.14, 7.15, 7.16); (4-8: 6.1, 6.6)</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Decode unknown words using word patterns (onset/rime) or phonograms (such as <i>f-ish, d-ish, w-ish</i>). (ELA 7.5); (4-8: 6.1, 6.2, 6.3, 6.4)</li> <li>Decode phonetically regular, multisyllabic words. (ELA 7.7); (4-8: 6.1, 6.2, 6.3, 6.4)</li> </ul>
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Outcome: Apply word analysis to decode printed words, both known and unknown. (ELA 7.7)

<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Comprehend a word in its context, (teacher asking such as “Does it sound right?”, “Does it look right?”, “Does it make sense?”).</li> </ul>	<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Comprehend a word in its context, (teacher asking such as “Does it sound right?”, “Does it look right?”, “Does it make sense?”).</li> </ul>	<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Comprehend a word in its context, using self-monitoring (such as asking oneself, “Does it sound right?”, “Does it look right?”, “Does it make sense?”).</li> </ul>	<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Comprehend a word in its context, using self-monitoring (such as asking oneself, “Does it sound right?”, “Does it look right?”, “Does it make sense?”).</li> <li>Rephrase information that has been read in order to demonstrate understanding of a word in its context.</li> </ul>
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Outcome: Apply knowledge of word context to gain meaning from text.

<p><b>Features of Written English</b></p> <ul style="list-style-type: none"> <li>Identify orthographic features of English words (such as <i>sizes and shapes of letters</i>). (K-1: 6.8, 6.13)</li> <li>Recognize capitalization in a sentence. (ELA 5.3, 7.4)</li> <li>Recognize punctuation (such as <i>end mark</i>) in sentence. (ELA 5.4)</li> </ul>	<p><b>Features of Written English</b></p> <ul style="list-style-type: none"> <li>Identify orthographic features of English words (such as <i>sizes and shapes of letters</i>).</li> <li>Recognize capitalization in a sentence. (ELA 5.3, 7.4)</li> <li>Recognize punctuation (such as <i>end mark</i>) in sentence. (ELA 5.4)</li> <li>Recognize common abbreviations (such as <i>Jan., Ms., St., Tues., lb.</i>).</li> <li>Recognize indentation in a paragraph. (ELA 7.4)</li> </ul>	<p><b>Features of Written English</b></p> <ul style="list-style-type: none"> <li>Recognize capitalization in a sentence. (ELA 5.3, 7.4)</li> <li>Recognize punctuation (such as <i>end mark</i>) in sentence. (ELA 5.4)</li> <li>Recognize common abbreviations (such as <i>Jan., Ms., St., Tues., lb.</i>).</li> <li>Recognize indentation in a paragraph. (ELA 7.4)</li> </ul>	<p><b>Features of Written English</b></p> <ul style="list-style-type: none"> <li>Recognize common abbreviations (such as <i>Jan., Ms., St., Tues., lb.</i>).</li> <li>Recognize indentation in a paragraph. (ELA 7.4)</li> </ul>
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Outcome: Demonstrate understanding of selected features of written English. (ELA 7.4)

<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Recognize examples of how the writing system of English and of other languages are similar and different (such as in <i>punctuating questions, capitalizing names of days and months</i>). (FL 5.1)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Recognize how the writing system of English and of other languages are similar and different (such as in <i>punctuating questions, capitalizing names of days and months</i>). (FL 5.1)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Give examples of how the writing system of English and of other languages are similar and different (such as in <i>punctuating questions, capitalizing names of days and months</i>). (FL 5.1)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Give examples of how the writing system of English and of other languages are similar and different (such as in <i>punctuating questions, capitalizing names of days and months</i>). (FL 5.1)</li> </ul>
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Outcome: Identify, compare, and provide examples of the linguistic features (such as *orthography, words and word parts, sounds related to print*) of English and other languages in print. (FL 5.4)

**R.3 Comprehension: Students will read English fluently and identify facts and evidence in order to interpret and analyze text.**

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A <sup>1</sup> and A <sup>2</sup>	LAU Categories B <sup>1</sup> and B <sup>2</sup>	LAU Categories C <sup>1</sup>	LAU Categories C <sup>2</sup>
<p><b>Main Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Make predictions about main ideas before reading a story, using prior knowledge and visual cues. (ELA 8.1); (K-1: 6.13)</li> <li>Identify a main event from a story. (ELA 8.2); (SSALD 6.9, 1.17, 3.17)</li> <li>Identify important information, using prior knowledge and visual cues from an informational text.</li> <li>Retell a main event from a story. (ELA 8.2); (SSALD 2.15)</li> <li>Identify the beginning, middle, and end of a story. (ELA 8.7); (SSALD 1.12)</li> <li>Retell the beginning, middle, and end of a story.</li> <li>Identify the characters and setting of a story. (SSALD 2.16)</li> <li>Use visual organizers (such as <i>cycle of events, story map, character web</i>) to demonstrate comprehension of facts that support main ideas in a text.</li> </ul>	<p><b>Main Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Make predictions about main ideas before reading a story, using prior knowledge and visual cues. (ELA 8.1); (K-1: 6.13)</li> <li>Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)</li> <li>Identify a main event from a story. (ELA 8.2); (SSALD 6.9, 1.17, 3.17); (2-3: 6.10)</li> <li>Identify important information, using prior knowledge and visual cues from an informational text. (2-3: 6.7, 6.9)</li> <li>Retell a main event from a story. (ELA 8.2); (SSALD 2.15)</li> <li>Identify the beginning, middle, and end of a story. (ELA 8.7); (SSALD 1.12)</li> <li>Retell the beginning, middle, and end of a story.</li> <li>Identify the characters and setting of a story.</li> <li>Use visual organizers (such as <i>cycle of events, story</i></li> </ul>	<p><b>Main Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Make predictions about main ideas before reading a story, using prior knowledge and visual cues. (ELA 8.1)</li> <li>Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)</li> <li>Identify a main event from a story. (ELA 8.2); (2-3: 6.10); (4-8: 5.4)</li> <li>Identify important information, using prior knowledge and visual cues from an informational text. (2-3: 6.7, 6.9)</li> <li>Retell a main event from a story. (ELA 8.2)</li> <li>Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10)</li> <li>Identify the beginning, middle, and end of a story. (ELA 8.7)</li> <li>Retell the beginning, middle, and end of a story.</li> <li>Identify the characters and setting of a story.</li> </ul>	<p><b>Main Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)</li> <li>Identify a main event from a story. (ELA 8.2); (4-8: 5.4)</li> <li>Identify important information, using prior knowledge and visual cues from an informational text. (4-8: 5.5)</li> <li>Retell a main event from a story. (ELA 8.2)</li> <li>Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (4-8: 5.5, 5.9)</li> <li>Identify the beginning, middle, and end of a story. (ELA 8.7)</li> <li>Retell the beginning, middle, and end of a story.</li> <li>Identify the characters and setting of a story.</li> <li>Use visual organizers (such as <i>cycle of events, story map, character web</i>) to demonstrate comprehension of</li> </ul>

	<p><i>map, character web</i>) to demonstrate comprehension of facts that support main ideas in a text.</p> <ul style="list-style-type: none"> <li>Identify and select main ideas and important facts in a text. (SSALD 3.18); (H2.3: 6.4, 6.5, 6.7, 6.9, 6.10)</li> </ul>	<ul style="list-style-type: none"> <li>Use visual organizers (such as <i>cycle of events, story map, character web</i>) to demonstrate comprehension of facts that support main ideas in a text.</li> <li>Identify and select main ideas and important facts in a text. (SSALD 3.18); (H2.3: 6.4, 6.5, 6.7, 6.9, 6.10)</li> <li>Rephrase main idea(s) and important facts in a text that is read. (ELA 8.10); (SSALD 1.27, R/W 5.9); (H2.3: 6.13)</li> </ul>	<p>facts that support main ideas in a text.</p> <ul style="list-style-type: none"> <li>Identify and select main ideas and important facts in a text.</li> <li>Rephrase main idea(s) and important facts in a text that is read. (ELA 8.10); (SSALD 1.27, R/W 5.9); (H2.3: 6.13)</li> <li>Identify differences between retelling and summarizing a text. (SSALD 1.27, R/W 5.9); (H2.3: 6.13)</li> </ul>
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Outcomes: 1) Identify main idea(s) or important information in a literary or an informational text. (FL 2.8, 2.12; ELA 8.2, 8.10); 2) Identify details that support main idea(s) in a literary or an informational text. (FL 2.8; ELA 18.18); 3) Summarize information from a literary or an informational text that is read. (ELA 8.18)

<p><b>Text Interpretation</b></p> <ul style="list-style-type: none"> <li>Recognize words and phrases that signal steps of a process in a text (such as <i>first, second, last</i>).</li> <li>Draw a conclusion from a text. (ELA 13.13)</li> </ul>	<p><b>Text Interpretation</b></p> <ul style="list-style-type: none"> <li>Recognize words and phrases that signal steps of a process in a text (such as <i>first, second, last</i>).</li> <li>Draw a conclusion from a text. (ELA 13.13)</li> </ul>	<p><b>Text Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that signal steps of a process in a text (such as <i>first, second, last</i>).</li> <li>Identify the speaker of a poem or story. (ELA 8.13)</li> <li>Identify words and phrases that signal a cause and effect relationship in a text (such as <i>because, if . . . then</i>). (ELA 8.16)</li> <li>Draw a conclusion from a text. (ELA 13.13); (H4-8: 5.8, 5.9)</li> </ul>	<p><b>Text Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that signal chronology in a text (such as <i>after, finally</i>).</li> <li>Identify the speaker of a poem or story. (ELA 8.13)</li> <li>Identify words and phrases that signal steps of a process in a text (such as <i>first, second, last</i>).</li> <li>Identify words and phrases that signal a cause and effect relationship in a text (such as <i>because, if . . . then</i>). (ELA 8.16)</li> <li>Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text. (ELA 8.14)</li> <li>Distinguish fact from opinion in a text. (ELA 8.17); (H4-8: 5.9)</li> <li>Draw a conclusion from a text. (ELA 13.13); (H4-8: 5.8, 5.9)</li> </ul>
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Outcome: Support individual interpretations and conclusions, using evidence from a literary or an informational text. (ELA 8)

<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2)</li> </ul>	<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2)</li> </ul>	<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2)</li> </ul>	<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2)</li> <li>Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10)</li> </ul>
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Outcome: Identify a theme in a variety of texts. (ELA 11)

<p><b>Learner Strategies</b></p> <ul style="list-style-type: none"> <li>Identify text features (such as <i>title, author and illustrations</i>). (ELA 13.3)</li> </ul>	<p><b>Learner Strategies</b></p> <ul style="list-style-type: none"> <li>Identify text features (such as <i>title, author and illustrations</i>). (ELA 13.3)</li> <li>Preview text features to predict meaning. (ELA 13.3)</li> </ul>	<p><b>Learner Strategies</b></p> <ul style="list-style-type: none"> <li>Identify text features (such as <i>title, author, illustrations, headings, captions</i>). (ELA 13.3)</li> <li>Preview text features to predict meaning. (ELA 13.3)</li> </ul>	<p><b>Learner Strategies</b></p> <ul style="list-style-type: none"> <li>Identify text features (such as <i>title, illustrations, headings, captions, graphics, bold-face type</i>). (ELA 13.3)</li> <li>Preview text features to predict meaning. (ELA 13.3)</li> <li>Pause while reading silently to check that information makes sense.</li> </ul>
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Outcome: Identify and apply strategies to enhance comprehension of texts.

**R.4 Literacy Elements and Techniques: Students will identify and analyze text elements and techniques of written English as used in various literary genres.**

<b>Beginning</b> LAU Categories A <sup>1</sup> and A <sup>2</sup>	<b>Early Intermediate</b> LAU Categories B <sup>1</sup> and B <sup>2</sup>	<b>Intermediate</b> LAU Categories C <sup>1</sup>	<b>Transitioning</b> LAU Categories C <sup>2</sup>
<p><b><u>Characteristics of Genres</u></b></p> <ul style="list-style-type: none"> <li>Recognize characteristics specific to common genres of literature (such as <i>poetry, prose, fiction, nonfiction, dramatic literature</i>).</li> <li>Recognize differences in characteristics among genres of literature. (ELA 10.1)</li> </ul>	<p><b><u>Characteristics of Genres</u></b></p> <ul style="list-style-type: none"> <li>Recognize characteristics specific to common genres of literature (such as <i>poetry, prose, fiction, nonfiction, dramatic literature</i>).</li> <li>Recognize differences in characteristics among genres of literature. (ELA 10.1)</li> </ul>	<p><b><u>Characteristics of Genres</u></b></p> <ul style="list-style-type: none"> <li>Identify characteristics specific to common genres of literature (such as <i>poetry, prose, fiction, nonfiction, dramatic literature</i>).</li> <li>Identify differences in characteristics among genres of literature. (ELA 10.1)</li> </ul>	<p><b><u>Characteristics of Genres</u></b></p> <ul style="list-style-type: none"> <li>Identify characteristics specific to common genres of literature (such as <i>poetry, prose, fiction, nonfiction, dramatic literature</i>).</li> <li>Identify differences in characteristics among genres of literature. (ELA 10.1)</li> </ul>

Outcomes: Apply knowledge of general characteristics of a literary genre as a strategy for reading. (ELA 10.2)

<p><b><u>Elements of Style and Language</u></b></p> <ul style="list-style-type: none"> <li>Recognize words that appeal to the senses in written language. (ELA 15.1)</li> </ul>	<p><b><u>Elements of Style and Language</u></b></p> <ul style="list-style-type: none"> <li>Recognize words that appeal to the senses in written language. (ELA 15.1)</li> </ul>	<p><b><u>Elements of Style and Language</u></b></p> <ul style="list-style-type: none"> <li>Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1)</li> <li>Locate words that appeal to the senses in written language. (ELA 15.1)</li> </ul>	<p><b><u>Elements of Style and Language</u></b></p> <ul style="list-style-type: none"> <li>Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1)</li> <li>Locate words that appeal to the senses in written language. (ELA 15.1)</li> </ul>
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Outcome: Classify spoken or written words as belonging to sense categories (such as visual, auditory, tactile) when found in literary texts. (ELA 15.1)

<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>Recognize the elements of a personal or familiar story (such as <i>plot, character, and setting</i>). (ELA 12.1)</li> <li>Recognize the elements of a story read in class.</li> </ul>	<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>Recognize the elements of a personal or familiar story (such as <i>plot, character, and setting</i>). (ELA 12.1)</li> <li>Recognize the elements of a story read in class.</li> </ul>	<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>Identify the elements of a personal or familiar story (such as <i>plot, character, and setting</i>). (ELA 12.1)</li> <li>Identify the elements of a story read in class.</li> </ul>	<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>Identify the elements of a personal or familiar story (such as <i>plot, character, and setting</i>). (ELA 12.1)</li> <li>Identify the elements of a story read in class.</li> </ul>
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Outcome: Analyze the elements of plot, character, and setting in stories. (ELA 12.2)

<p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>Identify a regular beat (<i>rhythm</i>) and/or similarities in sounds among words (<i>rhyming</i>) in poems. (ELA 12.1)</li> </ul>	<p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>Identify a regular beat (<i>rhythm</i>) and/or similarities in sounds among words (<i>rhyming</i>) in poems. (ELA 12.1)</li> <li>Identify various patterns of repetition in poems.</li> </ul>	<p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>Identify a regular beat (<i>rhythm</i>) and/or similarities in sounds among words (<i>rhyming</i>) in poems. (ELA 12.1)</li> <li>Identify various patterns of repetition in poems.</li> <li>Compare and contrast sounds (<i>rhythm, rhyme</i>) in poetry. (FL 5.8)</li> </ul>	<p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>Identify a regular beat (<i>rhythm</i>) and/or similarities in sounds among words (<i>rhyming</i>) in poems. (ELA 12.1)</li> <li>Compare and contrast sounds (<i>rhythm, rhyme</i>) in poetry. (FL 5.8)</li> <li>Identify sensory images in poems. (ELA 14.2)</li> <li>Locate similes in poems. (ELA 14.2)</li> </ul>
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Outcome: Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. (ELA 14)

<p><b><u>Myth and Traditional Narrative</u></b></p> <ul style="list-style-type: none"> <li>Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as <i>Once upon a time, long ago</i>). (ELA 16.3)</li> <li>Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)</li> </ul>	<p><b><u>Myth and Traditional Narrative</u></b></p> <ul style="list-style-type: none"> <li>Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as <i>Once upon a time, long ago</i>). (ELA 16.3)</li> <li>Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)</li> </ul>	<p><b><u>Myth and Traditional Narrative</u></b></p> <ul style="list-style-type: none"> <li>Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as <i>Once upon a time, long ago</i>). (ELA 16.3)</li> <li>Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)</li> <li>Identify and compare character types (such as <i>tricksters, heroes, heroines</i>) in traditional literature from various cultures. (ELA 16.5; FL 6.9)</li> </ul>	<p><b><u>Myth and Traditional Narrative</u></b></p> <ul style="list-style-type: none"> <li>Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as <i>Once upon a time, long ago</i>). (ELA 16.3)</li> <li>Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)</li> <li>Identify and compare character types (such as <i>tricksters, heroes, heroines</i>) in traditional literature from various cultures. (ELA 16.5; FL 6.9)</li> <li>Identify phenomena explained in origin myths from various cultures. (ELA 16.4)</li> <li>Describe significant characters in traditional literature from various cultures. (ELA 16.6)</li> </ul>
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			<ul style="list-style-type: none"> <li>Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17)</li> </ul>
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Outcomes: 1) Recognize nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths as traditional literature. (ELA 16.1) 2) Identify culturally significant characters and events represented in traditional literature (including Greek, Roman, Norse mythology). ELA 16.6

<u><b>Dramatic Literature</b></u> <ul style="list-style-type: none"> <li>Identify dialogue as an element in a play. (ELA 17.1)</li> <li>Identify elements of characters as presented through dialogue in scripts. (ELA 17.2)</li> </ul>	<u><b>Dramatic Literature</b></u> <ul style="list-style-type: none"> <li>Identify dialogue as an element in a play. (ELA 17.1)</li> <li>Identify elements of characters as presented through dialogue in scripts. (ELA 17.2)</li> </ul>	<u><b>Dramatic Literature</b></u> <ul style="list-style-type: none"> <li>Identify dialogue as an element in a play. (ELA 17.1)</li> <li>Identify elements of plot and character as presented through dialogue in scripts. (ELA 17.2)</li> </ul>	<u><b>Dramatic Literature</b></u> <ul style="list-style-type: none"> <li>Identify dialogue as an element in a play. (ELA 17.1)</li> <li>Identify elements of plot and character as presented through dialogue in scripts. (ELA 17.2)</li> <li>Explain how dialogue can develop the plot or characters of a play, using specific examples.</li> </ul>
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Outcome: Demonstrate understanding that dialogue develops the plot and characters of a play. (ELA 17.2)

**R.5 Informational/ Expository Text: Students will identify and analyze purposes, structures, and elements of nonfiction English texts.**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Transitioning</b>
<b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>LAU Categories C<sup>1</sup></b>	<b>LAU Categories C<sup>2</sup></b>
<u><b>Characteristics of Nonfiction Genres</b></u> <ul style="list-style-type: none"> <li>Recognize forms and purposes of expository texts.</li> </ul>	<u><b>Characteristics of Nonfiction Genres</b></u> <ul style="list-style-type: none"> <li>Recognize forms and purposes of expository texts.</li> </ul>	<u><b>Characteristics of Nonfiction Genres</b></u> <ul style="list-style-type: none"> <li>Identify forms and purposes of expository texts.</li> </ul>	<u><b>Characteristics of Nonfiction Genres</b></u> <ul style="list-style-type: none"> <li>Identify forms and purposes of expository texts (such as essays).</li> <li>Identify forms and purposes of informational texts (such as encyclopedia articles).</li> </ul>

Outcome: Distinguish forms and purposes of informational and expository materials (such as *encyclopedias, CD-ROMs, newspapers, magazines, letters, content texts*). (ELA 10.2)

<u><b>Text Features</b></u> <ul style="list-style-type: none"> <li>Recognize common text features (such as <i>title, captions, table of contents</i>) as sources of information in a text.</li> </ul>	<u><b>Text Features</b></u> <ul style="list-style-type: none"> <li>Identify common text features (such as <i>title, captions, table of contents</i>) as sources of information in a text.</li> </ul>	<u><b>Text Features</b></u> <ul style="list-style-type: none"> <li>Identify common text features (such as <i>title, headings, captions, pronunciation guide, key words, glossary, and table of contents</i>) as sources of information in a text.</li> <li>Identify common structural features in text (such as <i>paragraphs, topic sentences, concluding sentence</i>). (ELA 13.6)</li> </ul>	<u><b>Text Features</b></u> <ul style="list-style-type: none"> <li>Identify common text features (such as <i>title, headings, captions, pronunciation guide, key words, glossary, table of contents</i>) as sources of information in a text.</li> <li>Identify common structural features in text (such as <i>paragraphs, topic sentences, concluding sentence</i>). (ELA 13.6)</li> </ul>
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Outcome: Use knowledge of text features to determine the purpose and meaning of a text. (ELA 13.6)

<u><b>Graphic Features</b></u> <ul style="list-style-type: none"> <li>Recognize graphic features found in text (such as <i>illustrations, labeled drawings, charts, maps, diagrams</i>). (ELA 13.2)</li> </ul>	<u><b>Graphic Features</b></u> <ul style="list-style-type: none"> <li>Recognize graphic features found in text (such as <i>illustrations, labeled drawings, charts, maps, diagrams</i>). (ELA 13.2)</li> </ul>	<u><b>Graphic Features</b></u> <ul style="list-style-type: none"> <li>Identify graphic features found in text (such as <i>illustrations, labeled drawings, type size, charts, maps, diagrams</i>). (ELA 13.2)</li> </ul>	<u><b>Graphic Features</b></u> <ul style="list-style-type: none"> <li>Identify graphic features found in text (such as <i>illustrations, labeled drawings, type size, charts, maps, diagrams</i>). (ELA 13.2)</li> </ul>
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Outcome: Use knowledge of common graphic features to determine the purpose and meaning of text. (ELA 13.7)

<u><b>Organization</b></u> <ul style="list-style-type: none"> <li>Recognize words that signal chronological order in text (such as <i>before, after, finally, first, last</i>).</li> <li>Recognize chronological order found in text.</li> </ul>	<u><b>Organization</b></u> <ul style="list-style-type: none"> <li>Recognize words that signal chronological order in text (such as <i>before, after, finally, first, last</i>).</li> <li>Recognize chronological order found in text.</li> </ul>	<u><b>Organization</b></u> <ul style="list-style-type: none"> <li>Identify words that signal chronological order in text (such as <i>before, after, finally, first, last</i>).</li> <li>Identify chronological order found in text. (ELA 13.8)</li> </ul>	<u><b>Organization</b></u> <ul style="list-style-type: none"> <li>Identify words that signal chronological order in text (such as <i>before, after, finally, first, last</i>).</li> <li>Identify chronological order found in text. (ELA 13.8)</li> </ul>
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Outcome: Use knowledge of common organizational structure (chronological order) to determine meaning of text. (ELA 13.8)

<p><b>Text Analysis</b></p> <ul style="list-style-type: none"> <li>Identify facts in a text to answer the reader's or other questions. (ELA 13.9)</li> <li>Identify main ideas and important facts in a text.</li> </ul>	<p><b>Text Analysis</b></p> <ul style="list-style-type: none"> <li>Identify facts in a text to answer the reader's or other questions. (ELA 13.9)</li> <li>Identify main ideas and important facts in a text.</li> </ul>	<p><b>Text Analysis</b></p> <ul style="list-style-type: none"> <li>Identify facts in a text to answer the reader's or other questions. (ELA 13.9)</li> <li>Identify main ideas and important facts in a text.</li> <li>Restate main ideas and important facts from a text. (ELA 13.5)</li> <li>Identify examples in a text that show causes. (ELA 13.10)</li> <li>Identify examples in a text that show effect or results.</li> </ul>	<p><b>Text Analysis</b></p> <ul style="list-style-type: none"> <li>Identify facts in a text to answer the reader's or other questions. (ELA 13.9)</li> <li>Identify main ideas and important facts in a text.</li> <li>Restate main ideas and important facts from a text. (ELA 13.5)</li> <li>Identify examples in a text that show causes. (ELA 13.10)</li> <li>Identify examples in a text that show effect or results.</li> <li>Identify examples of fact in expository or informational texts. (ELA 13.11)</li> <li>Identify examples of opinion in expository or informational texts.</li> <li>Identify examples of fiction in expository or informational texts.</li> </ul>
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Outcomes: 1) Summarize main ideas and supporting details. (ELA 13.12); 2) Distinguish cause from effect in text. (ELA 13.10); 3) Distinguish fact from opinion or fiction in informational texts. (ELA 13.11)

**R.6 Research: Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.**

<p><b>Beginning</b> <b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b></p>	<p><b>Early Intermediate</b> <b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b></p>	<p><b>Intermediate</b> <b>LAU Categories C<sup>1</sup></b></p>	<p><b>Transitioning</b> <b>LAU Categories C<sup>2</sup></b></p>
<p><b>Gathering Information</b></p> <ul style="list-style-type: none"> <li>Generate topic to guide research on a topic of interest. (ELA 24.1)</li> <li>Recognize key words to assist in searching for helpful information.</li> </ul>	<p><b>Gathering Information</b></p> <ul style="list-style-type: none"> <li>Generate topic to guide research on a topic of interest. (ELA 24.1)</li> <li>Recognize key words to assist in searching for helpful information.</li> </ul>	<p><b>Gathering Information</b></p> <ul style="list-style-type: none"> <li>Select questions from a list to guide research on a given topic.</li> <li>Generate questions to guide research on a topic of interest. (ELA 24.1)</li> <li>Identify key words to assist in searching for helpful information.</li> <li>Identify sources of information (such as <i>books, Internet, graphics, CD-ROMs, first-language resources</i>) and use them to answer the questions generated.</li> </ul>	<p><b>Gathering Information</b></p> <ul style="list-style-type: none"> <li>Select questions from a list to guide research on a given topic.</li> <li>Generate questions to guide research on a topic of interest. (ELA 24.1)</li> <li>Identify key words to assist in searching for helpful information.</li> <li>Identify sources of information (such as <i>books, Internet, graphics, CD-ROMs, first-language resources</i>) and use them to answer the questions generated.</li> </ul>

Outcome: Generate questions and list sources to be in research. (ELA 19.8)

<p><b>Organizing and Analyzing Information</b></p> <ul style="list-style-type: none"> <li>Gather information for research topic.</li> <li>Visually represent data gathered through research (such as in a <i>graph, chart</i>)</li> </ul>	<p><b>Organizing and Analyzing Information</b></p> <ul style="list-style-type: none"> <li>Gather information for research topic.</li> <li>Visually represent data gathered through research (such as in a <i>graph, chart, timeline</i>)</li> </ul>	<p><b>Organizing and Analyzing Information</b></p> <ul style="list-style-type: none"> <li>Gather information in order to answer research questions.</li> <li>Select information pertinent to a research question from all information gathered.</li> <li>Visually represent data gathered through research (such as in a <i>graph, chart, timeline</i>).</li> </ul>	<p><b>Organizing and Analyzing Information</b></p> <ul style="list-style-type: none"> <li>Gather information in order to answer research questions.</li> <li>Select information pertinent to a research question from all information gathered.</li> <li>Visually represent data gathered through research (such as in a <i>graph, chart, timeline</i>).</li> </ul>
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Outcome: Summarize data gathered through research.

<p><b><u>Evaluating Research Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Participate in whole group work to plan and complete a research project.</li> <li>• Participate in all jobs required to complete a whole group research project.</li> </ul>	<p><b><u>Evaluating Research Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Participate in whole group work to plan and complete a research project.</li> <li>• Participate in all jobs required to complete a whole group research project.</li> </ul>	<p><b><u>Evaluating Research Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small-group work to plan and complete a research project.</li> <li>• Participate in all jobs required to complete a small-group research project.</li> <li>• Self-assess individual and group work for a research project. (ELA 24.2)</li> </ul>	<p><b><u>Evaluating Research Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small-group work to plan and complete a research project.</li> <li>• Participate in all jobs required to complete a small-group research project.</li> <li>• Self-assess individual and group work for a research project. (ELA 24.2)</li> </ul>
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Outcome: Use a scoring guide to evaluate group work on a research project.

## Braiding the English Language Proficiency Benchmarks and Outcomes for ELL and the SSALD - Reading: Grades 5 - 8

Foreign Language (FL), English Language Arts (ELA), The Cambridge Step By Step Assessment to Language Dominance (SSALD), Social, Affective and Cognitive Student Profile Checklist

### R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.

Beginning LAU Categories A <sup>1</sup> and A <sup>2</sup>	Early Intermediate LAU Categories B <sup>1</sup> and B <sup>2</sup>	Intermediate LAU Categories C <sup>1</sup>	Transitioning LAU Categories C <sup>2</sup>
<p><b>Essential Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Read previously learned words with personal meaning (such as <i>words about self, family, and school</i>) that have been presented as images, objects, and/or printed text. (⌘4-8: 5.1)</li> <li>• Read words previously learned from grade-level content. (⌘4-8: 5.1)</li> <li>• Read previously learned words that have been classified by themes or topics. (⌘4-8: 5.1)</li> <li>• Read previously learned words that have been organized by concept. (⌘4-8: 5.1)</li> <li>• Spell previously learned sight words and phrases. (⌘6.0: 6.6)</li> <li>• Spell previously learned words. (⌘4-8: 6.0 (all skills))</li> <li>• Read frequently used sight words (such as those from <i>word lists</i>).</li> <li>• Read frequently used sight phrases (such as <i>prepositional phrases</i>).</li> <li>• Read frequently used idioms and phrases. (SSALD 3.20 (Gr. 4-12))</li> </ul>	<p><b>Essential Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Read words previously learned from grade-level content. (⌘4-8: 5.1)</li> <li>• Read previously learned words that have been classified by themes or topics. (⌘4-8: 5.1)</li> <li>• Read frequently used sight words (such as those from <i>word list</i>).</li> <li>• Read frequently used sight phrases (such as <i>prepositional phrases</i>).</li> <li>• Read frequently used idioms and phrases. (SSALD 3.20 (4-12))</li> <li>• Spell previously learned sight words and phrases. (⌘6.0: 6.6)</li> </ul>	<p><b>Essential Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Read words previously learned from grade-level content. (⌘4-8: 5.1)</li> <li>• Read previously learned words that have been classified by themes or topics. (⌘4-8: 5.1)</li> <li>• Read frequently used sight words (such as those from <i>word list</i>).</li> <li>• Read frequently used sight phrases (such as <i>prepositional phrases</i>).</li> <li>• Read frequently used idioms and phrases. (SSALD 3.20 (Gr. 4-12))</li> <li>• Spell previously learned sight words and phrases.</li> </ul>	<p><b>Essential Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Read words previously learned from grade-level content. (⌘4-8: 5.1)</li> <li>• Read previously learned words that have been classified by themes or topics. (⌘4-8: 5.1)</li> <li>• Read frequently used sight words (such as those from <i>word list</i>).</li> <li>• Read frequently used sight phrases (such as <i>prepositional phrases</i>).</li> <li>• Read frequently used idioms and phrases. (SSALD 3.20 (Gr. 4-12))</li> <li>• Spell previously learned sight words and phrases.</li> </ul>

Outcome: Read and understand previously learned essential vocabulary words. (link to FL 2; ELA 7.4)

<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>• Identify base words and their inflectional forms (such as <i>works: works, worked, working; tall: taller, tallest</i>). (⌘4-8: 6.6)</li> <li>• Identify forms for regular plural nouns (such as <i>book: books</i>) and irregular plural nouns (such as <i>man: men; child: children</i>). (⌘4-8: 7.4)</li> <li>• Demonstrate comprehension of compound words made of familiar words (such as <i>snowman, daydream</i>). (ELA 4.7)</li> <li>• Apply knowledge of word families (<i>onset/rime</i>) to determine word meaning. (ELA 7.5); (⌘6.0: 6.7)</li> <li>• Identify common prefixes (such as <i>un-, re-, dis-</i>) and use them to determine word meaning. (ELA 4.9); (⌘4-8: 6.6)</li> <li>• Identify cognates to determine word meaning. (FL 5)</li> <li>• Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8); (⌘4-8: 9.4, 9.5)</li> <li>• Use knowledge of prefixes and suffixes to determine word meaning. (ELA 4.21); (⌘6.0: 6.2, 6.3)</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>• Identify base words and their inflectional forms (such as <i>works: works, worked, working; tall: taller, tallest</i>). (⌘4-8: 6.6)</li> <li>• Identify forms for regular plural nouns (such as <i>book: books</i>) and irregular plural nouns (such as <i>man: men; child: children</i>). (⌘4-8: 7.4)</li> <li>• Apply knowledge of word families (<i>onset/rime</i>) to determine word meaning. (ELA 7.5); (⌘6.0: 6.7)</li> <li>• Identify cognates to determine word meaning. (FL 5)</li> <li>• Use a bilingual and/or beginning dictionary to determine word meaning. (ELA 4.8); (⌘4-8: 9.4, 9.5)</li> <li>• Use knowledge of prefixes and suffixes to determine word meaning. (ELA 4.21); (⌘6.0: 6.2, 6.3)</li> <li>• Identify use of apostrophes to indicate possessive form (such as in <i>Mike's book</i>).</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>• Identify base words and their inflectional forms (such as <i>works: works, worked, working; tall: taller, tallest</i>). (⌘4-8: 6.6)</li> <li>• Identify forms for regular plural nouns (such as <i>book: books</i>) and irregular plural nouns (such as <i>man: men; child: children</i>). (⌘4-8: 7.4)</li> <li>• Apply knowledge of word families (<i>onset/rime</i>) to determine word meaning. (ELA 7.5); (⌘6.0: 6.7)</li> <li>• Identify cognates to determine word meaning. (FL 5)</li> <li>• Use knowledge of prefixes and suffixes to determine word meaning. (ELA 4.21); (⌘6.0: 6.2, 6.3)</li> <li>• Identify words from other languages (such as <i>guru, maestro, baton, aloha, pronto</i>) that have been adopted in English. (ELA 5.8; FL 5.10)</li> <li>• Use a bilingual or intermediate dictionary to determine word meaning. (ELA 4.22); (⌘9.0: 9.4, 9.5)</li> </ul>	<p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>• Identify base words and their inflectional forms (such as <i>works: works, worked, working; tall: taller, tallest</i>). (⌘4-8: 6.6)</li> <li>• Use knowledge of prefixes and suffixes to determine word meaning. (ELA 4.21); (⌘6.0: 6.2, 6.3)</li> <li>• Identify selected Latin and Greek roots (such as <i>chronos, auto, hyper, super, trans, circum</i>) to help determine meanings of unfamiliar words. (ELA 4.21)</li> <li>• Identify words from other languages (such as <i>guru, maestro, baton, aloha, pronto</i>) that have been adopted in English. (ELA 5.8; FL 5.10)</li> <li>• Use a bilingual or intermediate dictionary to determine word meaning. (ELA 4.22); (⌘9.0: 9.4, 9.5)</li> </ul>
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Outcome: Apply knowledge of words analysis to expand comprehension of vocabulary found in text.

<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (SSALS 1.23 (Gr. 4-12)); (≠9.0: 9.6, 9.7)</li> <li>Identify synonyms and antonyms for frequently used words. (ELA 4.6)</li> <li>Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5); (≠4-8: 5.9)</li> <li>Identify the meanings of familiar idioms from their contexts. (ELA 4.11); (SSALD 3.20 (Gr. 4-12))</li> <li>Distinguish the meaning of a homophone (such as <i>to/too/two</i>) by identifying the function of the words in its context. (ELA 4.16); (≠4-8: 5.9)</li> <li>Identify signal words in context clues that indicate word meaning by <u>example</u> or <u>definition</u>. (ELA 4.17); (≠9.0: 9.3, 9.4)</li> <li>Identify and use <u>example</u> and <u>definition</u> context clues to determine meaning of familiar words. (ELA 4.17)</li> <li>Identify signal words in <u>contrast</u> and <u>cause/effect</u> clues to determine the meaning of unfamiliar words. (ELA 4.20); (≠5.0: 5.5, 5.8)</li> <li>Identify and use <u>contrast</u> and <u>cause/effect</u> context clues in text to determine the meaning of unfamiliar words. (ELA 4.20); (≠5.0: 5.5, 5.8)</li> </ul>	<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (SSALD 1.23 (Gr. 4-12)); (≠9.0: 9.6, 9.7)</li> <li>Identify synonyms and antonyms for frequently used words. (ELA 4.6)</li> <li>Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5); (≠4-8: 5.9)</li> <li>Identify the meanings of familiar idioms from their contexts. (ELA 4.11); (SSALD 3.20 (Gr. 4-12))</li> <li>Distinguish the meaning of a homophone (such as <i>to/too/two</i>) by identifying the function of the words in its context. 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(ELA 4.20); (≠5.0: 5.5, 5.8)</li> </ul>	<p><b>Word Context</b></p> <ul style="list-style-type: none"> <li>Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (SSALD 1.23 (4-12)); (≠9.0: 9.6, 9.7)</li> <li>Identify synonyms and antonyms for frequently used words. (ELA 4.6)</li> <li>Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5); (≠4-8: 5.9)</li> <li>Identify the meanings of familiar idioms from their contexts. (ELA 4.11); (SSALD 3.20 (Gr. 4-12))</li> <li>Distinguish the meaning of a homophone (such as <i>to/too/two</i>) by identifying the function of the words in its context. (ELA 4.16); (≠4-8: 5.9)</li> <li>Identify signal words in context clues that indicate word meaning by <u>example</u> or <u>definition</u>. (ELA 4.17)</li> <li>Identify and use <u>example</u> and <u>definition</u> context clues to determine meaning of familiar words. (ELA 4.17); (≠9.0: 9.3, 9.4)</li> <li>Identify signal words in <u>contrast</u> and <u>cause/effect</u> clues to determine the meaning of unfamiliar words. (link to ELA 4.20); (≠5.0: 5.5, 5.8)</li> <li>Identify and use <u>contrast</u> and <u>cause/effect</u> context clues in text to determine the meaning of unfamiliar words. (ELA 4.20); (≠5.0: 5.5, 5.8)</li> </ul>
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Outcome: Apply knowledge of context clues to determine the meanings of unfamiliar words. (link to ELA 4.20)

<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Identify ways in which orthographic conventions (such as <i>punctuation, capitalization</i>) signal meaning in various kinds of sentence. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Identify the structures and functions of contractions. (ELA 5.4)</li> <li>Identify the four basic parts of speech (<i>noun, verb, adjective, and adverb</i>) in text. (ELA 5.6); (≠4-8: 7.0 (all skills))</li> <li>Recognize the subject-verb agreement in a simple sentence. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Distinguish between a complete sentence and a sentence fragment. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Recognize verbs whose definitions change when prepositions are added to them (such as <i>run over, give in, take on</i>). (≠4-8: 7.5)</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Identify ways in which orthographic conventions (such as <i>punctuation, capitalization</i>) signal meaning in various kinds of sentence. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Identify the structures and functions of contractions. (ELA 5.4)</li> <li>Identify the four basic parts of speech (<i>noun, verb, adjective, and adverb</i>) in text. (ELA 5.6); (≠4-8: 7.0 (all skills))</li> <li>Recognize the subject-verb agreement in a simple sentence. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Distinguish between a complete sentence and a sentence fragment. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Recognize verbs whose definitions change when prepositions are added to them (such as <i>run over, give in, take on</i>). (≠4-8: 7.5)</li> <li>Identify verb phrases and verb tenses in sentences. (ELA 5.11); (SSALD 1.24, 3.15 (Gr. 4-12)); (≠7.0: 7.2)</li> <li>Identify words that function according to their position in a sentence (such as <i>produce</i> in “<i>They will produce results</i>” or “<i>They will buy the produce</i>”). (ELA 5.12)</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Identify ways in which orthographic conventions (such as <i>punctuation, capitalization</i>) signal meaning in various kinds of sentence. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Identify the structures and functions of contractions. (ELA 5.4)</li> <li>Identify the four basic parts of speech (<i>noun, verb, adjective, and adverb</i>) in text. (ELA 5.6); (≠4-8: 7.0 (all skills))</li> <li>Distinguish between a complete sentence and a sentence fragment. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Recognize verbs whose definitions change when prepositions are added to them (such as <i>run over, give in, take on</i>). (≠4-8: 7.5)</li> <li>Identify the eight basic parts of speech in the context of a sentence. (ELA 5.9); (≠7.0 (all skills))</li> <li>Identify verb phrases and verb tenses in sentences. (ELA 5.11); (SSALD 1.24, 3.15 (Gr. 4-12)); (≠7.0: 7.2)</li> <li>Identify varied sentence structures (<i>simple, compound, complex</i>) as they affect meaning. (ELA 5.18);</li> <li>Recognize types of pronouns (such as <i>reflexive, possessive</i>) and their functions in context. (SSALD 1.22 (Gr. 4-12)); (≠7.0: 7.3)</li> <li>Identify words that function according to their position in a sentence (such as <i>produce</i> in “<i>They will produce</i>”</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Identify ways in which orthographic conventions (such as <i>punctuation, capitalization</i>) signal meaning in various kinds of sentence. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Distinguish between a complete sentence and a sentence fragment. (ELA 5.7); (≠4-8: 7.0 (all skills))</li> <li>Recognize verbs whose definitions change when prepositions are added to them (such as <i>run over, give in, take on</i>). (≠4-8: 7.5)</li> <li>Identify the eight basic parts of speech in the context of a sentence. (ELA 5.9)</li> <li>Identify verb phrases and verb tenses in sentences. (ELA 5.11); (SSALS 1.24, 3.15 (4-12)); (≠7.0: 7.2)</li> <li>Identify varied sentence structures (<i>simple, compound, complex</i>) as they affect meaning. (ELA 5.18)</li> <li>Recognize types of pronouns (such as <i>reflexive, possessive</i>) and their functions in context. (SSALD 1.22 (Gr. 4-12)); (≠7.0: 7.3)</li> <li>Compare differences between oral and written language patterns (such as <i>use of contractions or slang in oral language, not in formal written forms</i>). (ELA 6.6)</li> <li>Identify words that function according to their position in a sentence (such as <i>produce</i> in “<i>They will produce results</i>” or “<i>They will buy the produce</i>”). (ELA 5.12)</li> </ul>
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		<i>results</i> ” or “ <i>They will buy the produce</i> ”). (ELA 5.12)	
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Outcome: Apply knowledge of the parts of speech and sentence structures to determine the meaning of text. (link to ELA 5.15)

<p><b>Paragraph Structure</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that introduce ideas in a paragraph (such as <i>to begin with, for example</i>).</li> <li>Locate topic and supporting sentences in an expository paragraph. (ELA 13.13); (SSALD 3.17 Gr. (4-12)); (≠5.0: 5.2, 5.3)</li> </ul>	<p><b>Paragraph Structure</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that introduce ideas in a paragraph (such as <i>to begin with, for example</i>).</li> <li>Locate topic and supporting sentences in an expository paragraph. (ELA 13.13); (SSALD 3.17 (Gr. 4-12)); (≠5.0: 5.2, 5.3)</li> <li>Identify words and phrases that add ideas in a paragraph (such as <i>in addition, second</i>). (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> <li>Identify words and phrases that indicate contrast of ideas in a paragraph (such as <i>but, however, although</i>). (SSALD 3.18 (gr. 4-12)); (≠5.0: 5.3)</li> <li>Identify words and phrases that indicate a conclusion in a paragraph (such as <i>finally, in short</i>). (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> <li>Identify concluding sentence (s) in an expository paragraph. (ELA 13.13); (SSALD 3.28 (Gr. 4-12)); (≠5.0: 5.3)</li> </ul>	<p><b>Paragraph Structure</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that introduce ideas in a paragraph (such as <i>to begin with, for example</i>).</li> <li>Locate topic and supporting sentences in an expository paragraph. (ELA 13.13); (SSALD 3.17 (Gr. 4-12)); (≠5.0: 5.2, 5.3)</li> <li>Identify words and phrases that indicate contrast of ideas in a paragraph (such as <i>but, however, although</i>).</li> <li>Identify words and phrases that indicate a conclusion in a paragraph (such as <i>finally, in short</i>). (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> <li>Identify concluding sentence (s) in an expository paragraph. (ELA 13.13); (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> </ul>	<p><b>Paragraph Structure</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that introduce ideas in a paragraph (such as <i>to begin with, for example</i>).</li> <li>Locate topic and supporting sentences in an expository paragraph. (ELA 13.13); (SSALD 3.17 (Gr. 4-12)); (≠5.0: 5.2, 5.3)</li> <li>Identify words and phrases that indicate contrast of ideas in a paragraph (such as <i>but, however, although</i>).</li> <li>Identify words and phrases that indicate a conclusion in a paragraph (such as <i>finally, in short</i>). (SSALD 3.28 (Gr. 4-12)); (≠5.0: 5.3)</li> <li>Identify concluding sentence (s) in an expository paragraph. (ELA 13.13); (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> </ul>
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Outcome: Identify words, phrases, and sentences that determine meaning in expository paragraphs. (link to ELA 13.13)

<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Identify orthographic conventions for dialogue (such as <i>capital letters, quotation marks</i>) in text. (≠4-8: 7.0 (all skills))</li> <li>Predict the purpose and meaning of text by reading its title. (ELA 8.1); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 5.9)</li> <li>Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4) (≠4-8: 5.9)</li> </ul>	<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Identify orthographic conventions for dialogue (such as <i>capital letters, quotation marks</i>) in text. (≠4-8: 7.0 (all skills))</li> <li>Predict the purpose and meaning of text by reading its title. (ELA 8.1); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 5.9)</li> <li>Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4) (≠4-8: 5.9)</li> </ul>	<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Identify orthographic conventions for dialogue (such as <i>capital letters, quotation marks</i>) in text. (≠4-8: 7.0 (all skills))</li> <li>Predict the purpose and meaning of text by reading its title. (ELA 8.1); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 5.9)</li> <li>Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4) (≠4-8: 5.9)</li> </ul>	<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Identify orthographic conventions for dialogue (such as <i>capital letters, quotation marks</i>) in text. (≠4-8: 7.0 (all skills))</li> <li>Predict the purpose and meaning of text by reading its title. (ELA 8.1); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 5.9)</li> <li>Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (≠4-8: 5.9)</li> <li>Locate topic words by scanning a text. (ELA 13.13)</li> <li>Identify topic sentence(s) by scanning a text. (ELA 13.13)</li> <li>Identify pronouns and their references in text. (ELA 5.19); (SSALD 1.22 (Gr. 4-12)); (≠7.0: 7.3)</li> </ul>
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Outcome: Identify words, phrases, and sentences that determine meaning in extended text. (link to ELA 13.20)

<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare orthographic conventions (such as <i>punctuation, capitalization</i>) between and among languages. (FL 5.4)</li> <li>Compare structures of sentences, paragraphs, and text between and among languages. (FL 5.4)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare orthographic conventions (such as <i>punctuation, capitalization</i>) between and among languages. (FL 5.4)</li> <li>Compare structures of sentences, paragraphs, and text between and among languages. (FL 5.4)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare orthographic conventions (such as <i>punctuation, capitalization</i>) between and among languages. (FL 5.4)</li> <li>Compare structures of sentences, paragraphs, and text between and among languages. (FL 5.4)</li> <li>Identify words or word parts from other languages that have been adopted in English. (FL 5.10); (ELA 5.29)</li> <li>Compare and contrast English words that come from other languages. (FL 5.15)</li> </ul>	<p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare orthographic conventions (such as <i>punctuation, capitalization</i>) between and among languages. (FL 5.4)</li> <li>Compare structures of sentences, paragraphs, and text between and among languages. (FL 5.4)</li> <li>Identify words or word parts from other languages that have been adopted in English. (FL 5.10); (ELA 5.29)</li> <li>Compare and contrast English words that come from other languages. (FL 5.15)</li> </ul>
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Outcome: Provide examples of how English vocabulary has developed from and been influenced by other languages. (link to ELA 5.33)

**R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.**

<b>Beginning</b> <b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>Early Intermediate</b> <b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>Intermediate</b> <b>LAU Categories C<sup>1</sup></b>	<b>Transitioning</b> <b>LAU Categories C<sup>2</sup></b>
<p><b><u>Reading Readiness</u></b></p> <ul style="list-style-type: none"> <li>Listen to stories read aloud. (SSALD 1.25 (Gr. 4-12))</li> <li>Choose to look at books.</li> <li>Repeat words and phrases from text that is read.</li> <li>Participate in choral reading.</li> <li>Recite memorized parts of chants, pattern books, and familiar books.</li> <li>Use text as well as illustrations to gain meaning of text. (SSALD 3.13 (Gr. 4-12))</li> <li>Recognize that printed text can provide information.</li> <li>Recognize that printed text can provide entertainment.</li> <li>Respond to stories and informational texts that are heard. (SSALD 3.19 (gr. 4-12))</li> </ul>	<p><b><u>Reading Readiness</u></b></p> <ul style="list-style-type: none"> <li>Listen to stories read aloud. (SSALD 1.25 (Gr. 4-12))</li> <li>Participate in choral reading.</li> <li>Recite memorized parts of chants, pattern books, and familiar books.</li> <li>Use text as well as illustrations to gain meaning of text. (SSALS 3.13 (Gr. 4-12))</li> <li>Recognize that printed text can provide information.</li> <li>Recognize that printed text can provide entertainment.</li> <li>Respond to stories and informational texts that are heard.</li> </ul>	<p><b><u>Reading Readiness</u></b></p> <ul style="list-style-type: none"> <li>Listen to stories read aloud. (SSALD 1.25 (Gr. 4-12))</li> <li>Use text as well as illustrations to gain meaning of text. (SSALS 3.13 (Gr. 4-12))</li> <li>Recognize that printed text can provide information.</li> <li>Recognize that printed text can provide entertainment.</li> <li>Respond to stories and informational texts that are heard.</li> </ul>	<p><b><u>Reading Readiness</u></b></p> <ul style="list-style-type: none"> <li>Listen to stories read aloud. (SSALD 1.25 (Gr. 4-12))</li> <li>Use text as well as illustrations to gain meaning of text. (SSALD 3.13 (Gr. 4-12))</li> <li>Recognize that printed text can provide information.</li> <li>Recognize that printed text can provide entertainment.</li> <li>Respond to stories and informational texts that are heard. (SSALD 3.19 (Gr. 4-12))</li> <li>Compare first-language reading experiences with learning to read in English. (FL 5.5)</li> </ul>

Outcome: Demonstrate readiness for reading in English.

<p><b><u>Sight Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>Read familiar high-frequency, irregularly spelled words by sight (such as <i>have, said, where</i>). (ELA 7.6); (≡2-3: 6.3, 6.6, 6.8, 6.15); (≡4-8: 5.1, 5.3)</li> <li>Read phrases containing previously learned words (noun phrases such as <i>my house</i>; prepositional phrases such as <i>on the bus</i>) as units meaning. (FL 2); (≡7.0: 7.1, 7.5)</li> <li>Spell previously learned words and phrases. (ELA 7.4); (≡4-8: 6.0, 6.7)</li> <li>Identify cognates in printed, grade-level, academic content vocabulary terms. (link to FL 5)</li> <li>Read printed words and phrases with personal meaning (such as <i>names on a class list, key words in a story or journal</i>). (ELA 7.4); (SSALD 3.13 (Gr. 4-12))</li> <li>Use correct spelling of high frequency words, whether regularly or irregularly spelled. (ELA 7.4); (≡6.0: (all skills))</li> </ul>	<p><b><u>Sight Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>Read familiar high-frequency, irregularly spelled words by sight (such as <i>have, said, where</i>). (ELA 7.6); (≡2-3: 6.3, 6.6, 6.8, 6.15); (≡4-8: 5.1, 5.3)</li> <li>Read phrases containing previously learned words (noun phrases such as <i>my house</i>; prepositional phrases such as <i>on the bus</i>) as units meaning. (FL 2); (≡7.0: 7.1, 7.5)</li> <li>Spell previously learned words and phrases. (ELA 7.4); (≡4-8: 6.0, 6.7)</li> <li>Identify cognates in printed, grade-level, academic content vocabulary terms. (FL 5)</li> <li>Read printed words and phrases with personal meaning (such as <i>names on a class list, key words in a story or journal</i>). (ELA 7.4); (SSALD 3.13 (Gr. 4-12))</li> <li>Use correct spelling of high frequency words, whether regularly or irregularly spelled. (ELA 7.4); (≡6.0: (all skills))</li> </ul>	<p><b><u>Sight Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>Read familiar high-frequency, irregularly spelled words by sight (such as <i>have, said, where</i>). (ELA 7.6); (≡2-3: 6.3, 6.6, 6.8, 6.15); (≡4-8: 5.1, 5.3)</li> <li>Read phrases containing previously learned words (noun phrases such as <i>my house</i>; prepositional phrases such as <i>on the bus</i>) as units meaning. (FL 2); (≡7.0: 7.1, 7.5)</li> <li>Spell previously learned words and phrases. (ELA 7.4); (≡4-8: 6.0, 6.7)</li> <li>Identify cognates in printed, grade-level, academic content vocabulary terms. (link to FL 5)</li> <li>Read printed words and phrases with personal meaning (such as <i>names on a class list, key words in a story or journal</i>). (ELA 7.4); (SSALD 3.13 (Gr. 4-12))</li> <li>Use correct spelling of high frequency words, whether regularly or irregularly spelled. (ELA 7.4); (≡6.0: (all skills))</li> </ul>	<p><b><u>Sight Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>Read familiar high-frequency, irregularly spelled words by sight (such as <i>have, said, where</i>). (ELA 7.6); (≡2-3: 6.3, 6.6, 6.8, 6.15); (≡4-8: 5.1, 5.3)</li> <li>Read phrases containing previously learned words (noun phrases such as <i>my house</i>; prepositional phrases such as <i>on the bus</i>) as units meaning. (FL 2); (≡7.0: 7.1, 7.5)</li> <li>Spell previously learned words and phrases. (ELA 7.4); (≡4-8: 6.0, 6.7)</li> <li>Identify cognates in printed, grade-level, academic content vocabulary terms. (FL 5)</li> <li>Read printed words and phrases with personal meaning (such as <i>names on a class list, key words in a story or journal</i>). (ELA 7.4); (SSALD 3.13 (Gr. 4-12))</li> <li>Use correct spelling of high frequency words, whether regularly or irregularly spelled. (ELA 7.4); (≡6.0: (all skills))</li> </ul>
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Outcome: Read and understand high frequency and familiar words and phrases.

<p><b><u>Phonics/Letter-Sound Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (≡2-3: 7.7, 7.9, 7.11, 7.13); (≡4-8: 6.4)</li> <li>Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (≡6.0: 6.4, 6.6, 6.7)</li> <li>Read words with several syllables. (ELA 7.7); (≡6.0: 6.4)</li> <li>Apply knowledge of known words and of more difficult word families (<i>ought</i>) to decode unknown words. (ELA 7.7); (≡6.0: 6.7)</li> </ul>	<p><b><u>Phonics/Letter-Sound Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (≡2-3: 7.7, 7.9, 7.11, 7.13); (≡4-8: 6.4)</li> <li>Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (≡6.0: 6.4, 6.6, 6.7)</li> <li>Read words with several syllables. (ELA 7.7); (≡6.0: 6.4)</li> <li>Apply knowledge of known words and of more difficult word families (<i>ought</i>) to decode unknown words. (ELA 7.7); (≡6.0: 6.7)</li> <li>Identify familiar English morphemes, the smallest</li> </ul>	<p><b><u>Phonics/Letter-Sound Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (≡2-3: 7.7, 7.9, 7.11, 7.13); (≡4-8: 6.4)</li> <li>Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (≡6.0: 6.4, 6.6, 6.7)</li> <li>Read words with several syllables. (ELA 7.7); (≡6.0: 6.4)</li> <li>Apply knowledge of known words and of more difficult word families (<i>ought</i>) to decode unknown words. (ELA 7.7); (≡6.0: 6.7)</li> <li>Identify familiar English morphemes, the smallest</li> </ul>	<p><b><u>Phonics/Letter-Sound Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (≡2-3: 7.7, 7.9, 7.11, 7.13); (≡4-8: 6.4)</li> <li>Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (≡6.0: 6.4, 6.6, 6.7)</li> <li>Read words with several syllables. (ELA 7.7); (≡6.0: 6.4)</li> <li>Apply knowledge of known words and of more difficult word families (<i>ought</i>) to decode unknown words. (ELA 7.7); (≡6.0: 6.7)</li> <li>Identify familiar English morphemes, the smallest</li> </ul>
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	grammatical units (such as <i>-ed</i> in <i>waited</i> ) in phrases and simple sentences. (ELA 7.7); (≠6.0: 6.2, 6.3)	grammatical units (such as <i>-ed</i> in <i>waited</i> ) in phrases and simple sentences. (ELA 7.7); (≠6.0: 6.2, 6.3) <ul style="list-style-type: none"> <li>Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (≠6.0: 6.4)</li> </ul>	grammatical units (such as <i>-ed</i> in <i>waited</i> ) in phrases and simple sentences. (ELA 7.7); (≠6.0: 6.2, 6.3) <ul style="list-style-type: none"> <li>Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (≠6.0: 6.4)</li> </ul>
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Outcome: Use letter-sound knowledge to decode written English. (ELA 7.7)

<b>Features of Written English</b> <ul style="list-style-type: none"> <li>Recognize common abbreviations (such as <i>Jan., Ms., St., Tues., lb.</i>).</li> <li>Identify and apply unique spelling patterns for English words (such as <i>dropping -e</i> for -ing verbs, as in <i>take/taking; doubling the final consonant</i> for -ing verbs, as in <i>run/running</i>). (≠6.0: (all skills))</li> </ul>	<b>Features of Written English</b> <ul style="list-style-type: none"> <li>Recognize common abbreviations (such as <i>Jan., Ms., St., Tues., lb.</i>).</li> <li>Identify and apply unique spelling patterns for English words (such as <i>dropping -e</i> for -ing verbs, as in <i>take/taking; doubling the final consonant</i> for -ing verbs, as in <i>run/running</i>). (≠6.0: (all skills))</li> </ul>	<b>Features of Written English</b> <ul style="list-style-type: none"> <li>Recognize common abbreviations (such as <i>Jan., Ms., St., Tues., lb.</i>).</li> <li>Identify and apply unique spelling patterns for English words (such as <i>dropping -e</i> for -ing verbs, as in <i>take/taking; doubling the final consonant</i> for -ing verbs, as in <i>run/running</i>). (≠6.0: (all skills))</li> </ul>	<b>Features of Written English</b> <ul style="list-style-type: none"> <li>Recognize common abbreviations (such as <i>Jan., Ms., St., Tues., lb.</i>).</li> <li>Identify and apply unique spelling patterns for English words (such as <i>dropping -e</i> for -ing verbs, as in <i>take/taking; doubling the final consonant</i> for -ing verbs, as in <i>run/running</i>). (≠6.0: (all skills))</li> </ul>
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Outcome: Apply knowledge of various features of written English to gain meaning from text.

<b>Linguistic Comparisons</b> <ul style="list-style-type: none"> <li>Give examples of how the writing system of English and of other languages are similar and different (such as in <i>punctuating questions, capitalizing names of days and months</i>). (FL 5.1)</li> <li>Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1)</li> <li>Compare the writing system of English and the student's first language. (FL 5.11)</li> </ul>	<b>Linguistic Comparisons</b> <ul style="list-style-type: none"> <li>Give examples of how the writing system of English and of other languages are similar and different (such as in <i>punctuating questions, capitalizing names of days and months</i>). (FL 5.1)</li> <li>Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1)</li> <li>Compare the writing system of English and the student's first language. (FL 5.11)</li> </ul>	<b>Linguistic Comparisons</b> <ul style="list-style-type: none"> <li>Give examples of how the writing system of English and of other languages are similar and different (such as in <i>punctuating questions, capitalizing names of days and months</i>). (FL 5.1)</li> <li>Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1)</li> <li>Compare the writing system of English and the student's first language. (FL 5.11)</li> </ul>	<b>Linguistic Comparisons</b> <ul style="list-style-type: none"> <li>Give examples of how the writing system of English and of other languages are similar and different (such as in <i>punctuating questions, capitalizing names of days and months</i>). (FL 5.1)</li> <li>Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1)</li> <li>Compare the writing system of English and the student's first language. (FL 5.11)</li> </ul>
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Outcome: Demonstrate understanding of the nature of language through comparisons between English and the student's first language. (FL 5)

### R.3 Comprehension: Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

Beginning LAU Categories A <sup>1</sup> and A <sup>2</sup>	Early Intermediate LAU Categories B <sup>1</sup> and B <sup>2</sup>	Intermediate LAU Categories C <sup>1</sup>	Transitioning LAU Categories C <sup>2</sup>
<b>Main Ideas and Details</b> <ul style="list-style-type: none"> <li>Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)</li> <li>Identify a main event from a story. (ELA 8.2); (≠4-8: 5.4)</li> <li>Identify important information, using prior knowledge and visual cues from an informational text. (≠4-8: 5.5)</li> <li>Retell a main event from a story. (ELA 8.2); (SSALD 1.25, 3.17 (Gr. 4-12)); (≠5.0: 5.2)</li> <li>Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (≠4-8: 5.5, 5.9)</li> <li>Identify the beginning, middle, and end of a story. (ELA 8.7)</li> <li>Retell the beginning, middle, and end of a story.</li> <li>Identify the characters and setting of a story.</li> <li>Identify sensory details that support main ideas in a variety of texts. (ELA 8.19); (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> </ul>	<b>Main Ideas and Details</b> <ul style="list-style-type: none"> <li>Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)</li> <li>Identify a main event from a story. (ELA 8.2); (≠4-8: 5.4)</li> <li>Identify important information, using prior knowledge and visual cues from an informational text. (≠4-8: 5.5)</li> <li>Retell a main event from a story. (ELA 8.2); (SSALD 1.25, 3.17 (Gr. 4-12)); (≠5.0: 5.2)</li> <li>Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (≠4-8: 5.5, 5.9)</li> <li>Identify the beginning, middle, and end of a story. (ELA 8.7)</li> <li>Retell the beginning, middle, and end of a story.</li> <li>Identify the characters and setting of a story.</li> <li>Identify sensory details that support main ideas in a variety of texts. (ELA 8.19); (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> </ul>	<b>Main Ideas and Details</b> <ul style="list-style-type: none"> <li>Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)</li> <li>Identify a main event from a story. (ELA 8.2); (≠4-8: 5.4)</li> <li>Identify important information, using prior knowledge and visual cues from an informational text. (≠4-8: 5.5)</li> <li>Retell a main event from a story. (ELA 8.2); (SSALD 1.25, 3.17 (Gr. 4-12)); (≠5.0: 5.2)</li> <li>Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (≠4-8: 5.5, 5.9)</li> <li>Identify the beginning, middle, and end of a story. (ELA 8.7)</li> <li>Retell the beginning, middle, and end of a story.</li> <li>Identify the characters and setting of a story.</li> <li>Identify sensory details that support main ideas in a variety of texts. (ELA 8.19); (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> </ul>	<b>Main Ideas and Details</b> <ul style="list-style-type: none"> <li>Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (ELA 8.4, 13)</li> <li>Identify a main event from a story. (ELA 8.2); (≠4-8: 5.4)</li> <li>Identify important information, using prior knowledge and visual cues from an informational text. (≠4-8: 5.5)</li> <li>Retell a main event from a story. (ELA 8.2); (SSALD 1.25, 3.17 (Gr. 4-12)); (≠5.0: 5.2)</li> <li>Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (≠4-8: 5.5, 5.9)</li> <li>Identify the beginning, middle, and end of a story. (ELA 8.7)</li> <li>Retell the beginning, middle, and end of a story.</li> <li>Identify the characters and setting of a story.</li> <li>Identify sensory details that support main ideas in a variety of texts. (link to ELA 8.19); (SSALD 3.18 (Gr. 4-12));</li> </ul>



<ul style="list-style-type: none"> <li>Analyze the effect of sensory details in a text. (ELA 8.19); (≠5.0: 5.4, 5.7)</li> <li>Identify descriptive language in a text. (ELA 8.20)</li> <li>Categorize information, using graphic organizers (such as <i>outlines, comparison charts, two-column notes</i>). (≠9.0: 9.5, 9.6, 9.7)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the effect of sensory details in a text. (ELA 8.19); (≠5.0: 5.4, 5.7)</li> <li>Identify descriptive language in a text. (ELA 8.20)</li> <li>Categorize information, using graphic organizers (such as <i>outlines, comparison charts, two-column notes</i>). (≠9.0: 9.5, 9.6, 9.7)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the effect of sensory details in a text. (ELA 8.19)</li> <li>Identify descriptive language in a text. (ELA 8.20)</li> <li>Analyze the effect of descriptive language in a text. (ELA 8.20); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8)</li> <li>Identify evidence that supports main idea(s) in a text. (link to ELA 8.27); (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> <li>Categorize information, using graphic organizers (such as <i>outlines, comparison charts, two-column notes</i>).</li> <li>Distinguish between summarizing main ideas and retelling all of a text.</li> <li>Annotate (such as with a <i>highlighter, color coding, sticky notes</i>) important information in a text to include in a summary. (≠9.0: 9.6)</li> </ul>	<p>(≠5.0: 5.3)</p> <ul style="list-style-type: none"> <li>Analyze the effect of sensory details in a text. (ELA 8.19); (≠5.0: 5.4, 5.7)</li> <li>Identify descriptive language in a text. (ELA 8.20)</li> <li>Analyze the effect of descriptive language in a text. (ELA 8.20); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8)</li> <li>Identify evidence that supports main idea(s) in a text. (ELA 8.27); (SSALD 3.18 (Gr. 4-12)); (≠5.0: 5.3)</li> <li>Categorize information, using graphic organizers (such as <i>outlines, comparison charts, two-column notes</i>).</li> <li>Distinguish between summarizing main ideas and retelling all of a text.</li> <li>Annotate (such as with a <i>highlighter, color coding, sticky notes</i>) important information in a text to include in a summary. (≠9.0: 9.6)</li> </ul>
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Outcomes: 1) Analyze main ideas and supporting details and evidence in texts. (link to ELA 8.22) 2) Summarize important ideas from a text and represent the relationships between or among them. (link to ELA 8.22)

<p><b>Text Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that signal chronology in a text (such as <i>after, finally</i>).</li> <li>Identify words and phrases that signal steps of a process in a text (such as <i>first, second, last</i>).</li> <li>Identify the speaker of a poem or story. (ELA 8.13)</li> <li>Identify words and phrases that signal a cause and effect relationship in a text (such as <i>because, if . . . then</i>). (ELA 8.16)</li> <li>Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text. (ELA 8.14)</li> <li>Distinguish fact from opinion in a text. (ELA 8.17); (≠4-8: 5.9)</li> <li>Draw a conclusion from a text. (ELA 13.13); (≠4-8: 5.8, 5.9)</li> </ul>	<p><b>Text Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that signal chronology in a text (such as <i>after, finally</i>).</li> <li>Identify words and phrases that signal steps of a process in a text (such as <i>first, second, last</i>).</li> <li>Identify the speaker of a poem or story. (ELA 8.13)</li> <li>Identify words and phrases that signal a cause and effect relationship in a text (such as <i>because, if . . . then</i>). (ELA 8.16)</li> <li>Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text. (ELA 8.14)</li> <li>Distinguish fact from opinion in a text. (ELA 8.17); (≠4-8: 5.9)</li> <li>Draw a conclusion from a text. (ELA 13.13); (≠4-8: 5.8, 5.9)</li> </ul>	<p><b>Text Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that signal chronology in a text (such as <i>after, finally</i>).</li> <li>Identify words and phrases that signal steps of a process in a text (such as <i>first, second, last</i>).</li> <li>Identify the speaker of a poem or story. (ELA 8.13)</li> <li>Identify words and phrases that signal a cause and effect relationship in a text (such as <i>because, if . . . then</i>). (ELA 8.16)</li> <li>Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text. (ELA 8.14)</li> <li>Distinguish fact from opinion in a text. (ELA 8.17); (≠4-8: 5.9)</li> <li>Draw a conclusion from a text. (ELA 13.13); (≠4-8: 5.8, 5.9)</li> <li>Identify an author's purpose in writing a literary text.</li> <li>Identify a character's traits, emotions, and/or motivation and include supporting details from a text. (ELA 8.25)</li> <li>Interpret a text's mood and tone and support that interpretation with details from the text. (ELA 8.24)</li> </ul>	<p><b>Text Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases that signal chronology in a text (such as <i>after, finally</i>).</li> <li>Identify words and phrases that signal steps of a process in a text (such as <i>first, second, last</i>).</li> <li>Identify the speaker of a poem or story. (ELA 8.13)</li> <li>Identify words and phrases that signal a cause and effect relationship in a text (such as <i>because, if . . . then</i>). (ELA 8.16)</li> <li>Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text. (ELA 8.14)</li> <li>Distinguish fact from opinion in a text. (ELA 8.17); (≠4-8: 5.9)</li> <li>Draw a conclusion from a text. (ELA 13.13); (≠4-8: 5.8, 5.9)</li> <li>Identify an author's purpose in writing a literary text.</li> <li>Identify a character's traits, emotions, and/or motivation and include supporting details from a text. (ELA 8.25)</li> <li>Interpret a text's mood and tone and support that interpretation with details from the text. (link to ELA 8.24)</li> <li>Provide examples of dialect in a text as a source of stereotypes among social groups. (ELA 6)</li> <li>Identify an author's purpose in writing a text.</li> <li>Identify words and phrases that signal organizational structure in a text, such as <ul style="list-style-type: none"> <li>- chronology: <i>earlier, then</i></li> <li>- cause-and-effect: <i>as a result, so that</i></li> <li>- problem-solution: <i>propose, research shows</i> (ELA 8.21)</li> </ul> </li> <li>Locate evidence used to support an argument or a conclusion. (ELA 8.27); (SSALD R/W 5.9 (4-12))</li> <li>Identify evidence that supports an argument in a text. (ELA 8.27); (SSALD R/W 5.9 (Gr. 4-12))</li> </ul>
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Outcome: 1) Support individual interpretations and conclusions, using details or evidence from a literary text. (link to ELA 8) 2) Support individual interpretations or conclusions, using evidence from an informational text.

<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2); (≠5.0: 5.9)</li> <li>Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10); (≠5.0: 5.6)</li> <li>Compare examples of familiar themes and topics. (ELA 11.4); (≠5.0: 5.8)</li> </ul>	<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2); (≠5.0: 5.9)</li> <li>Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10); (≠5.0: 5.6)</li> <li>Compare examples of familiar themes and topics. (ELA 11.4); (≠5.0: 5.8)</li> </ul>	<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2)</li> <li>Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10); (≠5.0: 5.6)</li> <li>Compare examples of familiar themes and topics. (ELA 11.4); (≠5.0: 5.8)</li> <li>Explain how a theme differs from a topic.</li> <li>Explain how a stated theme refers to the main idea of a text. (ELA 11.3)</li> </ul>	<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify a theme as a lesson in folktales, fables, and myths. (ELA 11.2); (≠5.0: 5.9)</li> <li>Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10); (≠5.0: 5.6)</li> <li>Compare examples of familiar themes and topics. (ELA 11.4); (≠5.0: 5.8)</li> <li>Explain how a theme differs from a topic.</li> <li>Explain how a stated theme refers to the main idea of a text. (ELA 11.3)</li> <li>Provide evidence that an implied theme refers to the main idea of a text. (ELA 11.3)</li> <li>Provide evidence that a theme is present in more than one text. (ELA 11.4)</li> </ul>
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Outcome: Analyze and provide evidence from a text to support understanding of theme. (link to ELA 11)

<p><b>Learner Strategies</b></p> <ul style="list-style-type: none"> <li>Identify text features (such as <i>title, illustrations, headings, captions, graphics, and bold-face type</i>). (ELA 13.3); (≠9.0: 9.1)</li> <li>Preview text features to predict meaning. (ELA 13.3); (≠5.0: 5.4, 5.8)</li> <li>Pause while reading silently to check that information makes sense.</li> </ul>	<p><b>Learner Strategies</b></p> <ul style="list-style-type: none"> <li>Identify text features (such as <i>title, illustrations, headings, captions, graphics, and bold-face type</i>). (ELA 13.3) (≠9.0: 9.1)</li> <li>Preview text features to predict meaning. (ELA 13.3); (≠5.0: 5.4, 5.8)</li> <li>Pause while reading silently to check that information makes sense.</li> </ul>	<p><b>Learner Strategies</b></p> <ul style="list-style-type: none"> <li>Identify text features (such as <i>title, illustrations, headings, captions, graphics, and bold-face type</i>). (ELA 13.3); (≠9.0: 9.1)</li> <li>Preview text features to predict meaning. (ELA 13.3); (≠5.0: 5.4, 5.8)</li> <li>Pause while reading silently to check that information makes sense.</li> <li>Identify the reader's purpose for reading a text.</li> </ul>	<p><b>Learner Strategies</b></p> <ul style="list-style-type: none"> <li>Identify text features (such as <i>title, illustrations, headings, captions, graphics, and bold-face type</i>). (ELA 13.3); (≠9.0: 9.1)</li> <li>Preview text features to predict meaning. (ELA 13.3); (≠5.0: 5.4, 5.8)</li> <li>Pause while reading silently to check that information makes sense.</li> <li>Identify the reader's purpose for reading a text.</li> <li>Identify and apply reading rate to match the reader's purpose in reading a given text.</li> <li>Paraphrase periodically in order to check comprehension of a text.</li> <li>Scan to locate specific information in a text.</li> </ul>
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Outcome: Demonstrate fluency as a reader, using different reading rates and approaches for different purposes.

**R.4 Literacy Elements and Techniques: Students will identify and analyze text elements and techniques of written English as used in various literary genres.**

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A <sup>1</sup> and A <sup>2</sup>	LAU Categories B <sup>1</sup> and B <sup>2</sup>	LAU Categories C <sup>1</sup>	LAU Categories C <sup>2</sup>
<p><b>Characteristics of Genres</b></p> <ul style="list-style-type: none"> <li>Identify characteristics specific to common genres of literature (such as <i>poetry, prose, fiction, nonfiction, dramatic literature</i>). (≠5.0: 5.9)</li> <li>Identify differences in characteristics among genres of literature. (ELA 10.1); (≠5.0: 5.9)</li> </ul>	<p><b>Characteristics of Genres</b></p> <ul style="list-style-type: none"> <li>Identify characteristics specific to common genres of literature (such as <i>poetry, prose, fiction, nonfiction, dramatic literature</i>). (≠5.0: 5.9)</li> <li>Identify differences in characteristics among genres of literature. (ELA 10.1); (≠5.0: 5.9)</li> </ul>	<p><b>Characteristics of Genres</b></p> <ul style="list-style-type: none"> <li>Identify characteristics specific to common genres of literature (such as <i>poetry, prose, fiction, nonfiction, dramatic literature</i>). (≠5.0: 5.9)</li> <li>Identify differences in characteristics among genres of literature. (ELA 10.1); (≠5.0: 5.9)</li> </ul>	<p><b>Characteristics of Genres</b></p> <ul style="list-style-type: none"> <li>Identify characteristics specific to common genres of literature (such as <i>poetry, prose, fiction, nonfiction, dramatic literature</i>). (≠5.0: 5.9)</li> <li>Identify differences in characteristics among genres of literature. (ELA 10.1); (≠5.0: 5.9)</li> <li>Identify the purpose(s) of various literary genres. (ELA 10.4); (≠5.0: 5.9)</li> <li>Compare characteristics of various literary genres (such as <i>novel, biography, poetry, short story, dramatic literature, fiction</i>). (ELA 10.3; FL 2.14); (≠5.0: 5.9)</li> </ul>

Outcomes: Compare and contrast various literary genres as forms selected by authors to accomplish their purposes. (link to ELA 10.4)

<p><b><u>Elements of Style and Language</u></b></p> <ul style="list-style-type: none"> <li>Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1); (≠6.0: 6.7)</li> <li>Locate words that appeal to the senses in written language. (ELA 15.1); (≠6.0: 6.7)</li> </ul>	<p><b><u>Elements of Style and Language</u></b></p> <ul style="list-style-type: none"> <li>Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1); (≠6.0: 6.7)</li> <li>Locate words that appeal to the senses in written language. (ELA 15.1); (≠6.0: 6.7)</li> </ul>	<p><b><u>Elements of Style and Language</u></b></p> <ul style="list-style-type: none"> <li>Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1); (≠6.0: 6.7)</li> <li>Locate words that appeal to the senses in written language. (ELA 15.1); (≠6.0: 6.7)</li> </ul>	<p><b><u>Elements of Style and Language</u></b></p> <ul style="list-style-type: none"> <li>Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1); (≠6.0: 6.7)</li> <li>Locate words that appeal to the senses in written language. (ELA 15.1); (≠6.0: 6.7)</li> <li>Provide examples of how an author's use of words creates mood or tone. (ELA 15.6); (≠6.0: 6.7)</li> <li>Identify imagery in a literary text. (ELA 15.3); (≠6.0: 6.7)</li> <li>Provide examples of imagery that suggests mood or tone in a literary text. (≠6.0: 6.7)</li> <li>Recognize dialect in the conversational voices in American folk tales. (ELA 6.2)</li> <li>Identify rhythm as an element of style in literature. (ELA 15.3)</li> <li>Provide examples of rhythm that suggests mood or tone in a literary text.</li> </ul>
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Outcome: Identify and explain how elements of language suggest mood and set tone in a piece of literature. (link to ELA 15)

<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>Identify the elements of a personal or familiar story (such as <i>plot, character, setting</i>). (ELA 12.1)</li> <li>Identify the elements of a story read in class.</li> </ul>	<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>Identify the elements of a personal or familiar story (such as <i>plot, character, setting</i>). (ELA 12.1)</li> <li>Identify the elements of a story read in class.</li> </ul>	<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>Identify the elements of a personal or familiar story (such as <i>plot, character, setting</i>). (ELA 12.1)</li> <li>Identify the elements of a story read in class.</li> <li>Identify elements of setting and plot, including conflict. (ELA 12.3)</li> <li>Identify and compare qualities of the main characters in a text. (ELA 12.4)</li> </ul>	<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>Identify the elements of a personal or familiar story (such as <i>plot, character, setting</i>). (ELA 12.1)</li> <li>Identify the elements of a story read in class.</li> <li>Identify elements of setting and plot, including conflict. (ELA 12.3)</li> <li>Identify and compare qualities of the main characters in a text. (ELA 12.4)</li> <li>Explain how qualities of the main characters of a text influence the resolution of the conflict. (ELA 12.4)</li> </ul>
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Outcome: Apply knowledge of the elements of fiction to analyze the construction of a text. (link to ELA 12.4)

<p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>Identify a regular beat (<i>rhythm</i>) and/or similarities in sounds among words (<i>rhyming</i>) in poems. (ELA 12.1); (≠6.0: 6.5)</li> <li>Compare and contrast sounds (<i>rhythm, rhyme</i>) in poetry. (FL 5.8)</li> <li>Identify sensory images in poems. (ELA 14.2)</li> <li>Locate similes in poems. (ELA 14.2)</li> </ul>	<p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>Identify a regular beat (<i>rhythm</i>) and/or similarities in sounds among words (<i>rhyming</i>) in poems. (ELA 12.1); (≠6.0: 6.5)</li> <li>Compare and contrast sounds (<i>rhythm, rhyme</i>) in poetry. (FL 5.8)</li> <li>Identify sensory images in poems. (ELA 14.2)</li> <li>Locate similes in poems. (ELA 14.2)</li> <li>Identify graphic elements (such as <i>capital letters, line length, word position</i>) that contribute to meaning in a poem. (ELA 14.4)</li> </ul>	<p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>Identify a regular beat (<i>rhythm</i>) and/or similarities in sounds among words (<i>rhyming</i>) in poems. (ELA 12.1); (≠6.0: 6.5)</li> <li>Compare and contrast sounds (<i>rhythm, rhyme</i>) in poetry. (FL 5.8)</li> <li>Identify sensory images in poems. (ELA 14.2)</li> <li>Locate similes in poems. (ELA 14.2)</li> <li>Identify graphic elements (such as <i>capital letters, line length, word position</i>) that contribute to meaning in a poem. (ELA 14.4)</li> <li>Identify examples of alliteration, onomatopoeia, rhyme scheme, and internal rhyme as heard in poetry. (ELA 14.3)</li> </ul>	<p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>Identify a regular beat (<i>rhythm</i>) and/or similarities in sounds among words (<i>rhyming</i>) in poems. (ELA 12.1); (≠6.0: 6.5)</li> <li>Compare and contrast sounds (<i>rhythm, rhyme</i>) in poetry. (FL 5.8)</li> <li>Identify sensory images in poems. (ELA 14.2)</li> <li>Locate similes in poems. (ELA 14.2)</li> <li>Identify graphic elements (such as <i>capital letters, line length, word position</i>) that contribute to meaning in a poem. (ELA 14.4)</li> <li>Identify examples of alliteration, onomatopoeia, rhyme scheme, and internal rhyme as heard in poetry. (ELA 14.3)</li> <li>Compare the effects of sound, meter, and rhythm in poetry in English with poetry of other languages. (FL 5.12)</li> <li>Identify examples of personification in poetry. (ELA 14.3)</li> <li>Identify examples of metaphor and simile in poetry. (ELA 14.3)</li> <li>Identify hyperbole in poetry. (ELA 14.3)</li> </ul>
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Outcome: Identify and analyze how sound devices, figurative language, and graphic elements support meaning in poetry. (link to ELA 14.4)

<p><b><u>Myth and Traditional Narrative</u></b></p> <ul style="list-style-type: none"> <li>Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as <i>Once upon a time, long ago</i>). (ELA 16.3)</li> <li>Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)</li> <li>Identify phenomena explained in origin myths from various cultures. (ELA 16.4); (≠5.0: 5.5, 5.8)</li> <li>Identify and compare character types (such as <i>tricksters, heroes, heroines</i>) in traditional literature from various cultures. (ELA 16.5; FL 6.9)</li> <li>Describe significant characters in traditional literature from various cultures. (ELA 16.6)</li> <li>Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17)</li> </ul>	<p><b><u>Myth and Traditional Narrative</u></b></p> <ul style="list-style-type: none"> <li>Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as <i>Once upon a time, long ago</i>). (ELA 16.3)</li> <li>Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)</li> <li>Identify phenomena explained in origin myths from various cultures. (ELA 16.4); (≠5.0: 5.5, 5.8)</li> <li>Identify and compare character types (such as <i>tricksters, heroes, heroines</i>) in traditional literature from various cultures. (ELA 16.5; FL 6.9)</li> <li>Describe significant characters in traditional literature from various cultures. (ELA 16.6)</li> <li>Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17)</li> </ul>	<p><b><u>Myth and Traditional Narrative</u></b></p> <ul style="list-style-type: none"> <li>Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as <i>Once upon a time, long ago</i>). (ELA 16.3)</li> <li>Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)</li> <li>Identify phenomena explained in origin myths from various cultures. (ELA 16.4); (≠5.0: 5.5, 5.8)</li> <li>Identify and compare character types (such as <i>tricksters, heroes, heroines</i>) in traditional literature from various cultures. (ELA 16.5; FL 6.9)</li> <li>Describe significant characters in traditional literature from various cultures. (ELA 16.6)</li> <li>Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17)</li> </ul>	<p><b><u>Myth and Traditional Narrative</u></b></p> <ul style="list-style-type: none"> <li>Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as <i>Once upon a time, long ago</i>). (ELA 16.3)</li> <li>Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (ELA 16.3)</li> <li>Identify phenomena explained in origin myths from various cultures. (ELA 16.4); (≠5.0: 5.5, 5.8)</li> <li>Identify and compare character types (such as <i>tricksters, heroes, heroines</i>) in traditional literature from various cultures. (ELA 16.5; FL 6.9)</li> <li>Describe significant characters in traditional literature from various cultures. (ELA 16.6)</li> <li>Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17)</li> <li>Identify sources for traditional literature from all cultures.</li> <li>Identify similarities and differences between and among mythologies of different cultures (such as <i>ideas of the afterlife, roles and characteristics of the deities, types and purposes of myths</i>). (ELA 16.10)</li> <li>Identify common structures in traditional literature (such as <i>magic helper, rule of three, transformation</i>). (ELA 16.8)</li> <li>Compare traditional literature from various cultures. (FL 6.9)</li> </ul>
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Outcomes: Use literary structures and elements of traditional literature to describe myths and traditional and classical narratives. (link to ELA 16)

<p><b><u>Dramatic Literature</u></b></p> <ul style="list-style-type: none"> <li>Identify dialogue as an element in a play. (ELA 17.1)</li> <li>Identify elements of plot and character as presented through dialogue in scripts. (ELA 17.2)</li> <li>Explain how dialogue can develop the plot or characters of a play, using specific examples.</li> </ul>	<p><b><u>Dramatic Literature</u></b></p> <ul style="list-style-type: none"> <li>Identify dialogue as an element in a play. (ELA 17.1)</li> <li>Identify elements of plot and character as presented through dialogue in scripts. (ELA 17.2)</li> <li>Explain how dialogue can develop the plot or characters of a play, using specific examples.</li> </ul>	<p><b><u>Dramatic Literature</u></b></p> <ul style="list-style-type: none"> <li>Identify dialogue as an element in a play. (ELA 17.1)</li> <li>Identify elements of plot and character as presented through dialogue in scripts. (ELA 17.2)</li> <li>Explain how dialogue can develop the plot or characters of a play, using specific examples.</li> <li>Identify the structural elements of dramatic literature (such as <i>scenes, acts, cast of characters, stage directions</i>). (ELA 17.3)</li> <li>Identify the setting of dramatic literature (such as <i>place, historical period, time of day</i>). (ELA 17.5)</li> </ul>	<p><b><u>Dramatic Literature</u></b></p> <ul style="list-style-type: none"> <li>Identify dialogue as an element in a play. (ELA 17.1)</li> <li>Identify elements of plot and character as presented through dialogue in scripts. (ELA 17.2)</li> <li>Explain how dialogue can develop the plot or characters of a play, using specific examples.</li> <li>Identify the structural elements of dramatic literature (such as <i>scenes, acts, cast of characters, stage directions</i>). (ELA 17.3)</li> <li>Identify the setting of dramatic literature (such as <i>place, historical period, time of day</i>). (ELA 17.5)</li> <li>Identify the plot elements of dramatic literature (such as <i>exposition, conflict, rising action, falling action</i>) using graphic organizers. (ELA 17.5)</li> <li>Identify and explain key elements of characterization in dramatic literature (such as <i>motivation, action, thought development</i>). (ELA 17.5)</li> <li>Compare and contrast setting, character, and plot among texts, plays and films. (ELA 17.6)</li> <li>Analyze the effect of dialogue in dramatic literature, using specific examples. (ELA 17.2)</li> </ul>
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Outcome: Analyze elements of dramatic literature and provide evidence from the text to support the analysis. (link to ELA 17)

**R.5 Informational/ Expository Text: Students will identify and analyze purposes, structures, and elements of nonfiction English texts.**

<b>Beginning</b> <b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>Early Intermediate</b> <b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>Intermediate</b> <b>LAU Categories C<sup>1</sup></b>	<b>Transitioning</b> <b>LAU Categories C<sup>2</sup></b>
<p><b><u>Characteristics of Nonfiction Genres</u></b></p> <ul style="list-style-type: none"> <li>Identify forms and purposes of expository texts (such as <i>essays</i>). (≠5.0: 5.9)</li> <li>Identify forms and purposes of informational texts (such as <i>encyclopedia articles</i>). (≠5.0: 5.9)</li> </ul>	<p><b><u>Characteristics of Nonfiction Genres</u></b></p> <ul style="list-style-type: none"> <li>Identify forms and purposes of expository texts (such as <i>essays</i>). (≠5.0: 5.9)</li> <li>Identify forms and purposes of informational texts (such as <i>encyclopedia articles</i>). (≠5.0: 5.9)</li> </ul>	<p><b><u>Characteristics of Nonfiction Genres</u></b></p> <ul style="list-style-type: none"> <li>Identify forms and purposes of expository texts (such as <i>essays</i>). (≠5.0: 5.9)</li> <li>Identify forms and purposes of informational texts (such as <i>encyclopedia articles</i>). (≠5.0: 5.9)</li> </ul>	<p><b><u>Characteristics of Nonfiction Genres</u></b></p> <ul style="list-style-type: none"> <li>Identify forms and purposes of expository texts (such as <i>essays</i>). (≠5.0: 5.9)</li> <li>Identify forms and purposes of informational texts (such as <i>encyclopedia articles</i>). (≠5.0: 5.9)</li> </ul>

Outcome: Identify forms of informational and expository materials (*such as essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters*). (link to ELA 10.3)

<p><b><u>Text Features</u></b></p> <ul style="list-style-type: none"> <li>Identify common text features (such as <i>title, headings, captions, pronunciation guide, key words, glossary, and table of contents</i>) as sources of information in a text. (≠5.0: 5.3)</li> <li>Identify common structural features in text (such as <i>paragraphs, topic sentences, concluding sentence</i>). (ELA 13.6); (≠5.0: 5.3)</li> </ul>	<p><b><u>Text Features</u></b></p> <ul style="list-style-type: none"> <li>Identify common text features (such as <i>title, headings, captions, pronunciation guide, key words, glossary, and table of contents</i>) as sources of information in a text. (≠5.0: 5.3)</li> <li>Identify common structural features in text (such as <i>paragraphs, topic sentences, concluding sentence</i>). (ELA 13.6); (≠5.0: 5.3)</li> </ul>	<p><b><u>Text Features</u></b></p> <ul style="list-style-type: none"> <li>Identify common text features (such as <i>title, headings, captions, pronunciation guide, key words, glossary, and table of contents</i>) as sources of information in a text. (≠5.0: 5.3)</li> <li>Identify common structural features in text (such as <i>paragraphs, topic sentences, concluding sentence</i>). (ELA 13.6); (≠5.0: 5.3)</li> <li>Identify text features (such as <i>preface, glossary, table of contents, appendix, index, chapter summary, footnotes, bibliography</i>) as sources for specific information. (ELA 13.18); (≠5.0: 5.3, 9.0: 9.1)</li> <li>Identify structural features within text that indicate purpose and meaning (such as <i>topic sentences, concluding sentences, introduction, conclusion</i>). (ELA 13.18)</li> </ul>	<p><b><u>Text Features</u></b></p> <ul style="list-style-type: none"> <li>Identify common text features (such as <i>title, headings, captions, pronunciation guide, key words, glossary, and table of contents</i>) as sources of information in a text. (≠5.0: 5.3)</li> <li>Identify common structural features in text (such as <i>paragraphs, topic sentences, concluding sentence</i>). (ELA 13.6); (≠5.0: 5.3)</li> <li>Identify text features (such as <i>preface, glossary, table of contents, appendix, index, chapter summary, footnotes, bibliography</i>) as sources for specific information. (ELA 13.18); (≠5.0: 5.3, 9.0: 9.1)</li> <li>Identify structural features within text that indicate purpose and meaning (such as <i>topic sentences, concluding sentences, introduction, conclusion</i>). (ELA 13.18)</li> </ul>
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Outcome: Use knowledge of text features to determine the purpose and meaning of a text. (link to ELA 13.18)

<p><b><u>Graphic Features</u></b></p> <ul style="list-style-type: none"> <li>Identify graphic features found in text (such as <i>illustrations, labeled drawings, type size, charts, maps, diagrams</i>). (ELA 13.2); (≠9.0: 9.1)</li> </ul>	<p><b><u>Graphic Features</u></b></p> <ul style="list-style-type: none"> <li>Identify graphic features found in text (such as <i>illustrations, labeled drawings, type size, charts, maps, diagrams</i>). (ELA 13.2); (≠9.0: 9.1)</li> <li>Locate and identify graphic features in text (such as <i>charts, maps, timelines, tables, diagrams, captions, illustrations</i>). (ELA 13.14); (≠9.0: 9.1)</li> </ul>	<p><b><u>Graphic Features</u></b></p> <ul style="list-style-type: none"> <li>Identify graphic features found in text (such as <i>illustrations, labeled drawings, type size, charts, maps, diagrams</i>). (ELA 13.2); (≠9.0: 9.1)</li> <li>Locate and identify graphic features in text (such as <i>charts, maps, timelines, tables, diagrams, captions, illustrations</i>). (ELA 13.14); (≠9.0: 9.1)</li> </ul>	<p><b><u>Graphic Features</u></b></p> <ul style="list-style-type: none"> <li>Identify graphic features found in text (such as <i>illustrations, labeled drawings, type size, charts, maps, diagrams</i>). (ELA 13.2); (≠9.0: 9.1)</li> <li>Locate and identify graphic features in text (such as <i>charts, maps, timelines, tables, diagrams, captions, illustrations</i>). (ELA 13.14); (≠9.0: 9.1)</li> </ul>
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Outcome: Use knowledge of common graphic features to determine the purpose and meaning of text. (link to ELA 13.19)

<p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>Identify words that signal chronological order in text (such as <i>before, after, finally, first, last</i>).</li> <li>Identify chronological order found in text. (ELA 13.8)</li> </ul>	<p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>Identify words that signal chronological order in text (such as <i>before, after, finally, first, last</i>).</li> <li>Identify chronological order found in text. (ELA 13.8)</li> </ul>	<p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>Identify words that signal chronological order in text (such as <i>before, after, finally, first, last</i>).</li> <li>Identify chronological order found in text. (ELA 13.8)</li> <li>Identify logical order structure in text. (ELA 13.20)</li> <li>Identify cause and effect structure in text. (ELA 13.20); (≠5.0: 5.5)</li> <li>Identify classification structure in text. (ELA 13.20); (≠7.0:</li> </ul>	<p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>Identify words that signal chronological order in text (such as <i>before, after, finally, first, last</i>).</li> <li>Identify chronological order found in text. (ELA 13.8)</li> <li>Identify logical order structure in text. (ELA 13.20)</li> <li>Identify cause and effect structure in text. (ELA 13.20); (≠5.0: 5.5)</li> <li>Identify classification structure in text. (ELA 13.20); (≠7.0:</li> </ul>
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		(all skills))	(all skills)) <ul style="list-style-type: none"> <li>Identify comparison and contrast organization in text. (ELA 13.20); (≠7.0: (all skills))</li> <li>Identify signal words that indicate text organization, such as <ul style="list-style-type: none"> <li>- comparison/contrast: <i>similarly, as opposed to, after all, yet, nevertheless</i></li> <li>- cause/effect: <i>since, on account of, due to, for this reason, therefore, thus</i> (≠7.0: (all skills))</li> </ul> </li> </ul>
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Outcome: Use knowledge of organizational structure in nonfiction text to determine its meaning. (link to ELA 13.20)

<p><b><u>Text Analysis</u></b></p> <ul style="list-style-type: none"> <li>Identify facts in a text to answer the reader’s or other questions. (ELA 13.9); (≠5.0: 5.5)</li> <li>Identify main ideas and important facts in a text.</li> <li>Restate main ideas and important facts from a text. (ELA 13.5)</li> <li>Identify examples in a text that show causes. (ELA 13.10)</li> <li>Identify examples in a text that show effect or results.</li> <li>Identify examples of fact in expository or informational texts. (ELA 13.11); (≠5.0: 5.6, 5.9)</li> <li>Identify examples of opinion in expository or informational texts. (≠5.0: 5.6, 5.9)</li> <li>Identify examples of fiction in expository or informational texts. (≠5.0: 5.6, 5.9, 9.0: 9.6)</li> <li>Identify and represent graphically main ideas, supporting ideas, and supporting details in text. (ELA 13.17); (≠5.0: 5.6, 5.9, 9.0: 9.7)</li> <li>Identify content words to locate needed information in text.</li> <li>Identify the author’s purpose in informational texts.</li> </ul>	<p><b><u>Text Analysis</u></b></p> <ul style="list-style-type: none"> <li>Identify facts in a text to answer the reader’s or other questions. (ELA 13.9); (≠5.0: 5.5)</li> <li>Identify main ideas and important facts in a text.</li> <li>Restate main ideas and important facts from a text. (ELA 13.5)</li> <li>Identify examples in a text that show causes. (ELA 13.10)</li> <li>Identify examples in a text that show effect or results.</li> <li>Identify examples of fact in expository or informational texts. (ELA 13.11); (≠5.0: 5.6, 5.9)</li> <li>Identify examples of opinion in expository or informational texts. (≠5.0: 5.6, 5.9)</li> <li>Identify examples of fiction in expository or informational texts. (≠5.0: 5.6, 5.9, 9.0: 9.6)</li> <li>Identify and represent graphically main ideas, supporting ideas, and supporting details in text. (ELA 13.17); (≠5.0: 5.6, 5.9, 9.0: 9.7)</li> <li>Identify content words to locate needed information in text. (≠5.0: 5.6, 5.9, 9.0: 9.7)</li> <li>Identify the author’s purpose in informational texts.</li> </ul>	<p><b><u>Text Analysis</u></b></p> <ul style="list-style-type: none"> <li>Identify facts in a text to answer the reader’s or other questions. (ELA 13.9); (≠5.0: 5.5)</li> <li>Identify main ideas and important facts in a text.</li> <li>Restate main ideas and important facts from a text. (ELA 13.5)</li> <li>Identify examples in a text that show causes. (ELA 13.10); (≠5.0: 5.5)</li> <li>Identify examples in a text that show effect or results. (≠5.0: 5.5)</li> <li>Identify examples of fact in expository or informational texts. (ELA 13.11); (≠5.0: 5.6, 5.9)</li> <li>Identify examples of opinion in expository or informational texts. (≠5.0: 5.6, 5.9)</li> <li>Identify examples of fiction in expository or informational texts. (≠5.0: 5.6, 5.9, 9.0: 9.6)</li> <li>Identify and represent graphically main ideas, supporting ideas, and supporting details in text. (ELA 13.17); (≠5.0: 5.6, 5.9, 9.0: 9.7)</li> <li>Identify content words to locate needed information in text. (≠5.0: 5.6, 5.9, 9.0: 9.7)</li> <li>Identify the author’s purpose in informational texts.</li> </ul>	<p><b><u>Text Analysis</u></b></p> <ul style="list-style-type: none"> <li>Identify facts in a text to answer the reader’s or other questions. (ELA 13.9); (≠5.0: 5.5)</li> <li>Identify main ideas and important facts in a text.</li> <li>Restate main ideas and important facts from a text. (ELA 13.5)</li> <li>Identify examples in a text that show causes. (ELA 13.10); (≠5.0: 5.5)</li> <li>Identify examples in a text that show effect or results. (≠5.0: 5.5)</li> <li>Identify examples of fact in expository or informational texts. (ELA 13.11); (≠5.0: 5.6, 5.9)</li> <li>Identify examples of opinion in expository or informational texts. (≠5.0: 5.6, 5.9)</li> <li>Identify examples of fiction in expository or informational texts. (≠5.0: 5.6, 5.9, 9.0: 9.6)</li> <li>Identify and represent graphically main ideas, supporting ideas, and supporting details in text. (ELA 13.17); (≠5.0: 5.6, 5.9, 9.0: 9.7)</li> <li>Identify content words to locate needed information in text. (≠5.0: 5.6, 5.9, 9.0: 9.7)</li> <li>Identify the author’s purpose in informational texts. (SSALD1.27, ≠5.0: 5.9, 9.0: 9.7)</li> <li>Select materials and artifacts that represent different cultural experiences related to a selected topic or theme. (SSALD 1.27 (GR. 4-12); (≠5.0: 5.9, 9.0: 9.7)</li> <li>Compare primary source documents and other materials and artifacts that represent different cultural perspectives related to a selected topic or theme. (SSALD1.27, ≠5.0: 5.9, 9.0: 9.7)</li> <li>Identify and explain one of multiple perspectives on a given event.</li> <li>Compare and contrast interpretations of events over an historical period of time. (SSALD1.27, ≠5.0: 5.8)</li> </ul>
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Outcomes: 1) Analyze main ideas, supporting ideas, and supporting details for purpose and meaning. (link to ELA 13.17) 2) Analyze primary source documents and other artifacts to determine how they reflect cultural perspectives. (link to ELA 4.21) 3) Recognize uses of arguments for and against an issue. (link to ELA 13.21)

**R.6 Research: Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.**

<b>Beginning</b> <b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>Early Intermediate</b> <b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>Intermediate</b> <b>LAU Categories C<sup>1</sup></b>	<b>Transitioning</b> <b>LAU Categories C<sup>2</sup></b>
<p><b><u>Gathering Information</u></b></p> <ul style="list-style-type: none"> <li>• Select questions from a list to guide research on a given topic. (≠9.0: 9.7)</li> <li>• Generate questions to guide research on a topic of interest. (ELA 24.1); (≠5.0: 5.8)</li> <li>• Identify key words to assist in searching for helpful information. (≠9.0: 9.7)</li> <li>• Identify sources of information (such as <i>books, Internet, graphics, CD-ROMs, first-language resources</i>) and use them to answer the questions generated. (≠9.0: 9.5)</li> <li>• Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (≠9.0: 9.7)</li> <li>• Initiate a plan to search for information. (≠9.0: 9.7)</li> <li>• Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. (≠9.0 (all skills))</li> </ul>	<p><b><u>Gathering Information</u></b></p> <ul style="list-style-type: none"> <li>• Select questions from a list to guide research on a given topic. (≠9.0: 9.7)</li> <li>• Generate questions to guide research on a topic of interest. (ELA 24.1); (≠5.0: 5.8)</li> <li>• Identify key words to assist in searching for helpful information. (≠9.0: 9.7)</li> <li>• Identify sources of information (such as <i>books, Internet, graphics, CD-ROMs, first-language resources</i>) and use them to answer the questions generated. (≠9.0: 9.5)</li> <li>• Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (≠9.0: 9.7)</li> <li>• Initiate a plan to search for information. (≠9.0: 9.7)</li> <li>• Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. (≠9.0 (all skills))</li> </ul>	<p><b><u>Gathering Information</u></b></p> <ul style="list-style-type: none"> <li>• Select questions from a list to guide research on a given topic. (≠9.0: 9.7)</li> <li>• Generate questions to guide research on a topic of interest. (ELA 24.1); (≠5.0: 5.8)</li> <li>• Identify key words to assist in searching for helpful information. (≠9.0: 9.7)</li> <li>• Identify sources of information (such as <i>books, Internet, graphics, CD-ROMs, first-language resources</i>) and use them to answer the questions generated. (≠9.0: 9.5)</li> <li>• Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (≠9.0: 9.7)</li> <li>• Initiate a plan to search for information. (≠9.0: 9.7)</li> <li>• Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. (≠9.0 (all skills))</li> </ul>	<p><b><u>Gathering Information</u></b></p> <ul style="list-style-type: none"> <li>• Select questions from a list to guide research on a given topic. (≠9.0: 9.7)</li> <li>• Generate questions to guide research on a topic of interest. (ELA 24.1); (≠5.0: 5.8)</li> <li>• Identify key words to assist in searching for helpful information. (≠9.0: 9.7)</li> <li>• Identify sources of information (such as <i>books, Internet, graphics, CD-ROMs, first-language resources</i>) and use them to answer the questions generated. (≠9.0: 9.5)</li> <li>• Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (≠9.0: 9.7)</li> <li>• Initiate a plan to search for information. (≠9.0: 9.7)</li> <li>• Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. (≠9.0 (all skills))</li> </ul>

Outcome: Obtain information from a variety of print and non-print sources. (link to ELA 24.3)

<p><b><u>Organizing and Analyzing Information</u></b></p> <ul style="list-style-type: none"> <li>• Gather information in order to answer research questions. (≠9.0 (all skills))</li> <li>• Select information pertinent to a research question from all information gathered. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Visually represent data gathered through research (such as in a <i>graph, chart, timeline</i>). (≠9.0 (all skills))</li> <li>• Determine the relevance of information gathered and discard irrelevant information. (ELA 24.3); (SSALD 1.27, R/W 5.9 (Gr. 4-12)), (≠5.0: 5.8, 9.0 (all skills))</li> </ul>	<p><b><u>Organizing and Analyzing Information</u></b></p> <ul style="list-style-type: none"> <li>• Gather information in order to answer research questions. (≠9.0 (all skills))</li> <li>• Select information pertinent to a research question from all information gathered. (SSALD 1.27 (Gr. 4-12), (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Visually represent data gathered through research (such as in a <i>graph, chart, timeline</i>). (≠9.0 (all skills))</li> <li>• Determine the relevance of information gathered and discard irrelevant information. (ELA 24.3); (SSALD 1.27, R/W 5.9 (Gr. 4-12)), (≠5.0: 5.8, 9.0 (all skills))</li> </ul>	<p><b><u>Organizing and Analyzing Information</u></b></p> <ul style="list-style-type: none"> <li>• Gather information in order to answer research questions. (≠9.0: (all skills))</li> <li>• Select information pertinent to a research question from all information gathered. (SSALD 1.27 (Gr. 4-12), (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Visually represent data gathered through research (such as in a <i>graph, chart, timeline</i>). (≠9.0 (all skills))</li> <li>• Determine the relevance of information gathered and discard irrelevant information. (link to ELA 24.3); (SSALD 1.27, R/W 5.9 (Gr. 4-12)), (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Differentiate between paraphrasing and using direct quotations in a report. (ELA 24.4); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8)</li> <li>• Identify information that will require quotations. (ELA 24.4); (SSALD 1.27 (4-12), (≠5.0: 5.8)</li> </ul>	<p><b><u>Organizing and Analyzing Information</u></b></p> <ul style="list-style-type: none"> <li>• Gather information in order to answer research questions. (≠9.0: (all skills))</li> <li>• Select information pertinent to a research question from all information gathered. (SSALD 1.27 (Gr. 4-12), (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Visually represent data gathered through research (such as in a <i>graph, chart, timeline</i>). (≠9.0 (all skills))</li> <li>• Determine the relevance of information gathered and discard irrelevant information. (ELA 24.3); (SSALD 1.27, R/W 5.9 (Gr. 4-12)), (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Differentiate between paraphrasing and using direct quotations in a report. (ELA 24.4); (SSALD 1.27 (Gr. 4-12); (≠5.0: 5.8)</li> <li>• Identify information that will require quotations. (ELA 24.4); (SSALD 1.27 (Gr. 4-12); (≠5.0: 5.8)</li> <li>• Use consistent format for footnotes or endnotes. (ELA 24.4)</li> <li>• Use standard bibliographic format to document sources. (ELA 24.4)</li> </ul>
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Outcome: Organize information for research reports that include quotations, footnotes or endnotes, and bibliographies. (link to ELA 19.21)

<p><b><u>Evaluating Research Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small-group work to plan and complete a research project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0: 9.7)</li> <li>• Participate in all jobs required to complete a small-</li> </ul>	<p><b><u>Evaluating Research Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small-group work to plan and complete a research project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0: 9.7)</li> <li>• Participate in all jobs required to complete a small-</li> </ul>	<p><b><u>Evaluating Research Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small-group work to plan and complete a research project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0: 9.7)</li> <li>• Participate in all jobs required to complete a small-</li> </ul>	<p><b><u>Evaluating Research Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small-group work to plan and complete a research project. (SSALD 1.27 (Gr. 4-12); (≠5.0: 5.8, 9.0: 9.7)</li> <li>• Participate in all jobs required to complete a small-</li> </ul>
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<p>group research project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</p> <ul style="list-style-type: none"> <li>• Self-assess individual and group work for a research project. (ELA 24.2); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Evaluate a research project as a whole, using a teacher-created scoring guide. (ELA 24.3); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> </ul>	<p>group research project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</p> <ul style="list-style-type: none"> <li>• Self-assess individual and group work for a research project. (ELA 24.2); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Determine and describe the essential features of an effective research report or project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Relate report writing to questions asked at the beginning of the research process. (SSALD 1.27 (Gr.4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Evaluate a research project as a whole, using a teacher-created scoring guide. (ELA 24.3); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> </ul>	<p>group research project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</p> <ul style="list-style-type: none"> <li>• Self-assess individual and group work for a research project. (ELA 24.2); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Determine and describe the essential features of an effective research report or project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Relate report writing to questions asked at the beginning of the research process. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Evaluate a research project as a whole, using a teacher-created scoring guide. (ELA 24.3); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> </ul>	<p>group research project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</p> <ul style="list-style-type: none"> <li>• Self-assess individual and group work for a research project. (ELA 24.2); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Determine and describe the essential features of an effective research report or project. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Relate report writing to questions asked at the beginning of the research process. (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> <li>• Evaluate a research project as a whole, using a teacher-created scoring guide. (ELA 24.3); (SSALD 1.27 (Gr. 4-12)); (≠5.0: 5.8, 9.0 (all skills))</li> </ul>
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**Outcome: Use a scoring guide or rubrics to self-assess a research project prior to presentation.**



# WRITING

## Grades K - 8

## Braiding the English Language Proficiency Benchmarks and Outcomes for ELL and the SSALD - WRITING: Grades K - 4

Foreign Language (FL), English Language Arts (ELA), The Cambridge Step By Step Assessment to Language Dominance (SSALD), Social, Affective and Cognitive Student Profile Checklist

### W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

Beginning LAU Categories A <sup>1</sup> and A <sup>2</sup>	Early Intermediate LAU Categories B <sup>1</sup> and B <sup>2</sup>	Intermediate LAU Categories C <sup>1</sup>	Transitioning LAU Categories C <sup>2</sup>
<p><b>Planning to Write</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and the purpose of a writing task (such as <i>narrating, describing</i>). (ELA 20)</li> <li>Identify the criteria for completing a writing task. (ELA 25.2)</li> <li>Identify the steps in planning a writing task (such as <i>asking for or giving information, expressing ideas, describing objects, responding to text</i>), using a visual organizer. (K-1: 8.13, 8.14)</li> </ul>	<p><b>Planning to Write</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and the purpose of a writing task (such as <i>narrating, describing</i>). (ELA 20); (2-3: 8.5, 8.6, 8.7, 8.8)</li> <li>Identify the criteria for completing a writing task. (ELA 25.2); (2-3: 8.2-8.9)</li> <li>Identify the steps in planning a writing task (such as <i>asking for or giving information, expressing ideas, describing objects, responding to text</i>), using a visual organizer. (K-1: 8.13, 8.14); (2-3: 8.2-8.9)</li> </ul>	<p><b>Planning to Write</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and the purpose of a writing task (such as <i>narrating, describing</i>). (ELA 20); (2-3: 8.5, 8.6, 8.7, 8.8)</li> <li>Identify the criteria for completing a writing task. (ELA 25.2); (2-3: 8.2-8.9)</li> <li>Identify the steps in planning a writing task (such as <i>asking for or giving information, expressing ideas, describing objects, responding to text</i>), using a visual organizer. (2-3: 8.2-8.9)</li> <li>Select the form or genre (such as <i>fiction, nonfiction, poetry, letter, journal, and list</i>) appropriate for an intended purpose. (2-3: 8.3-8.9)</li> </ul>	<p><b>Planning to Write</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and the purpose of a writing task (such as <i>narrating, describing</i>). (ELA 20); (2-3: 8.5, 8.6, 8.7, 8.8); (4-8: 8.0 (all skills))</li> <li>Identify the criteria for completing a writing task. (ELA 25.2); (2-3: 8.2-8.9); (4-8: 8.0 (all skills))</li> <li>Identify the steps in planning a writing task (such as <i>asking for or giving information, expressing ideas, describing objects, responding to text</i>), using a visual organizer. (2-3: 8.2-8.9); (4-8: 8.0 (all skills))</li> <li>Select the form or genre (such as <i>fiction, nonfiction, poetry, letter, journal, and list</i>) appropriate for an intended purpose. (2-3: 8.3-8.9); (4-8: 8.0 (all skills))</li> </ul>

Outcome: Plan ideas for writing in a way that makes sense for an identified purpose and audience. (ELA 23.2)

<p><b>Increasing Vocabulary</b></p> <ul style="list-style-type: none"> <li>Identify previously learned words and phrases that are related to the topic of a writing task.</li> <li>List new words and phrases related to the topic of a writing task.</li> <li>List descriptive details to be considered for a writing task.</li> </ul>	<p><b>Increasing Vocabulary</b></p> <ul style="list-style-type: none"> <li>Identify previously learned words and phrases that are related to the topic of a writing task.</li> <li>List new words and phrases related to the topic of a writing task.</li> <li>List descriptive details to be considered for a writing task. (2-3: 8.3)</li> </ul>	<p><b>Increasing Vocabulary</b></p> <ul style="list-style-type: none"> <li>Identify previously learned words and phrases that are related to the topic of a writing task.</li> <li>List new words and phrases related to the topic of a writing task.</li> <li>List descriptive details to be considered for a writing task. (2-3: 8.3)</li> </ul>	<p><b>Increasing Vocabulary</b></p> <ul style="list-style-type: none"> <li>Identify previously learned words and phrases that are related to the topic of a writing task.</li> <li>List new words and phrases related to the topic of a writing task.</li> <li>List descriptive details to be considered for a writing task. (2-3: 8.3); (4-8: 8.3)</li> </ul>
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Outcome: Write lists of words and phrases needed to accomplish an assigned writing task.

<p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (K-1: 8.12)</li> </ul>	<p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (K-1: 8.12); (2-3: 8.3)</li> <li>Identify basic transition words related to story development (such as <i>at the beginning, at the end</i>). (2-3: 8.3, 8.4)</li> </ul>	<p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (2-3: 8.3)</li> <li>Identify basic transition words related to story development (such as <i>at the beginning, at the end</i>). (2-3: 8.3, 8.4)</li> <li>Organize ideas related to a writing topic using graphic representations. (2-3: 8.7)</li> <li>Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (2-3: 8.4, 8.5, 8.6)</li> </ul>	<p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (2-3: 8.3); (4-8: 8.3-8.8)</li> <li>Identify basic transition words related to story development (such as <i>at the beginning, at the end</i>). (2-3: 8.3, 8.4); (4-8: 8.3-8.8)</li> <li>Organize ideas related to a writing topic using graphic representations. (2-3: 8.7); (4-8: 8.3-8.8)</li> <li>Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (2-3: 8.4, 8.5, 8.6); (4-8: 8.3-8.8)</li> <li>Arrange plot events in an order that leads to the climax of a story. (ELA 23.3); (4-8: 8.3-8.8)</li> </ul>
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Outcome: Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (ELA 23.3)

**W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient details.**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Transitioning</b>
<b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>LAU Categories C<sup>1</sup></b>	<b>LAU Categories C<sup>2</sup></b>
<p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>Write words that have personal meaning (such as <i>name, age, family names, birth country</i>). (K-1: 8.1, 8.7)</li> <li>Draw pictures and/or use letters to spell words that give others information. (ELA 19.3); (K-1: 8.4)</li> <li>Dictate short accounts of personal experiences. (ELA 19.7); (K-1: 8.5)</li> <li>Write lists and short notes for a specified informational purpose (such as <i>postcard to a friend, shopping list</i>). (FL 3.5); (K-1: 8.6, 8.12)</li> <li>Diagram and label information to be conveyed in a writing task.</li> <li>Dictate sentences that give information (such as <i>directions, instructions, explanations</i>). (ELA 19.4); (K-1: 8.5)</li> <li>Write or dictate research questions. (ELA 19.8); (K-1: 8.5, 8.6)</li> </ul>	<p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>Write words that have personal meaning (such as <i>name, age, family names, birth country</i>). (K-1: 8.1, 8.7); (2-3: 8.5, 8.6)</li> <li>Draw pictures and/or use letters to spell words that give others information. (ELA 19.3); (K-1: 8.4); (2-3: 8.2)</li> <li>Dictate short accounts of personal experiences. (ELA 19.7); (K-1: 8.5); (2-3: 8.5)</li> <li>Write lists and short notes for a specified informational purpose (such as <i>postcard to a friend, shopping list</i>). (FL 3.5); (K-1: 8.6, 8.12); (2-3: 8.2, 8.5, 8.6, 8.8)</li> <li>Diagram and label information to be conveyed in a writing task. (2-3: 8.7)</li> <li>Dictate sentences that give information (such as <i>directions, instructions, explanations</i>). (ELA 19.4); (K-1: 8.5)</li> <li>Write or dictate research questions. (ELA 19.8); (K-1: 8.5, 8.6); (2-3: 8.7)</li> </ul>	<p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>Write words that have personal meaning (such as <i>name, age, family names, birth country</i>). (2-3: 8.5, 8.6)</li> <li>Draw pictures and/or use letters to spell words that give others information. (ELA 19.3); (2-3: 8.2)</li> <li>Dictate short accounts of personal experiences. (ELA 19.7); (2-3: 8.5)</li> <li>Write lists and short notes for a specified informational purpose (such as <i>postcard to a friend, shopping list</i>). (FL 3.5); (2-3: 8.2, 8.5, 8.6, 8.8)</li> <li>Diagram and label information to be conveyed in a writing task. (2-3: 8.7)</li> <li>Dictate sentences that give information (such as <i>directions, instructions, explanations</i>). (ELA 19.4)</li> <li>Write or dictate research questions. (ELA 19.8); (2-3: 8.7)</li> <li>Write brief summaries of information gathered through research. (ELA 19.11); (2-3: 8.7, 8.9)</li> </ul>	<p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>Diagram and label information to be conveyed in a writing task. (2-3: 8.7); (4-8: 8.0 (all skills))</li> <li>Write or dictate research questions. (ELA 19.8); (2-3: 8.7); (4-8: 8.0 (all skills))</li> <li>Write brief summaries of information gathered through research. (ELA 19.11) (2-3: 8.7, 8.9); (4-8: 8.0 (all skills))</li> <li>Enumerate, in list or outline form, points or steps one by one. (4-8: 8.0 (all skills))</li> </ul>

Outcomes: 1) Write an account based on personal experience that has a focus and supporting detail. (ELA 19.13) 2) Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (ELA 19.7)

<p><b>Responding to Text</b></p> <ul style="list-style-type: none"> <li>Participates in gathering evidence from a literary or an informational text that supports a given topic sentence.</li> <li>Write or dictate a sentence that gives a set of facts or ideas from a literary or an informational text.</li> </ul>	<p><b>Responding to Text</b></p> <ul style="list-style-type: none"> <li>Participates in gathering evidence from a literary or an informational text that supports a given topic sentence.</li> <li>Write or dictate a sentence that gives a set of facts or ideas from a literary or an informational text</li> </ul>	<p><b>Responding to Text</b></p> <ul style="list-style-type: none"> <li>List evidence from a literary or an informational text that supports a given topic sentence.</li> <li>Write or dictate a sentence that gives a set of facts or ideas from a literary or an informational text.</li> </ul>	<p><b>Responding to Text</b></p> <ul style="list-style-type: none"> <li>List evidence from a literary or an informational text that supports a given topic sentence.</li> <li>Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas.</li> <li>Write or dictate a sentence that synthesizes a given set of facts or ideas from a literary or an informational text.</li> </ul>
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Outcome: Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support. (ELA 19.12)

<p><b>Writing a Story</b></p> <ul style="list-style-type: none"> <li>Draw or sequence pictures to tell or retell a story. (ELA 19.1)</li> <li>Dictate sentences to tell or retell a story in chronological sequence. (ELA 19.2); (K-1: 8.5)</li> <li>List details that describe story events. (K-1: 8.6, 8.12)</li> </ul>	<p><b>Writing a Story</b></p> <ul style="list-style-type: none"> <li>Draw or sequence pictures to tell or retell a story. (ELA 19.1)</li> <li>Dictate sentences to tell or retell a story in chronological sequence. (ELA 19.2); (K-1: 8.5)</li> <li>List details that describe story events. (K-1: 8.6, 8.12); (2-3: 8.2, 8.3)</li> </ul>	<p><b>Writing a Story</b></p> <ul style="list-style-type: none"> <li>Draw or sequence pictures to tell or retell a story. (ELA 19.1)</li> <li>Dictate sentences to tell or retell a story in chronological sequence. (ELA 19.2)</li> <li>List details that describe story events. (2-3: 8.2, 8.3)</li> </ul>	<p><b>Writing a Story</b></p> <ul style="list-style-type: none"> <li>Writes sentence to tell or retell a story in chronological sequence. (ELA 19.2); (4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>List details that describe story events. (2-3: 8.2, 8.3); (4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> </ul>
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Outcome: Write a story that has a beginning, middle, and end. (ELA 19.5)

<p><b>Writing a Letter</b></p> <ul style="list-style-type: none"> <li>Write or dictate letters for a specific audience and purpose (such as <i>thank-you note, invitation</i>). (K-1: 8.5, 8.9, 8.14)</li> </ul>	<p><b>Writing a Letter</b></p> <ul style="list-style-type: none"> <li>Write or dictate letters for a specific audience and purpose (such as <i>thank-you note, invitation</i>). (K-1: 8.5, 8.9, 8.14); (2-3: 8.6)</li> </ul>	<p><b>Writing a Letter</b></p> <ul style="list-style-type: none"> <li>Identify parts of a letter (such as <i>heading, body, closing, signature</i>).</li> <li>Write letters for a specific audience and purpose (such as <i>thank-you note, invitation</i>). (2-3: 8.6, 8.9)</li> </ul>	<p><b>Writing a Letter</b></p> <ul style="list-style-type: none"> <li>Identify parts of a letter (such as <i>heading, body, closing, signature</i>).</li> <li>Write letters for a specific audience and purpose (such as <i>thank-you note, invitation</i>). (2-3: 8.6, 8.9); (4-8: 8.6)</li> </ul>
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Outcome: Write a letter, with ideas placed in an order that makes sense. (ELA 19.7)

<p><b>Writing a Poem</b></p> <ul style="list-style-type: none"> <li>Dictate short poems that contain simple sensory details. (ELA 19.6)</li> </ul>	<p><b>Writing a Poem</b></p> <ul style="list-style-type: none"> <li>Dictate short poems that contain simple sensory details. (ELA 19.6)</li> </ul>	<p><b>Writing a Poem</b></p> <ul style="list-style-type: none"> <li>Dictate short poems that contain simple sensory details. (ELA 19.6)</li> <li>Identify sensory details in poems read or heard.</li> </ul>	<p><b>Writing a Poem</b></p> <ul style="list-style-type: none"> <li>Dictate short poems that contain simple sensory details. (ELA 19.6)</li> <li>Identify sensory details in poems read or heard.</li> </ul>
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Outcome: Write a short poem that contains simple sensory details. (ELA 19.10)

**W.3 Revising: Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.**

Beginning LAU Categories A <sup>1</sup> and A <sup>2</sup>	Early Intermediate LAU Categories B <sup>1</sup> and B <sup>2</sup>	Intermediate LAU Categories C <sup>1</sup>	Transitioning LAU Categories C <sup>2</sup>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Discuss personal standards or judgment of quality of writing. (ELA 25.2); (K-1: 8.14)</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Discuss personal standards or judgment of quality of writing. (ELA 25.2); (K-1: 8.14)</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Explain personal standards or judgment of quality of writing. (ELA 25.2); (2-3: 8.9)</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Explain personal standards or judgment of quality of writing. (ELA 25.2); (2-3: 8.9); (4-8: 8.9)</li> </ul>

Outcome: Use agreed-upon criteria to evaluate writing. (ELA 25.2)

<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Participate in revision of group writing.</li> <li>Participate in peer revision of writing.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Participate in revision of group writing.</li> <li>Participate in peer revision of writing.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Participate in revision of group writing.</li> <li>Participate in peer revision of writing.</li> <li>Select and use helpful information provided in revision.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Participate in revision of group writing.</li> <li>Participate in peer revision of writing.</li> <li>Select and use helpful information provided in revision.</li> </ul>
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Outcome: Identify and use words and phrases to make ideas clearer or more logical.

<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use general and specific words and phrases to write about familiar objects and events. (ELA 4.2); (K-1: 8.4)</li> </ul>	<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use general and specific words and phrases to write about familiar objects and events. (ELA 4.2); (K-1: 8.4); (2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Use reference materials and/or generated word lists to expand word choices in writing. (ELA 21.3)</li> <li>Use feedback from consultations with peers and/or teacher to improve precision in writing.</li> </ul>	<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use general and specific words and phrases to write about familiar objects and events. (ELA 4.2); (2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Use reference materials and/or generated word lists to expand word choices in writing. (ELA 21.3)</li> <li>Use feedback from consultations with peers and/or teacher to improve precision in writing.</li> <li>Identify synonyms that give more specific information to the reader. (ELA 4.6)</li> </ul>	<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use reference materials and/or generated word lists to expand word choices in writing. (ELA 21.3); (2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Use feedback from consultations with peers and/or teacher to improve precision in writing. (2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Identify synonyms that give more specific information to the reader. (ELA 4.6)</li> <li>Incorporate familiar idioms in writing. (ELA 4.11)</li> <li>Use base words with common prefixes to vary word choice in writing. (ELA 4.4); (2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Identify familiar expressions (collocations) that are used as if they were one word (such as “<i>here and there</i>,” “<i>we’ll see</i>”). (2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Utilize references (such as <i>thesaurus</i>) to vary word choices. (ELA 21.3)</li> </ul>
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Outcomes: 1) Select and use words to increase detail in writing. (ELA 21.2) 2) After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. (ELA 21.1) 3) Vary expression by employing new words and phrases in writing.

<p><b>Sentence Variety</b></p> <ul style="list-style-type: none"> <li>Recognize short and long sentences in student writing.</li> <li>Recognize repetitive sentence patterns.</li> </ul>	<p><b>Sentence Variety</b></p> <ul style="list-style-type: none"> <li>Recognize short and long sentences in student writing.</li> <li>Recognize repetitive sentence patterns.</li> </ul>	<p><b>Sentence Variety</b></p> <ul style="list-style-type: none"> <li>Identify short and long sentences in student writing.</li> <li>Identify repetitive sentence patterns.</li> </ul>	<p><b>Sentence Variety</b></p> <ul style="list-style-type: none"> <li>Identify short and long sentences in student writing.</li> <li>Identify repetitive sentence patterns.</li> </ul>
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Outcome: Employ a variety of sentence lengths in order to improve writing. (ELA 21.4)

**W.4 Editing: Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing.**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Transitioning</b>
<b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>LAU Categories C<sup>1</sup></b>	<b>LAU Categories C<sup>2</sup></b>
<p><b><u>Punctuation and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>Employ left-to-right and top-to-bottom orientation for writing.</li> <li>Print upper and lower case letters. (ELA 22.1); (K-1: 8.2)</li> <li>Use letters to make words. (ELA 22.2); (K-1: 8.3, 8.4)</li> <li>Separate words with spaces. (ELA 22.2); (K-1: 8.6, 8.9)</li> </ul>	<p><b><u>Punctuation and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>Employ left-to-right and top-to-bottom orientation for writing.</li> <li>Print upper and lower case letters. (ELA 22.1); (K-1: 8.2)</li> <li>Use letters to make words. (ELA 22.2); (K-1: 8.3, 8.4)</li> <li>Separate words with spaces. (ELA 22.2); (K-1: 8.6, 8.9); (2-3: 8.1, 8.2)</li> <li>Use rules for capitalization at the beginning of a sentence. (K-1: 8.6)</li> <li>Use rules for capitalization for names and places. (K-1: 8.6); (2-3: 8.4)</li> <li>Use rules for appropriate end marks (such as <i>periods, question marks</i>). (ELA 22.2); (K-1: 8.8); (2-3: 8.9)</li> <li>Use commas for a series within a sentence. (K-1: 8.14); (2-3: 8.9)</li> </ul>	<p><b><u>Punctuation and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>Use rules for capitalization at the beginning of a sentence.</li> <li>Use rules for capitalization for names and places. (2-3: 8.4)</li> <li>Use rules for appropriate end marks (such as <i>periods, question marks</i>). (ELA 22.2); (2-3: 8.9)</li> <li>Use commas for a series within a sentence. (2-3: 8.9)</li> </ul>	<p><b><u>Punctuation and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>Use rules for capitalization at the beginning of a sentence. (4-8: 8.2)</li> <li>Use rules for capitalization for names and places. (2-3: 8.4); (4-8: 8.2, 8.4, 8.9)</li> <li>Use rules for appropriate end marks (such as <i>periods, question marks</i>). (ELA 22.2); (2-3: 8.9); (4-8: 8.2, 8.4, 8.9)</li> <li>Use commas for a series within a sentence. (2-3: 8.9); (4-8: 8.2, 8.4, 8.9)</li> </ul>

Outcome: Use correct mechanics when editing. (ELA 22.4)

<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2); (K-1: 8.4, 8.10)</li> <li>Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2); (K-1: 8.4, 8.10, 8.14)</li> <li>Correct spelling of misspelled words during editing by comparing words to a list or other sources. (K-1: 8.10, 8.14)</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2); (K-1: 8.4, 8.10)</li> <li>Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2); (K-1: 8.4, 8.10, 8.14)</li> <li>Correct spelling of misspelled words during editing by comparing words to a list or other sources. (K-1: 8.10, 8.14); (2-3: 8.5, 8.10)</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2); (2-3: 8.5, 8.10)</li> <li>Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2); (2-3: 8.5, 8.10)</li> <li>Correct spelling of misspelled words during editing by comparing words to a list or other sources. (2-3: 8.5, 8.10)</li> <li>Spell correctly most commonly used homophones (such as <i>there/they're; to/two/too</i>). (ELA 22.2); (2-3: 8.5, 8.10)</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2); (2-3: 8.5, 8.10); (4-8: 8.4, 8.9)</li> <li>Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2); (2-3: 8.5, 8.10); (4-8: 8.4, 8.9)</li> <li>Correct spelling of misspelled words during editing by comparing words to a list or other sources. (2-3: 8.5, 8.10); (4-8: 8.4, 8.9)</li> <li>Spell correctly most commonly used homophones (such as <i>there/they're; to/two/too</i>). (ELA 22.2); (2-3: 8.5, 8.10); (4-8: 8.4, 8.9)</li> </ul>
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Outcome: Spell familiar words correctly when editing. (ELA 22.2)

<p><b><u>Grammar/Structure</u></b></p> <ul style="list-style-type: none"> <li>Edit simple sentences. (K-1: 8.4, 8.10)</li> </ul>	<p><b><u>Grammar/Structure</u></b></p> <ul style="list-style-type: none"> <li>Edit simple sentences for correct subject and verb agreement. (K-1: 8.4, 8.10)</li> </ul>	<p><b><u>Grammar/Structure</u></b></p> <ul style="list-style-type: none"> <li>Edit simple sentences for correct subject and verb agreement. (2-3: 8.5, 8.10); (4-8: 8.4, 8.9)</li> </ul>	<p><b><u>Grammar/Structure</u></b></p> <ul style="list-style-type: none"> <li>Edit simple sentences for correct subject and verb agreement. (2-3: 8.5, 8.10); (4-8: 8.4, 8.9)</li> <li>Edit sentences for elimination of sentence fragments. (ELA 5.7); (2-3: 8.5, 8.10); (4-8: 8.4, 8.9)</li> </ul>
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Outcome: Identify correct sentence and usage when editing simple sentences. (ELA 5.7)

**W.5 Media: Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.**

<b>Beginning</b> <b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>Early Intermediate</b> <b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>Intermediate</b> <b>LAU Categories C<sup>1</sup></b>	<b>Transitioning</b> <b>LAU Categories C<sup>2</sup></b>
<p><b><u>Using and Analyzing Media</u></b></p> <ul style="list-style-type: none"> <li>Use word processing to publish writing/illustrations.</li> </ul>	<p><b><u>Using and Analyzing Media</u></b></p> <ul style="list-style-type: none"> <li>Use word processing to publish writing/illustrations.</li> <li>Work collaboratively with peers when using technology in the classroom.</li> </ul>	<p><b><u>Using and Analyzing Media</u></b></p> <ul style="list-style-type: none"> <li>Use word processing to publish writing.</li> <li>Work collaboratively with peers when using technology in the classroom.</li> </ul>	<p><b><u>Using and Analyzing Media</u></b></p> <ul style="list-style-type: none"> <li>Use word processing to publish writing.</li> <li>Work collaboratively with peers when using technology in the classroom.</li> <li>Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J)</li> <li>Comprehend and use acceptable use guidelines. (FL Appendix J)</li> <li>Gather and analyze information, using multiple media.</li> </ul>

Outcomes: 1) Select and use appropriate applications for a variety of classroom projects. 2) Gather and analyze information, using multiple media.

<p><b><u>Producing Media</u></b></p> <ul style="list-style-type: none"> <li>Create audiotapes, or videotapes for display or transmission. (ELA 27.1)</li> <li>Create group presentations using computer technology. (ELA 27.2)</li> </ul>	<p><b><u>Producing Media</u></b></p> <ul style="list-style-type: none"> <li>Create audiotapes, or videotapes for display or transmission. (ELA 27.1)</li> <li>Create group presentations using computer technology. (ELA 27.2)</li> </ul>	<p><b><u>Producing Media</u></b></p> <ul style="list-style-type: none"> <li>Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1)</li> <li>Create presentations using computer technology. (ELA 27.2)</li> </ul>	<p><b><u>Producing Media</u></b></p> <ul style="list-style-type: none"> <li>Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1)</li> <li>Create presentations using computer technology. (ELA 27.2)</li> </ul>
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Outcome: Create presentations using computer technology. (ELA 27.2)

<p><b><u>Evaluating Media</u></b></p> <ul style="list-style-type: none"> <li>Discuss criteria to evaluate the effectiveness of group media presentations.</li> </ul>	<p><b><u>Evaluating Media</u></b></p> <ul style="list-style-type: none"> <li>Discuss criteria to evaluate the effectiveness of group media presentations.</li> </ul>	<p><b><u>Evaluating Media</u></b></p> <ul style="list-style-type: none"> <li>Use agreed-upon criteria to evaluate the effectiveness of media presentations</li> </ul>	<p><b><u>Evaluating Media</u></b></p> <ul style="list-style-type: none"> <li>Use agreed-upon criteria to evaluate the effectiveness of media presentations.</li> </ul>
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Outcome: Use agreed-upon criteria to evaluate the effectiveness of media presentations.

## Braiding the English Language Proficiency Benchmarks and Outcomes for ELL and the SSALD - Writing: Grades 5 - 8

Foreign Language (FL), English Language Arts (ELA), The Cambridge Step By Step Assessment to Language Dominance (SSALD), Social, Affective and Cognitive Student Profile Checklist

### W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Transitioning</b>
<b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>LAU Categories C<sup>1</sup></b>	<b>LAU Categories C<sup>2</sup></b>
<p><b><u>Planning to Write</u></b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and the purpose of a writing task (such as <i>narrating, describing</i>). (ELA 20); (H2-3: 8.5, 8.6, 8.7, 8.8); (H4-8: 8.0 (all skills))</li> <li>• Select the form or genre (such as <i>fiction, nonfiction, poetry, letter, journal, and list</i>) appropriate for an intended purpose. (H2-3: 8.3-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the criteria for completing a writing task. (ELA 25.2); (H2-3: 8.2-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the steps in planning a writing task (such as <i>asking for or giving information, expressing ideas, describing objects, responding to text</i>), using a visual organizer. (H2-3: 8.2-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the topic of a writing task. (SSALD R/W: 5.9 (Gr. 4-12))</li> <li>• Determine an appropriate length for a writing task based on its purpose and audience. (SSALD R/W: 5.9 (Gr. 4-12))</li> </ul>	<p><b><u>Planning to Write</u></b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and the purpose of a writing task (such as <i>narrating, describing</i>). (ELA 20); (H2-3: 8.5, 8.6, 8.7, 8.8); (H4-8: 8.0 (all skills))</li> <li>• Select the form or genre (such as <i>fiction, nonfiction, poetry, letter, journal, and list</i>) appropriate for an intended purpose. (H2-3: 8.3-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the criteria for completing a writing task. (ELA 25.2); (H2-3: 8.2-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the steps in planning a writing task (such as <i>asking for or giving information, expressing ideas, describing objects, responding to text</i>), using a visual organizer. (H2-3: 8.2-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the topic of a writing task. (SSALD R/W: 5.9 (Gr. 4-12))</li> <li>• Determine an appropriate length for a writing task based on its purpose and audience. (SSALD R/W: 5.9 (Gr. 4-12))</li> </ul>	<p><b><u>Planning to Write</u></b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and the purpose of a writing task (such as <i>narrating, describing</i>). (ELA 20); (H2-3: 8.5, 8.6, 8.7, 8.8); (H4-8: 8.0 (all skills))</li> <li>• Select the form or genre (such as <i>fiction, nonfiction, poetry, letter, journal, and list</i>) appropriate for an intended purpose. (H2-3: 8.3-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the criteria for completing a writing task. (ELA 25.2); (H2-3: 8.2-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the steps in planning a writing task (such as <i>asking for or giving information, expressing ideas, describing objects, responding to text</i>), using a visual organizer. (H2-3: 8.2-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the topic of a writing task. (SSALD R/W: 5.9 (Gr. 4-12))</li> <li>• Determine an appropriate length for a writing task based on its purpose and audience. (SSALD R/W: 5.9 (Gr. 4-12))</li> <li>• Generate questions that consider the audience and purpose of a writing task.</li> <li>• Create a topic sentence and a concluding sentence that reflect the purpose of a writing task. (ELA 23.8)</li> </ul>	<p><b><u>Planning to Write</u></b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and the purpose of a writing task (such as <i>narrating, describing</i>). (ELA 20); (H2-3: 8.5, 8.6, 8.7, 8.8); (H4-8: 8.0 (all skills))</li> <li>• Select the form or genre (such as <i>fiction, nonfiction, poetry, letter, journal, and list</i>) appropriate for an intended purpose. (H2-3: 8.3-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the criteria for completing a writing task. (ELA 25.2); (H2-3: 8.2-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the steps in planning a writing task (such as <i>asking for or giving information, expressing ideas, describing objects, responding to text</i>), using a visual organizer. (H2-3: 8.2-8.9); (H4-8: 8.0 (all skills))</li> <li>• Identify the topic of a writing task. (SSALD R/W: 5.9 (Gr. 4-12))</li> <li>• Determine an appropriate length for a writing task based on its purpose and audience. (SSALD R/W: 5.9 (Gr. 4-12))</li> <li>• Generate questions that consider the audience and purpose of a writing task.</li> <li>• Create a topic sentence and a concluding sentence that reflect the purpose of a writing task. (ELA 23.8)</li> </ul>

**Outcome: Identify the structures and length that support the audience, purpose, and topic of a writing task.**

<p><b><u>Increasing Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Identify previously learned words and phrases that are related to the topic of a writing task. (H4-8: 7.0 (all skills))</li> <li>• List new words and phrases related to the topic of a writing task. (H4-8: 7.0 (all skills))</li> <li>• List descriptive details to be considered for a writing task. (H2-3: 8.3); (H4-8: 7.0 (all skills); 8.0: 8.3)</li> <li>• List new words to be considered for a writing task, using resources such as a glossary or dictionary. (H4-8: 7.0 (all skills); 9.0: 9.3, 9.4)</li> <li>• Identify words to add variety and detail to consider for use in a writing task. (H4-8: 7.0 (all skills))</li> </ul>	<p><b><u>Increasing Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Identify previously learned words and phrases that are related to the topic of a writing task. (H4-8: 7.0 (all skills))</li> <li>• List new words and phrases related to the topic of a writing task. (H4-8: 7.0 (all skills))</li> <li>• List descriptive details to be considered for a writing task. (H2-3: 8.3); (H4-8: 7.0 (all skills); 8.0: 8.3)</li> <li>• List new words to be considered for a writing task, using resources such as a glossary or dictionary. (H4-8: 7.0 (all skills); 9.0: 9.3, 9.4)</li> <li>• Identify words to add variety and detail to consider for use in a writing task. (H4-8: 7.0 (all skills))</li> </ul>	<p><b><u>Increasing Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Identify previously learned words and phrases that are related to the topic of a writing task. (H4-8: 7.0 (all skills))</li> <li>• List new words and phrases related to the topic of a writing task. (H4-8: 7.0 (all skills))</li> <li>• List descriptive details to be considered for a writing task. (H2-3: 8.3); (H4-8: 7.0 (all skills); 8.8: 8.3)</li> <li>• List new words to be considered for a writing task, using resources such as a glossary or dictionary. (H4-8: 7.0 (all skills); 9.0: 9.3, 9.4)</li> <li>• Identify words to add variety and detail to consider for use in a writing task. (H4-8: 7.0 (all skills))</li> <li>• Select words that suit the audience and purpose of a writing task. (SSALD R/W 5.9 (4-12)); (H4-8: 7.0 (all skills))</li> </ul>	<p><b><u>Increasing Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Identify previously learned words and phrases that are related to the topic of a writing task. (H7.0 (all skills))</li> <li>• List new words and phrases related to the topic of a writing task. (H7.0 (all skills))</li> <li>• List descriptive details to be considered for a writing task. (H2-3: 8.3); (H4-8: 7.0 (all skills); 8.0: 8.3)</li> <li>• List new words to be considered for a writing task, using resources such as a glossary or dictionary. (H4-8: 7.0 (all skills); H9.0: 9.3, 9.4)</li> <li>• Identify words to add variety and detail to consider for use in a writing task. (H4-8: 7.0 (all skills))</li> <li>• Select words that suit the audience and purpose of a writing task. (SSALD R/W 5.9 (4-12)); (H4-8: 7.0 (all skills))</li> </ul>
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**Outcome: Lists words and phrases to support structure and meaning within and among paragraphs of a writing task. (link to ELA 23.10)**

<p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>• Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (H2-3: 8.3); (H4-8: 8.3-8.8)</li> <li>• Identify basic transition words related to story development (such as <i>at the beginning, at the end</i>). (H2-3: 8.3, 8.4); (H4-8: 8.3-8.8)</li> <li>• Organize ideas related to a writing topic using graphic representations. (H2-3: 8.7); (H4-8: 8.3-8.8)</li> <li>• Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (H2-3: 8.4, 8.5, 8.6); (H4-8: 8.3-8.8)</li> <li>• Arrange plot events in an order that leads to the climax. (H4-8: 8.0 8.5)</li> <li>• Group ideas for a writing task that are related and place them in logical order, using visual organizers. (ELA 23.7); (H4-8: 8.0: 8.5; 9.0: 9.5)</li> <li>• Place related ideas in logical order in a single-paragraph format. (ELA 23.8); (SSALD R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> <li>• Identify words and phrases that connect ideas within a paragraph (such as <i>first, then, finally, next, in addition, for example</i>). (SSALD R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> </ul>	<p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>• Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (H2-3: 8.3); (H4-8: 8.3-8.8)</li> <li>• Identify basic transition words related to story development (such as <i>at the beginning, at the end</i>). (H2-3: 8.3, 8.4); (H4-8: 8.3-8.8)</li> <li>• Organize ideas related to a writing topic using graphic representations. (H2-3: 8.7); (H4-8: 8.3-8.8)</li> <li>• Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (H2-3: 8.4, 8.5, 8.6); (H4-8: 8.3-8.8)</li> <li>• Arrange plot events in an order that leads to the climax. (H4-8: 8.0: 8.5)</li> <li>• Group ideas for a writing task that are related and place them in logical order, using visual organizers. (ELA 23.7); (H4-8: 8.0: 8.5; 9.0: 9.5)</li> <li>• Place related ideas in logical order in a single-paragraph format. (ELA 23.8); (SSALD R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> <li>• Identify words and phrases that connect ideas within a paragraph (such as <i>first, then, finally, next, in addition, for example</i>). (SSALD R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> </ul>	<p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>• Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (H2-3: 8.3); (H4-8: 8.3-8.8)</li> <li>• Identify basic transition words related to story development (such as <i>at the beginning, at the end</i>). (H2-3: 8.3, 8.4); (H4-8: 8.3-8.8)</li> <li>• Organize ideas related to a writing topic using graphic representations. (H2-3: 8.7); (H4-8: 8.3-8.8)</li> <li>• Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (H2-3: 8.4, 8.5, 8.6); (H4-8: 8.3-8.8)</li> <li>• Arrange plot events in an order that leads to the climax. (H4-8: 8.0: 8.5)</li> <li>• Group ideas for a writing task that are related and place them in logical order, using visual organizers. (ELA 23.7); (H4-8: 8.0: 8.5; 9.0: 9.5)</li> <li>• Place related ideas in logical order in a single-paragraph format. (ELA 23.8); (SSALD R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> <li>• Identify words and phrases that connect ideas within a paragraph (such as <i>first, then, finally, next, in addition, for example</i>). (SSALD R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> <li>• Outline an introductory paragraph and a concluding paragraph that reflect the needs of an identified audience and purpose of a writing task. (ELA 23.10); (SSALD R/W 8.3 (4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> <li>• Place related ideas in logical order in a multiple-paragraph format. (ELA 23.7)</li> <li>• Select words and phrases that connect ideas among paragraphs, such as (H4-8: 8.0: 8.4, 8.9) <ul style="list-style-type: none"> <li>- comparing: <i>in the same way, similarly, like, as</i></li> <li>- adding an idea: <i>in addition, another reason is also, for instance, additionally, finally</i></li> <li>- concluding or summarizing: <i>as a result, consequently, finally, therefore, to sum up, in short, it follows that, since, in summary</i></li> </ul> </li> </ul>	<p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>• Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (H2-3: 8.3); (H4-8: 8.3-8.8)</li> <li>• Identify basic transition words related to story development (such as <i>at the beginning, at the end</i>). (H2-3: 8.3, 8.4); (H4-8: 8.3-8.8)</li> <li>• Organize ideas related to a writing topic using graphic representations. (H2-3: 8.7); (H4-8: 8.3-8.8)</li> <li>• Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (H2-3: 8.4, 8.5, 8.6); (H4-8: 8.3-8.8)</li> <li>• Arrange plot events in an order that leads to the climax. (H4-8: 8.0: 8.5)</li> <li>• Group ideas for a writing task that are related and place them in logical order, using visual organizers. (ELA 23.7); (H4-8: 8.0: 8.5; 9.0: 9.5)</li> <li>• Place related ideas in logical order in a single-paragraph format. (ELA 23.8); (SSALD 4-8: R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> <li>• Identify words and phrases that connect ideas within a paragraph (such as <i>first, then, finally, next, in addition, for example</i>). (SSALD R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> <li>• Identify the organizational structure of a writing task (such as <i>compare-and-contrast, supported opinion, classification, persuasion or argument, cause-and-effect</i>). (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>• Outline an introductory paragraph and a concluding paragraph that reflect the needs of an identified audience and purpose of a writing task. (ELA 23.10); (SSALD R/W 8.3 (Gr. 4-12)); (H4-8: 8.0: 8.3, 8.4, 8.5, 8.9)</li> <li>• Place related ideas in logical order in a multiple-paragraph format. (ELA 23.7)</li> <li>• Select words and phrases that connect ideas among paragraphs, such as (H4-8: 8.0: 8.4, 8.9) <ul style="list-style-type: none"> <li>- comparing: <i>in the same way, similarly, like, as</i></li> <li>- adding an idea: <i>in addition, another reason is also, for instance, additionally, finally</i></li> <li>- concluding or summarizing: <i>as a result, consequently, finally, therefore, to sum up, in short, it follows that, since, in summary</i></li> </ul> </li> </ul>
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Outcomes: 1) Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence. (ELA 23.8) 2) Organize information about a topic into a multi-paragraph format with an introductory paragraph, supporting paragraphs, and a concluding paragraph. (ELA 19.23)



**W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient details.**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Transitioning</b>
<b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>LAU Categories C<sup>1</sup></b>	<b>LAU Categories C<sup>2</sup></b>
<p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>Diagram and label information to be conveyed in a writing task. (⌘2-3: 8.7); (⌘4-8: 8.0 (all skills))</li> <li>Write or dictate research questions. (ELA 19.8); (⌘2-3: 8.7); (⌘4-8: 8.0 (all skills))</li> <li>Enumerate, in list or outline form, points or steps one by one. (⌘4-8: 8.0 (all skills))</li> <li>Write brief summaries of information gathered through research. (ELA 19.11) (⌘2-3: 8.7, 8.9); (⌘4-8: 8.0 (all skills))</li> <li>Write short accounts of personal or familiar experiences, including academic topics. (SSALD R/W 8.3 (Gr. 4-12)); (⌘4-8: 8.0: 8.3, 8.4, 8.5, 8.6, 8.9)</li> <li>Write a topic sentence with a clear focus (such as one that <i>explains a process, summarizes a personal experience</i>). (⌘4-8: 8.0: 8.1, 8.2, 8.9)</li> </ul>	<p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>Diagram and label information to be conveyed in a writing task. (⌘2-3: 8.7); (⌘4-8: 8.0 (all skills))</li> <li>Write or dictate research questions. (ELA 19.8); (⌘2-3: 8.7); (⌘4-8: 8.0 (all skills))</li> <li>Enumerate, in list or outline form, points or steps one by one. (⌘4-8: 8.0 (all skills))</li> <li>Write brief summaries of information gathered through research. (ELA 19.11); (⌘2-3: 8.7, 8.9); (⌘4-8: 8.0 (all skills))</li> <li>Write short accounts of personal or familiar experiences, including academic topics. (SSALD R/W 8.3 (Gr. 4-12)); (⌘4-8: 8.0: 8.3, 8.4, 8.5, 8.6, 8.9)</li> <li>Write a topic sentence with a clear focus (such as one that <i>explains a process, summarizes a personal experience</i>). (⌘4-8: 8.0: 8.1, 8.2, 8.9)</li> <li>Write a conclusion that supports the details provided in a written paragraph. (⌘4-8: 8.0: 8.5, 8.9)</li> </ul>	<p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>Diagram and label information to be conveyed in a writing task. (⌘2-3: 8.7); (⌘4-8: 8.0 (all skills))</li> <li>Write or dictate research questions. (ELA 19.8); (⌘2-3: 8.7); (⌘4-8: 8.0 (all skills))</li> <li>Enumerate, in list or outline form, points or steps one by one. (⌘4-8: 8.0 all skills)</li> <li>Write brief summaries of information gathered through research. (ELA 19.11); (⌘2-3: 8.7, 8.9); (⌘4-8: 8.0 (all skills))</li> <li>Write short accounts of personal or familiar experiences, including academic topics. (SSALD R/W 8.3 (Gr. 4-12)); (⌘4-8: 8.0: 8.3, 8.4, 8.5, 8.6, 8.9)</li> <li>Write a topic sentence with a clear focus (such as one that <i>explains a process, summarizes a personal experience</i>). (⌘4-8: 8.0: 8.1, 8.2, 8.9)</li> <li>Write a conclusion that supports the details provided in a written paragraph. (⌘4-8: 8.0: 8.5, 8.9)</li> <li>Write a short explanation of a process that includes a topic sentence, details, and a conclusion. (ELA 19.17); (⌘4-8: 8.0: 8.1, 8.6)</li> <li>Identify general and supporting ideas for a multi-paragraph composition. (⌘4-8: 8.0: 8.3, 8.4, 8.9)</li> <li>Write the topic sentence for a multi-paragraph composition. (⌘4-8: 8.0: 8.1, 8.2, 8.9)</li> <li>Identify details for supporting paragraphs for a multi-paragraph composition. (SSALD 3.18 (Gr. 4-12))</li> </ul>	<p><b>Providing Information</b></p> <ul style="list-style-type: none"> <li>Diagram and label information to be conveyed in a writing task. (⌘2-3: 8.7); (⌘4-8: 8.0 (all skills))</li> <li>Write or dictate research questions. (ELA 19.8); (⌘2-3: 8.7); (⌘4-8: 8.0 (all skills))</li> <li>Enumerate, in list or outline form, points or steps one by one. (⌘4-8: 8.0 (all skills))</li> <li>Write brief summaries of information gathered through research. (ELA 19.11); (⌘2-3: 8.7, 8.9); (⌘4-8: 8.0 (all skills))</li> <li>Write short accounts of personal or familiar experiences, including academic topics. (SSALD R/W 8.3 (Gr. 4-12)); (⌘4-8: 8.0: 8.3, 8.4, 8.5, 8.6, 8.9)</li> <li>Write a topic sentence with a clear focus (such as one that <i>explains a process, summarizes a personal experience</i>). (⌘4-8: 8.0: 8.1, 8.2, 8.9)</li> <li>Write a conclusion that supports the details provided in a written paragraph. (⌘4-8: 8.0: 8.5, 8.9)</li> <li>Write a short explanation of a process that includes a topic sentence, details, and a conclusion. (ELA 19.17); (⌘4-8: 8.0: 8.1, 8.6)</li> <li>Identify general and supporting ideas for a multi-paragraph composition. (⌘4-8: 8.0: 8.3, 8.4, 8.9)</li> <li>Write the topic sentence for a multi-paragraph composition. (⌘4-8: 8.0: 8.1, 8.2, 8.9)</li> <li>Identify details for supporting paragraphs for a multi-paragraph composition. (SSALD 3.18 (Gr. 4-12))</li> <li>Write the introductory paragraph and concluding paragraph for a multi-paragraph composition. (⌘4-8: 8.0: 8.3, 8.4, 8.5, 8.6, 8.9)</li> <li>Write supporting paragraphs with topic sentences, details, and concluding sentences for a multi-paragraph composition. (⌘4-8: 8.0: 8.3, 8.4, 8.5, 8.6, 8.9)</li> <li>Write brief research reports with clear focus and supporting detail. (ELA 19.16); (⌘4-8: 8.0: 8.7, 9.0: 9.5, 9.6)</li> </ul>

Outcomes: 1) Write a paragraph that provides information and includes a topic sentence, details, and a conclusion. (ELA 19.17) 2) Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail. (ELA 19.23)

<p><b>Responding to Text</b></p> <ul style="list-style-type: none"> <li>List evidence from a literary or an informational text that supports a given topic sentence. (⌘4-8: 8.0: 8.3, 8.4, 8.8, 9.0: 9.5)</li> <li>Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas. (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (⌘4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</li> <li>Write or dictate a sentence that synthesizes a given set</li> </ul>	<p><b>Responding to Text</b></p> <ul style="list-style-type: none"> <li>List evidence from a literary or an informational text that supports a given topic sentence. (⌘4-8: 8.0: 8.3, 8.4, 8.8, 9.0: 9.5)</li> <li>Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas. (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (⌘4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</li> <li>Write or dictate a sentence that synthesizes a given set</li> </ul>	<p><b>Responding to Text</b></p> <ul style="list-style-type: none"> <li>List evidence from a literary or an informational text that supports a given topic sentence. (⌘4-8: 8.0: 8.3, 8.4, 8.8, 9.0: 9.5)</li> <li>Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas. (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (⌘4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</li> <li>Write or dictate a sentence that synthesizes a given set</li> </ul>	<p><b>Responding to Text</b></p> <ul style="list-style-type: none"> <li>List evidence from a literary or an informational text that supports a given topic sentence. (⌘4-8: 8.0: 8.3, 8.4, 8.8, 9.0: 9.5)</li> <li>Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas. (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (⌘4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</li> <li>Write or dictate a sentence that synthesizes a given set</li> </ul>
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<p>of facts or ideas from a literary or an informational text. (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</p> <ul style="list-style-type: none"> <li>• Write reviews of stories, plays, and movies. (FL 3.17); (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</li> </ul>	<p>of facts or ideas from a literary or an informational text. (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</p> <ul style="list-style-type: none"> <li>• Write reviews of stories, plays, and movies. (FL 3.17); (SSALD 1.27, R/W 5.9 Gr. 4-12)); (H4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</li> </ul>	<p>of facts or ideas from a literary or an informational text. (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</p> <ul style="list-style-type: none"> <li>• Write reviews of stories, plays, and movies. (FL 3.17); (SSALD 1.27, R/W 5.9 (gr. 4-12)); (H4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</li> <li>• Write to compare, contrast, and analyze articles on a given topic in newspapers, journals, television, and radio broadcasts. (FL 5.13); (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.5, 8.9)</li> <li>• Provide evidence for an interpretation of a literary text by giving facts or logical reasons from a text. (ELA 19.22); (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.5, 8.6, 8.9)</li> </ul>	<p>of facts or ideas from a literary or an informational text. (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</p> <ul style="list-style-type: none"> <li>• Write reviews of stories, plays, and movies. (FL 3.17); (SSALD 1.27, R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.1, 8.4, 8.5, 8.6, 8.9)</li> <li>• Write to compare, contrast, and analyze articles on a given topic in newspapers, journals, television, and radio broadcasts. (FL 5.13); (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.5, 8.9)</li> <li>• Provide evidence for an interpretation of a literary text by giving facts or logical reasons from a text. (ELA 19.22); (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.5, 8.6, 8.9)</li> <li>• Define the purpose (such as <i>analyzing, informing, entertaining, convincing</i>) of a personal, literary, or persuasive essay. (SSALD 3.19; R/W 5.9 (Gr. 4-12))</li> <li>• Select the degree of formality for tone, style, diction, and mood appropriate to the identified audience and for the purpose of a proposed essay. (H4-8: 8.0: 8.6)</li> </ul>
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Outcomes: 1) Write a personal interpretation of literary text that includes a topic statement, supporting details from the literature, and a conclusion. (ELA 19.22)  
2) Write an essay that includes a topic statement, supporting details, and a conclusion. (ELA 19.22)

<p><b><u>Writing a Story</u></b></p> <ul style="list-style-type: none"> <li>• Writes sentences to tell or retell a story in chronological sequence. (ELA 19.2); (H4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>• List details that describe story events. (H2-3: 8.2, 8.3); (H4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>• Identify and describe elements of a story (such as <i>characters, dialogue, setting, plot, conflict, resolution</i>). (FL 3.10; ELA 19.14); (SSALD R/W: 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.6, 8.7, 8.9)</li> <li>• Write a story that contains the basic elements of a story. (ELA 19.14); (H4-8: 8.0 (all skills))</li> </ul>	<p><b><u>Writing a Story</u></b></p> <ul style="list-style-type: none"> <li>• Writes sentences to tell or retell a story in chronological sequence. (ELA 19.2); (H4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>• List details that describe story events. (H2-3: 8.2, 8.3); (H4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>• Identify and describe elements of a story (such as <i>characters, dialogue, setting, plot, conflict, resolution</i>). (FL 3.10; ELA 19.14); (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.6, 8.7, 8.9)</li> <li>• Write a story that contains the basic elements of a story. (ELA 19.14) (H4-8: 8.0 (all skills))</li> </ul>	<p><b><u>Writing a Story</u></b></p> <ul style="list-style-type: none"> <li>• Writes sentences to tell or retell a story in chronological sequence. (ELA 19.2); (H4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>• List details that describe story events. (H2-3: 8.2, 8.3); (H4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>• Identify and describe elements of a story (such as <i>characters, dialogue, setting, plot, conflict, resolution</i>). (FL 3.10; ELA 19.14); (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.6, 8.7, 8.9)</li> <li>• Write a story that contains the basic elements of a story. (ELA 19.14) (H4-8: 8.0 (all skills))</li> </ul>	<p><b><u>Writing a Story</u></b></p> <ul style="list-style-type: none"> <li>• Writes sentences to tell or retell a story in chronological sequence. (ELA 19.2); (H4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>• List details that describe story events. (H2-3: 8.2, 8.3); (H4-8: 8.1, 8.2, 8.3, 8.4, 8.9)</li> <li>• Identify and describe elements of a story (such as <i>characters, dialogue, setting, plot, conflict, resolution</i>). (FL 3.10; ELA 19.14); (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.6, 8.7, 8.9)</li> <li>• Write a story that contains the basic elements of a story. (ELA 19.14) (H4-8: 8.0 (all skills))</li> </ul>
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Outcome: Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail. (ELA 19.19)

<p><b><u>Writing a Letter</u></b></p> <ul style="list-style-type: none"> <li>• Identify parts of a letter (such as <i>heading, body, closing, and signature</i>).</li> <li>• Write letters for a specific audience and purpose (such as <i>thank-you note, invitation</i>) (H2-3: 8.6, 8.9); (H4-8: 8.6)</li> <li>• Write letters, notes, and/or e-mails for personal purposes. (FL 3.9); (H4-8: 8.0 (all skills))</li> <li>• Write a letter requesting specific information. (FL 3.15); (H4-8: 8.0: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9)</li> </ul>	<p><b><u>Writing a Letter</u></b></p> <ul style="list-style-type: none"> <li>• Identify parts of a letter (such as <i>heading, body, closing, and signature</i>).</li> <li>• Write letters for a specific audience and purpose (such as <i>thank-you note, invitation</i>) (H2-3: 8.6, 8.9); (H4-8: 8.6)</li> <li>• Write letters, notes, and/or e-mails for personal purposes. (FL 3.9); (H4-8: 8.0 (all skills))</li> <li>• Write a letter requesting specific information. (FL 3.15); (H4-8: 8.0: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9)</li> </ul>	<p><b><u>Writing a Letter</u></b></p> <ul style="list-style-type: none"> <li>• Identify parts of a letter (such as <i>heading, body, closing, and signature</i>).</li> <li>• Write letters for a specific audience and purpose (such as <i>thank-you note, invitation</i>) (H2-3: 8.6, 8.9); (H4-8: 8.6)</li> <li>• Write letters, notes, and/or e-mails for personal purposes. (FL 3.9); (H4-8: 8.0 (all skills))</li> <li>• Write a letter requesting specific information. (FL 3.15); (H4-8: 8.0: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9)</li> </ul>	<p><b><u>Writing a Letter</u></b></p> <ul style="list-style-type: none"> <li>• Identify parts of a letter (such as <i>heading, body, closing, and signature</i>).</li> <li>• Write letters for a specific audience and purpose (such as <i>thank-you note, invitation</i>) (H2-3: 8.6, 8.9); (H4-8: 8.6)</li> <li>• Write letters, notes, and/or e-mails for personal purposes. (FL 3.9); (H4-8: 8.0 (all skills))</li> <li>• Write a letter requesting specific information. (FL 3.15); (H4-8: 8.0: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9)</li> <li>• Analyze differences and similarities between personal correspondence in English and in the student's first language. (FL 5)</li> </ul>
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Outcome: Write a letter, using appropriate form and degree of formality for its intended audience. (ELA 19.18)

<p><b>Writing a Poem</b></p> <ul style="list-style-type: none"> <li>Identify sensory details in poems read or heard. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Dictate short poems that contain simple sensory details. (ELA 19.6)</li> <li>Identify graphic elements used in poems (such as <i>capital letters, line length, word position</i>), for reference when writing poetry. (ELA 19.15); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> </ul>	<p><b>Writing a Poem</b></p> <ul style="list-style-type: none"> <li>Identify sensory details in poems read or heard. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Dictate short poems that contain simple sensory details. (ELA 19.6)</li> <li>Identify graphic elements used in poems (such as <i>capital letters, line length, word position</i>), for reference when writing poetry. (ELA 19.15); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify figurative language used in poems (such as <i>simile, metaphor, personification</i>) for reference when writing poetry. (ELA 19.15); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> </ul>	<p><b>Writing a Poem</b></p> <ul style="list-style-type: none"> <li>Identify sensory details in poems read or heard. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify graphic elements used in poems (such as <i>capital letters, line length, word position</i>), for reference when writing poetry. (ELA 19.15); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify figurative language used in poems (such as <i>simile, metaphor, personification</i>) for reference when writing poetry. (ELA 19.15); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify techniques used in writing poetry (such as <i>alliteration, onomatopoeia, rhyme scheme</i>). (ELA 19.15)</li> </ul>	<p><b>Writing a Poem</b></p> <ul style="list-style-type: none"> <li>Identify sensory details in poems read or heard. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify graphic elements used in poems (such as <i>capital letters, line length, word position</i>), for reference when writing poetry. (ELA 19.15); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify figurative language used in poems (such as <i>simile, metaphor, personification</i>) for reference when writing poetry. (ELA 19.15); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify techniques used in writing poetry (such as <i>alliteration, onomatopoeia, rhyme scheme</i>). (ELA 19.15)</li> </ul>
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Outcome: Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning. (ELA 19.20)

**W.3 Revising: Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.**

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A <sup>1</sup> and A <sup>2</sup>	LAU Categories B <sup>1</sup> and B <sup>2</sup>	LAU Categories C <sup>1</sup>	LAU Categories C <sup>2</sup>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Explain personal standards or judgment of quality of writing. (ELA 25.2); (H2-3: 8.9); (H4-8: 8.9)</li> <li>As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (ELA 25.4); (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H9.0: 9.7)</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Explain personal standards or judgment of quality of writing. (ELA 25.2); (H2-3: 8.9); (H4-8: 8.9)</li> <li>As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (ELA 25.4); (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H9.0: 9.7)</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Explain personal standards or judgment of quality of writing. (ELA 25.2); (H2-3: 8.9); (H4-8: 8.9)</li> <li>As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (ELA 25.4); (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 9.0: 9.7)</li> <li>Identify and describe prescribed criteria for evaluating writing. (ELA 25.3); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Explain personal standards or judgment of quality of writing. (ELA 25.2); (H2-3: 8.9); (H4-8: 8.9)</li> <li>As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (ELA 25.4); (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 9.0: 9.7)</li> <li>Identify and describe prescribed criteria for evaluating writing. (ELA 25.3); (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> </ul>

Outcome: Use agreed-upon scoring guide to review content and organization of writing in preparation for final editing. (ELA 25.3)

<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Participate in revision of group writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>Participate in peer revision of writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>Select and use helpful information provided in revision. (H4-8: 8.0: 8.5, 8.9)</li> <li>Rearrange sentences to make writing more clear or interesting to the reader. (ELA 21.4); (H4-8: 8.0: 8.5)</li> <li>Revise writing to ensure coherence in writing. (ELA 21.6); (H4-8: 8.0: 8.5)</li> <li>Revise writing to improve transitions between ideas in writing. (ELA 21.6); (H4-8: 8.0: 8.5)</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Participate in revision of group writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>Participate in peer revision of writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>Select and use helpful information provided in revision. (H4-8: 8.0: 8.5, 8.9)</li> <li>Rearrange sentences to make writing more clear or interesting to the reader. (ELA 21.4); (H4-8: 8.0: 8.5)</li> <li>Revise writing to ensure coherence in writing. (ELA 21.6); (H4-8: 8.0: 8.5)</li> <li>Revise writing to improve transitions between ideas in writing. (ELA 21.6); (H4-8: 4-8: 8.0: 8.5)</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Participate in revision of group writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>Participate in peer revision of writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>Select and use helpful information provided in revision. (H4-8: 8.0: 8.5, 8.9)</li> <li>Rearrange sentences to make writing more clear or interesting to the reader. (ELA 21.4); (H4-8: 8.0: 8.5)</li> <li>Revise writing to ensure coherence in writing. (ELA 21.6); (H4-8: 8.0: 8.5)</li> <li>Revise writing to improve transitions between ideas in writing. (ELA 21.6); (H4-8: 8.0: 8.5)</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Participate in revision of group writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>Participate in peer revision of writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.4, 8.9)</li> <li>Select and use helpful information provided in revision. (H4-8: 8.0: 8.5, 8.9)</li> <li>Rearrange sentences to make writing more clear or interesting to the reader. (ELA 21.4); (H4-8: 8.0: 8.5)</li> <li>Revise writing to ensure coherence in writing. (ELA 21.6); (H4-8: 8.0: 8.5)</li> <li>Revise writing to improve transitions between ideas in writing. (ELA 21.6); (H4-8: 8.0: 8.5)</li> </ul>
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Outcome: Revise writing to improve organization of ideas. (ELA 21.6)

<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use reference materials and/or generated word list to expand word choices in writing. (ELA 21.3); (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Use feedback from consultations with peers and/or</li> </ul>	<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use reference materials and/or generated word list to expand word choices in writing. (ELA 21.3); (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Use feedback from consultations with peers and/or</li> </ul>	<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use reference materials and/or generated word list to expand word choices in writing. (ELA 21.3); (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Use feedback from consultations with peers and/or</li> </ul>	<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use reference materials and/or generated word list to expand word choices in writing. (ELA 21.3); (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Use feedback from consultations with peers and/or</li> </ul>
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<p>teacher to improve precision in writing. (H2-3: 8.5, 8.6, 8.7)</p> <ul style="list-style-type: none"> <li>Identify synonyms that give more specific information to the reader. (ELA 4.6); (SSALD R/W 5.9 (Gr. 4-12))</li> <li>Incorporate familiar idioms in writing. (ELA 4.11); (SSALD 3.20 (Gr. 4-12)); (H4-8: 8.0: 8.6)</li> <li>Use base words with common prefixes to vary word choice in writing. (ELA 4.4); (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Identify familiar expressions (collocations) that are used as if they were one word (such as “<i>here and there</i>,” “<i>we’ll see</i>”). (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Utilize references (such as <i>thesaurus</i>) to vary word choices. (ELA 21.3); (H4-8: 9.0: 9.3, 9.4, 9.5)</li> <li>Add images and sensory details to writing that are relevant to its purpose. (ELA 21.4); (H4-8: 8.0: 8.8, 8.9)</li> </ul>	<p>teacher to improve precision in writing. (H2-3: 8.5, 8.6, 8.7)</p> <ul style="list-style-type: none"> <li>Identify synonyms that give more specific information to the reader. (ELA 4.6); (SSALD R/W 5.9 (Gr. 4-12))</li> <li>Incorporate familiar idioms in writing. (ELA 4.11); (SSALD 3.20 (Gr. 4-12)); (H4-8: 8.0: 8.6)</li> <li>Use base words with common prefixes to vary word choice in writing. (ELA 4.4); (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Identify familiar expressions (collocations) that are used as if they were one word (such as “<i>here and there</i>,” “<i>we’ll see</i>”). (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Utilize references (such as <i>thesaurus</i>) to vary word choices. (ELA 21.3); (H4-8: 9.0: 9.3, 9.4, 9.5)</li> <li>Add images and sensory details to writing that are relevant to its purpose. (ELA 21.4); (H4-8: 8.0: 8.8, 8.9)</li> </ul>	<p>teacher to improve precision in writing. (H2-3: 8.5, 8.6, 8.7)</p> <ul style="list-style-type: none"> <li>Identify synonyms that give more specific information to the reader. (ELA 4.6); (SSALD R/W 5.9 (Gr. 4-12))</li> <li>Incorporate familiar idioms in writing. (ELA 4.11); (SSALD 3.20 (Gr. 4-12)); (H4-8: 8.0: 8.6)</li> <li>Use base words with common prefixes to vary word choice in writing. (ELA 4.4); (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Identify familiar expressions (collocations) that are used as if they were one word (such as “<i>here and there</i>,” “<i>we’ll see</i>”). (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Utilize references (such as <i>thesaurus</i>) to vary word choices. (ELA 21.3); (H4-8: 9.0: 9.3, 9.4, 9.5)</li> <li>Add images and sensory details to writing that are relevant to its purpose. (ELA 21.4); (H4-8: 8.0: 8.8, 8.9)</li> </ul>	<p>teacher to improve precision in writing. (H2-3: 8.5, 8.6, 8.7)</p> <ul style="list-style-type: none"> <li>Identify synonyms that give more specific information to the reader. (ELA 4.6); (SSALD R/W 5.9 (Gr. 4-12))</li> <li>Incorporate familiar idioms in writing. (ELA 4.11); (SSALD 3.20 (Gr. 4-12)); (H4-8: 8.0: 8.6)</li> <li>Use base words with common prefixes to vary word choice in writing. (ELA 4.4); (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Identify familiar expressions (collocations) that are used as if they were one word (such as “<i>here and there</i>,” “<i>we’ll see</i>”). (H2-3: 8.5, 8.6, 8.7, 8.9)</li> <li>Utilize references (such as <i>thesaurus</i>) to vary word choices. (ELA 21.3); (H4-8: 9.0: 9.3, 9.4, 9.5)</li> <li>Add images and sensory details to writing that are relevant to its purpose. (ELA 21.4); (H4-8: 8.0: 8.8, 8.9)</li> <li>Incorporate idiomatic expressions in writing that are relevant to its purpose. (SSALD 1.27, 3.20; R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.6)</li> <li>Use technical vocabulary in writing that is relevant to its purpose. (H4-8: 8.0: 8.6, 8.9)</li> <li>Identify words that add precision to writing. (SSALD 3.15; R/W 5.9 (Gr. 4-12)); (H4-8: 7.0: (all skills))</li> <li>Use a variety of references to increase precision and detail of words. (ELA 21.7); (H4-8: 9.0: 9.3, 9.4, 9.5)</li> <li>Distinguish between formal and informal language heard in stories, poems, and plays. (ELA 6.1); (SSALD R/W 5.9 (Gr. 4-12)); (H4-8: 8.0: 8.6)</li> <li>Distinguish between personal and impersonal language used in writing. (SSALD R/W 5.9 (Gr.4-12)); (H4-8: 8.0: 8.6)</li> </ul>
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Outcomes: 1) Select words and phrases to increase the amount of detail in writing. (ELA 21.4) 2) Increase detail and precision of language to improve writing.  
3) Select words that take into consideration the audience for and purpose of a writing task (such as *formal/informal or personal/impersonal*).

<p><b><u>Sentence Variety</u></b></p> <ul style="list-style-type: none"> <li>Identify short and long sentences in student writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify repetitive sentence patterns. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> </ul>	<p><b><u>Sentence Variety</u></b></p> <ul style="list-style-type: none"> <li>Identify short and long sentences in student writing. (SSALD1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify repetitive sentence patterns. (SSALD1.27; R/W 5.9 (Gr. 4-12))</li> </ul>	<p><b><u>Sentence Variety</u></b></p> <ul style="list-style-type: none"> <li>Identify short and long sentences in student writing. (SSALD1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify repetitive sentence patterns. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> </ul>	<p><b><u>Sentence Variety</u></b></p> <ul style="list-style-type: none"> <li>Identify short and long sentences in student writing. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify repetitive sentence patterns. (SSALD 1.27; R/W 5.9 (Gr. 4-12))</li> <li>Identify ways in which sentences can be combined to make writing clearer. (ELA 21.4); (SSALD1.27; R/W 5.9 (Gr. 4-12))</li> <li>Revise writing to include accurate word order within sentences. (H4-8: 8.0: 8.9)</li> </ul>
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Outcome: Use a variety of sentence patterns and lengths to make writing more interesting to the reader. (ELA 21.4)

**W.4 Editing: Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing.**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Transitioning</b>
<b>LAU Categories A<sup>1</sup> and A<sup>2</sup></b>	<b>LAU Categories B<sup>1</sup> and B<sup>2</sup></b>	<b>LAU Categories C<sup>1</sup></b>	<b>LAU Categories C<sup>2</sup></b>
<p><b><u>Punctuation and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>Use rules for capitalization at the beginning of a sentence. (⌘4-8: 8.0: 8.2)</li> <li>Use rules for capitalization for names and places. (⌘4-8: 8.0: 8.2)</li> <li>Use rules for appropriate end marks (such as <i>periods, question marks</i>). (ELA 22.2); (⌘4-8: 8.0: 8.2)</li> <li>Use commas for a series within a sentence. (⌘4-8: 8.0: 8.2, 8.9)</li> <li>Use rules for apostrophes when editing writing. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for quotation marks when editing writing. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for commas in compound sentences. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for paragraph indentation. (ELA 5.14) (⌘4-8: 8.0: 8.2, 8.4)</li> <li>Use rules for separating introductory words and phrases using a comma. (⌘4-8: 8.0: 8.2, 8.9)</li> </ul>	<p><b><u>Punctuation and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>Use rules for capitalization at the beginning of a sentence. (⌘4-8: 8.0: 8.2)</li> <li>Use rules for capitalization for names and places. (⌘4-8: 8.0: 8.2)</li> <li>Use rules for appropriate end marks (such as <i>periods, question marks</i>). (ELA 22.2); (⌘4-8: 8.0: 8.2)</li> <li>Use commas for a series within a sentence. (⌘4-8: 8.0: 8.2, 8.9)</li> <li>Use rules for apostrophes when editing writing. (ELA 5.14) (⌘4-8: 8.0: 8.2)</li> <li>Use rules for quotation marks when editing writing. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for commas in compound sentences. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for paragraph indentation. (ELA 5.14); (⌘4-8: 8.0: 8.2, 8.4)</li> <li>Use rules for separating introductory words and phrases using a comma. (⌘4-8: 8.0: 8.2, 8.9)</li> </ul>	<p><b><u>Punctuation and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>Use rules for capitalization at the beginning of a sentence. (⌘4-8: 8.0: 8.2)</li> <li>Use rules for capitalization for names and places. (⌘4-8: 8.0: 8.2)</li> <li>Use rules for appropriate end marks (such as <i>periods, question marks</i>). (ELA 22.2); (⌘4-8: 8.0: 8.2)</li> <li>Use commas for a series within a sentence. (⌘4-8: 8.0: 8.2, 8.9)</li> <li>Use rules for apostrophes when editing writing. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for quotation marks when editing writing. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for commas in compound sentences. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for paragraph indentation. (ELA 5.14); (⌘4-8: 8.0: 8.2, 8.4)</li> <li>Use rules for separating introductory words and phrases using a comma. (⌘4-8: 8.0: 8.2, 8.9)</li> </ul>	<p><b><u>Punctuation and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>Use rules for capitalization at the beginning of a sentence. (⌘4-8: 8.0: 8.2)</li> <li>Use rules for capitalization for names and places. (⌘4-8: 8.0: 8.2)</li> <li>Use rules for appropriate end marks (such as <i>periods, question marks</i>). (ELA 22.2); (⌘4-8: 8.0: 8.2)</li> <li>Use commas for a series within a sentence. (⌘4-8: 8.0: 8.2, 8.9)</li> <li>Use rules for apostrophes when editing writing. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for quotation marks when editing writing. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for commas in compound sentences. (ELA 5.14); (⌘4-8: 8.0: 8.2)</li> <li>Use rules for paragraph indentation. (ELA 5.14); (⌘4-8: 8.0: 8.2, 8.4)</li> <li>Use rules for separating introductory words and phrases using a comma. (⌘4-8: 8.0: 8.2)</li> </ul>

Outcome: Use knowledge of correct mechanics when editing. (ELA 5.14)

<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2)</li> <li>Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2)</li> <li>Correct spelling of misspelled words during editing by comparing words to a list or other sources. (⌘4-8: 8.0: 8.9)</li> <li>Spell correctly most commonly used homophones (such as <i>there/they're; to/two/too</i>). (ELA 22.2)</li> <li>Use reference list of words in English to edit spelling.</li> <li>Apply rules of English for forming irregular plural nouns (such as <i>plurals that do not end in -s; adding -es, -ies, -ves to certain singular nouns; nouns that can be either singular or plural</i>). (SSALD 1.21 (Gr. 4-12)); ⌘4-8: 7.0: 7.4)</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2)</li> <li>Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2)</li> <li>Correct spelling of misspelled words during editing by comparing words to a list or other sources. (⌘4-8: 8.0: 8.9)</li> <li>Spell correctly most commonly used homophones (such as <i>there/they're; to/two/too</i>). (ELA 22.2)</li> <li>Use reference list of words in English to edit spelling.</li> <li>Apply rules of English for forming irregular plural nouns (such as <i>plurals that do not end in -s; adding -es, -ies, -ves to certain singular nouns; nouns that can be either singular or plural</i>). (SSALD 1.21 (Gr. 4-12)); ⌘4-8: 7.0: 7.4)</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2)</li> <li>Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2)</li> <li>Correct spelling of misspelled words during editing by comparing words to a list or other sources. (⌘4-8: 8.0: 8.9)</li> <li>Spell correctly most commonly used homophones (such as <i>there/they're; to/two/too</i>). (ELA 22.2)</li> <li>Use reference list of words in English to edit spelling.</li> <li>Apply rules of English for forming irregular plural nouns (such as <i>plurals that do not end in -s; adding -es, -ies, -ves to certain singular nouns; nouns that can be either singular or plural</i>). (SSALD 1.21 (Gr. 4-12)); ⌘4-8: 7.0: 7.4)</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2)</li> <li>Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2)</li> <li>Correct spelling of misspelled words during editing by comparing words to a list or other sources. (⌘4-8: 8.0: 8.9)</li> <li>Spell correctly most commonly used homophones (such as <i>there/they're; to/two/too</i>). (ELA 22.2)</li> <li>Use reference list of words in English to edit spelling.</li> <li>Apply rules of English for forming irregular plural nouns (such as <i>plurals that do not end in -s; adding -es, -ies, -ves to certain singular nouns; nouns that can be either singular or plural</i>). (SSALD 1.21 (Gr. 4-12)); ⌘4-8: 7.0: 7.4)</li> </ul>
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Outcome: Use knowledge of correct spelling when editing. (ELA 22.8)

<p><b><u>Grammar/Structure</u></b></p> <ul style="list-style-type: none"> <li>Edit simple sentences for correct subject and verb agreement. (SSALD 3.15 (Gr. 4-12)); ⌘4-8: 7.0: 7.1, 7.2; 8.0: 8.9)</li> <li>Edit sentences for elimination of sentence fragments. (ELA 5.7); (SSALD 3.15 (Gr. 4-12)); (⌘4-8: 7.0: 7.1, 7.2; 8.0: 8.9)</li> <li>Identify and correct pronoun references when editing. (ELA 22.8); (⌘4-8: 7.0: 7.3.; 8.0: 8.9)</li> <li>Identify and correct sentence fragments and run-on</li> </ul>	<p><b><u>Grammar/Structure</u></b></p> <ul style="list-style-type: none"> <li>Edit simple sentences for correct subject and verb agreement. (SSALD 3.15 (Gr. 4-12)); ⌘4-8: 7.0: 7.1, 7.2; 8.0: 8.9)</li> <li>Edit sentences for elimination of sentence fragments. (ELA 5.7); (SSALD 3.15 (Gr. 4-12)); ⌘4-8: 7.0: 7.1, 7.2; 8.0: 8.9)</li> <li>Identify and correct pronoun references when editing. (ELA 22.8); (⌘4-8: 7.0: 7.3.; 8.0: 8.9)</li> <li>Identify and correct sentence fragments and run-on</li> </ul>	<p><b><u>Grammar/Structure</u></b></p> <ul style="list-style-type: none"> <li>Edit simple sentences for correct subject and verb agreement. (SSALD 3.15 (Gr. 4-12)); ⌘4-8: 7.0: 7.1, 7.2; 8.0: 8.9)</li> <li>Edit sentences for elimination of sentence fragments. (ELA 5.7); (SSALD 3.15 (Gr. 4-12)); ⌘4-8: 7.0: 7.1, 7.2; 8.0: 8.9)</li> <li>Identify and correct pronoun references when editing. (ELA 22.8); (⌘4-8: 7.0: 7.3.; 8.0: 8.9)</li> <li>Identify and correct sentence fragments and run-on</li> </ul>	<p><b><u>Grammar/Structure</u></b></p> <ul style="list-style-type: none"> <li>Edit simple sentences for correct subject and verb agreement. (SSALD 3.15 (Gr. 4-12)); ⌘4-8: 7.0: 7.1, 7.2; 8.0: 8.9)</li> <li>Edit sentences for elimination of sentence fragments. (ELA 5.7); (SSALD 3.15 (Gr. 4-12)); ⌘4-8: 7.0: 7.1, 7.2; 8.0: 8.9)</li> <li>Identify and correct pronoun references when editing. (ELA 22.8); (⌘4-8: 7.0: 7.3.; 8.0: 8.9)</li> <li>Identify and correct sentence fragments and run-on</li> </ul>
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<ul style="list-style-type: none"> <li>sentences when editing. (ELA 22.7); (H4-8: 8.0: 8.9)</li> <li>Apply knowledge of simple, compound, and complex sentences when editing. (ELA 22.8); (H4-8: 7.0 (all skills); 8.0: 8.1, 8.2, 8.9)</li> </ul>	<ul style="list-style-type: none"> <li>sentences when editing. (ELA 22.7); (H4-8: 8.0: 8.9)</li> <li>Apply knowledge of simple, compound, and complex sentences when editing. (ELA 22.8); (H4-8: 7.0 (all skills); 8.0: 8.1, 8.2, 8.9)</li> </ul>	<ul style="list-style-type: none"> <li>sentences when editing. (ELA 22.7); (H4-8: 8.0: 8.9)</li> <li>Apply knowledge of simple, compound, and complex sentences when editing. (ELA 22.8); (H4-8: 7.0 (all skills); 8.0: 8.1, 8.2, 8.9)</li> </ul>	<ul style="list-style-type: none"> <li>sentences when editing. (ELA 22.7); (H4-8: 8.0: 8.9)</li> <li>Apply knowledge of simple, compound, and complex sentences when editing. (ELA 22.8); (H4-8: 7.0 (all skills); 8.0: 8.1, 8.2, 8.9)</li> </ul>
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Outcome: Use knowledge of correct sentence structure and usage when editing. (ELA 22.8)

**W.5 Media: Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.**

Beginning LAU Categories A <sup>1</sup> and A <sup>2</sup>	Early Intermediate LAU Categories B <sup>1</sup> and B <sup>2</sup>	Intermediate LAU Categories C <sup>1</sup>	Transitioning LAU Categories C <sup>2</sup>
<p><b>Using and Analyzing Media</b></p> <ul style="list-style-type: none"> <li>Use word processing to publish writing. (H4-8: 9.0: 9.5)</li> <li>Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J); (H4-8: 9.0: 9.5)</li> <li>Work collaboratively with peers when using technology in the classroom.</li> <li>Comprehend and use acceptable use guidelines. (FL Appendix J)</li> <li>Gather and analyze information, using multiple media. (H4-8: 9.0: 9.5, 9.6, 9.7)</li> </ul>	<p><b>Using and Analyzing Media</b></p> <ul style="list-style-type: none"> <li>Use word processing to publish writing. (H4-8: 9.0: 9.5)</li> <li>Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J); (H4-8: 9.0: 9.5)</li> <li>Work collaboratively with peers when using technology in the classroom.</li> <li>Comprehend and use acceptable use guidelines. (FL Appendix J)</li> <li>Gather and analyze information, using multiple media. (H4-8: 9.0: 9.5, 9.6, 9.7)</li> </ul>	<p><b>Using and Analyzing Media</b></p> <ul style="list-style-type: none"> <li>Use word processing to publish writing. (H4-8: 9.0: 9.5)</li> <li>Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J); (H4-8: 9.0: 9.5)</li> <li>Work collaboratively with peers when using technology in the classroom.</li> <li>Comprehend and use acceptable use guidelines. (FL Appendix J)</li> <li>Gather and analyze information, using multiple media. (H4-8: 9.0: 9.5, 9.6, 9.7)</li> </ul>	<p><b>Using and Analyzing Media</b></p> <ul style="list-style-type: none"> <li>Use word processing to publish writing. (H4-8: 9.0: 9.5)</li> <li>Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J); (H4-8: 9.0: 9.5)</li> <li>Work collaboratively with peers when using technology in the classroom.</li> <li>Comprehend and use acceptable use guidelines. (FL Appendix J)</li> <li>Gather and analyze information, using multiple media. (H4-8: 9.0: 9.5, 9.6, 9.7)</li> </ul>

Outcomes: 1) Use online information resources for collaboration and research. 2) Use technology resources for problem solving. 3) Identify techniques used in television (such as sound effects, close-ups) and use this information to distinguish between facts and misleading information. (ELA 26.1)

<p><b>Producing Media</b></p> <ul style="list-style-type: none"> <li>Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1)</li> <li>Create presentations using computer technology. (ELA 27.2); (H4-8: 9.0: 9.5)</li> </ul>	<p><b>Producing Media</b></p> <ul style="list-style-type: none"> <li>Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1)</li> <li>Create presentations using computer technology. (ELA 27.2); (H4-8: 9.0: 9.5)</li> </ul>	<p><b>Producing Media</b></p> <ul style="list-style-type: none"> <li>Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1)</li> <li>Create presentations using computer technology. (ELA 27.2); (H4-8: 9.0: 9.5)</li> </ul>	<p><b>Producing Media</b></p> <ul style="list-style-type: none"> <li>Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1)</li> <li>Create presentations using computer technology. (ELA 27.2); (H4-8: 9.0: 9.5)</li> </ul>
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Outcome: Create media productions using effective images, text, music, sound effects, and/or graphics. (ELA 27.3)

<p><b>Evaluating Media</b></p> <ul style="list-style-type: none"> <li>Use agreed-upon criteria to evaluate the effectiveness of media presentations.</li> </ul>	<p><b>Evaluating Media</b></p> <ul style="list-style-type: none"> <li>Use agreed-upon criteria to evaluate the effectiveness of media presentations.</li> </ul>	<p><b>Evaluating Media</b></p> <ul style="list-style-type: none"> <li>Use agreed-upon criteria to evaluate the effectiveness of media presentations.</li> </ul>	<p><b>Evaluating Media</b></p> <ul style="list-style-type: none"> <li>Use agreed-upon criteria to evaluate the effectiveness of media presentations.</li> </ul>
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Outcome: Use agreed-upon criteria to evaluate the effectiveness of media presentations.