

Topic	SubGrouping	Pre-K-1 Low Beginner	Pre-K-1 High Beginner	Pre-K-1 Low Intermediate	Pre-K-1 High Intermediate	Pre-K-1 Advanced	2-3 Low Beginner	2-3 High Beginner	2-3 Low Intermediate	2-3 High Intermediate	2-3 Advanced	4-5 Low beginner	4-5 High Beginner	4-5 Low Intermediate	4-5 High Intermediate	4-5 Advanced
Standard 1 Listening: English Language Learners will listen to English to acquire language and comprehend and interpret meaning, and respond appropriately to basic interpersonal and academic contexts.	1.1. Demonstrate comprehension of a variety of oral instructions, questions, and prompts.	Respond appropriately to basic classroom commands, such as "Stand up. Sit down."	Respond appropriately to basic classroom commands, such as "Line up. Put on your coat."	Respond appropriately to classroom commands containing simple language structures such as "open your book. Close the door."	Respond appropriately to classroom commands containing simple language structures such as "draw a circle. Bring me the crayons."	Respond appropriately to classroom commands containing more complex language structures, such as "Label the animals in your picture using the words on the word wall."	Respond appropriately to simple one-step instructions given orally in short phrases with visual support, such as, "circle the picture of the caterpillar."	Respond appropriately to one-step instructions given orally in simple sentences with visual support, such as, "draw a circle. Draw a triangle on top of the circle. Draw different shapes to make a face."	Respond appropriately to one-step instructions given orally in simple or compound sentences with some visual support, such as, "write your name."	Respond appropriately to one or two-step instructions given orally in simple or compound sentences with some visual support, such as, "measure the sides and add them to find out the perimeter."	Respond appropriately to one-step instructions given orally in simple, compound, or complex sentences such as, "when you finish the word problems, compare your answers with a partner and correct any mistakes."	Respond appropriately to simple one-step instructions given orally in simple sentences with visual support, such as, "open your book."	Respond appropriately to one-step instructions given orally in simple sentences with visual support, such as "find three triangle shapes in the room."	Respond appropriately to one or two-step instructions given orally in simple or compound sentences with some visual support, such as, "write your name on the paper and number one to ten."	Respond appropriately to multi-step instructions given orally in simple, compound, or complex sentences such as "after you have read the chapter, work with your partner to complete the timeline."	Respond appropriately to multi-step instructions given orally in simple, compound, or complex sentences such as "after you have read the chapter, work with your partner to complete the timeline."
		Respond to simple one-step verbal instructions to participate in activities and/or complete academic tasks, such as, "cut out the circle."	Respond to simple one-step verbal instructions to participate in activities and/or complete academic tasks, such as, "cut out the circle."	Follow one to two step verbal instructions to participate in activities and/or academic tasks such as, "cut out the circle and draw a square in the middle."	Follow one to two step verbal instructions to participate in activities and/or academic tasks such as, "cut out the circle and draw a square in the middle."	Follow multi-step verbal instructions to participate in activities and complete academic tasks, such as, "draw a circle. Draw a triangle on top of the circle. Draw different shapes to make a face."	Respond appropriately to one-step instructions given orally in short phrases with visual support, such as, "write your name."	Respond appropriately to one or two-step instructions given orally in simple or compound sentences with some visual support, such as, "measure the sides and add them to find out the perimeter."	Respond appropriately to one or two-step instructions given orally in simple or compound sentences with some visual support, such as, "write a paragraph with a topic sentence and two details."	Respond appropriately to one-step instructions given orally in simple, compound, or complex sentences such as, "when you finish the word problems, compare your answers with a partner and correct any mistakes."	Respond appropriately to simple one-step instructions given orally in simple sentences with visual support, such as, "open your book."	Respond appropriately to one-step instructions given orally in simple sentences with visual support, such as "find three triangle shapes in the room."	Respond appropriately to one or two-step instructions given orally in simple or compound sentences with some visual support, such as, "write your name on the paper and number one to ten."	Respond appropriately to one or two-step instructions given orally in simple or compound sentences with some visual support, such as, "write your name on the paper and number one to ten."	Respond appropriately to one or two-step instructions given orally in simple or compound sentences with some visual support, such as, "write your name on the paper and number one to ten."	Respond appropriately to one or two-step instructions given orally in simple or compound sentences with some visual support, such as, "write your name on the paper and number one to ten."
		Respond appropriately to yes/no questions that have simple language structures using words or phrases, such as, "does the boy have a pencil?"	Respond appropriately to yes/no questions that have simple language structures using words or phrases, such as, "does the boy have a pencil?"	Respond appropriately to a variety of factual choice questions that have simple language structures such as, "is the book red or blue?"	Respond appropriately to a variety of factual choice questions that have simple language structures such as, "is the book red or blue?"	Respond appropriately to a variety of factual and inferential questions that have complex language structures.	Respond appropriately to factual yes/no and choice questions that have simple language structures such as, "is it full or is it empty?"	Respond appropriately to a variety of factual questions that have simple language structures, such as, "which picture shows a pattern?"	Respond appropriately to a variety of factual and inferential questions that have simple language structures, such as, "why do people travel?"	Respond appropriately to a variety of factual and inferential questions that have complex language structures such as, "what is a job you would like to have?"	Respond appropriately to a variety of factual and inferential questions that have complex language structures such as, "I... hadn't listened to his father's advice, how might the story have ended?"	Respond appropriately to factual yes/no and choice questions that have simple language structures, such as, "is this a river or a lake?"	Respond appropriately to a variety of factual questions that have simple language structures, such as, "where do fish live?"	Respond appropriately to a variety of factual and inferential questions that have simple language structures, such as, "what will happen next?"	Respond appropriately to a variety of factual and inferential questions that have simple language structures, such as, "what might happen during a storm?"	Respond appropriately to a variety of factual and inferential questions that have complex language structures, such as, "what would have happened if she hadn't found her brother when she did?"
	1.2 Demonstrate comprehension of vocabulary presented orally and in context.	Identify some of the most common vocabulary used for basic interpersonal and classroom communication, presented with visual support and repetition, such as names of colors and classroom objects, red, blue, green, door, desk, book, wall.	Identify most common vocabulary used for basic interpersonal and classroom communication, presented with visual support and repetition, such as names of community and school locations as well as activities in those places.	Identify a limited range of common vocabulary used for basic interpersonal and classroom/school communication, presented with visual support and repetition, such as words describing locations, people, and objects.	Identify a range of vocabulary used for more complex interpersonal and classroom/school communication, such as prepositions, modifiers, and conjunctions.	Identify a wide range of vocabulary used for more complex interpersonal and classroom communication, presented with visual support and repetition, such as names of colors and classroom objects, red, blue, green, door, desk, book, wall.	Identify some of the most common vocabulary used for basic interpersonal and classroom communication, presented with visual support and repetition, such as names of colors and classroom objects, red, blue, green, door, desk, book, wall.	Identify a limited range of common vocabulary used for basic interpersonal and classroom/school communication, presented with visual support and repetition.	Identify a range of vocabulary used for interpersonal and classroom/school communication in order to describe locations, people, and objects.	Identify a wide range of vocabulary used for more complex interpersonal and classroom/school communication including modifiers, prepositions, and conjunctions.	Identify a range of vocabulary used for more complex interpersonal and classroom/school communication including transitional words and adverbs.	Identify some of the most common vocabulary used for basic interpersonal and classroom communication, presented with visual support and repetition, such as names of classroom resources or months of the year.	Identify a limited range of common vocabulary used for basic interpersonal and classroom/school communication, presented with visual support and repetition, such as words to describe the procedures in a fire drill.	Identify a range of vocabulary used for more complex interpersonal and classroom/school communication, such as words to compare the traits and preferences of two students.	Identify a wide range of vocabulary used for more complex interpersonal and classroom/school communication including transitional words, quantifiers, and adverbs.	Identify a wide range of vocabulary used for more complex interpersonal and classroom/school communication including transitional words, quantifiers, and adverbs.
		Identify some of the most common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as farm animals and community members.	Identify most common vocabulary related to academic concepts and processes, presented with visual support and repetition.	Identify a limited range of common vocabulary related to academic concepts and processes, presented with visual support, such as who is the first character in the story?	Identify a range of vocabulary related to academic concepts and processes, presented, such as how are a dog and a cat alike and different?	Identify a wide range of vocabulary related to academic concepts and processes, presented, such as did the story match your prediction? Why?	Identify some of the most common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as the terms label and character.	Identify a limited range of common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as the terms label and character.	Identify a range of vocabulary related to some key academic concepts and processes, presented with some visual support such as sequence illustrations or text features.	Identify vocabulary related to some key grade level academic concepts and processes, such as evaluate or persuade.	Identify vocabulary related to some key grade level academic concepts and processes, such as evaluate or persuade.	Identify some of the most common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as the meanings of the noun and verb forms of "map" or "answer."	Identify a limited range of common vocabulary related to academic concepts and processes, presented with visual support and repetition, such as the terms map key and text.	Identify vocabulary related to some key academic concepts and processes, such as contrast, explain, or narrate.	Identify vocabulary related to some key academic concepts and processes, such as evaluate, persuade, or summarize.	Identify vocabulary related to some key academic concepts and processes, such as evaluate, persuade, or summarize.
		Recognize some of the most common word structures and use them to determine meaning, such as the plural "s."	Recognize the most common word structures and use them to determine meaning, such as the changes necessary to form common regular past tense verbs.	Recognize a limited range of word structures and use them to determine meaning, such as commonly used irregular past tense verbs.	Recognize a range of word structures and use them to determine meaning, including contractions.	Recognize a wide range of word structures and use them to determine meaning, including comparatives and superlatives.	Recognize word structure and use it to determine meaning of words, such as the plural "s" and -ing verb endings.	Recognize word structure and use it to determine meaning of words, such as commonly used contractions.	Recognize word structure and use it to determine meaning of words, such as common compound words and basic comparative/superlative forms of words: more/most, er/-est.	Recognize word structure and use it to determine meaning of words, such as varied comparative and superlative forms of words: more/most, er/-est.	Recognize word structure and use it to determine meaning of words, such as grade-appropriate root words, prefixes, and suffixes: tie/unite.	Recognize word structure and use it to determine meaning of words, such as commonly used contractions: can't or don't.	Recognize word structure and use it to determine meaning of words, such as common compound words and basic comparative/superlative forms of words: faster, fastest.	Recognize word structure and use it to determine meaning of words, such as common compound words and basic comparative/superlative forms of words: more/most, er/-est.	Recognize word structure and use it to determine meaning of words, such as varied comparative and superlative forms of words: more/most, er/-est.	Recognize word structure and use it to determine meaning of words, such as grade-appropriate root words, prefixes, and suffixes: tell/tell, and help/helpful.

		Recognize some of the most common relationships/categories and use them to determine meaning of basic words, such as colors, shapes, and numbers.	Recognize the most common relationships/categories and use them to determine meaning of basic words, such as common antonyms.	Recognize a limited range of relationships/categories and use them to determine meaning of common synonyms.	Recognize a range of relationships/categories and use them to determine meaning of common homophones.	Recognize a wide range of relationships/categories and use them to determine meaning of words, such as names of colors, seasons, and numbers.	Recognize word relationships/categories and use them to determine meaning of words, such as common antonyms: hot/cold and big/little.	Recognize word relationships/categories and use them to determine meaning of words, such as common synonyms: difficult/hard.	Recognize word relationships/categories and use them to determine meaning of words, such as common homophones: sum/some.	Recognize word relationships/categories and use them to determine meaning of words, such as words with multiple meanings: bat, steps.	Recognize word relationships/categories and use them to determine meaning of words, such as names of shapes, countries, or living things.	Recognize word relationships/categories and use them to determine meaning of words, such as actions words used to describe.	Recognize word relationships/categories and use them to determine meaning of words, such as common antonyms and synonyms.	Recognize word relationships/categories and use them to determine meaning of words, such as common homophones: hear/here or meet/meat.	Recognize word relationships/categories and use them to determine meaning of words, such as familiar words with multiple meanings: table or play.
			Demonstrate comprehension of a few commonly used idiomatic expressions. (grade 1)	Demonstrate comprehension of a few commonly used idiomatic expressions. (grade 1)	Demonstrate comprehension of a few commonly used idiomatic expressions. (grade 1)	Demonstrate comprehension of a few commonly used idiomatic expressions, such as "to tell a story or to tell the truth."	Demonstrate comprehension of a few commonly used idiomatic expressions, such as "he's coming along."	Demonstrate comprehension of many commonly used idiomatic expressions, such as "her heart was racing."	Demonstrate comprehension of most idiomatic expressions and figurative language, such as "to come and go."	Demonstrate comprehension of a few commonly used idiomatic expressions, such as "to tell time."	Demonstrate comprehension of many commonly used idiomatic expressions, such as "to come across as..."	Demonstrate comprehension of many commonly used idiomatic expressions and some figurative language, such as "to have enough (of)."	Demonstrate comprehension of most idiomatic expressions and figurative language, such as the "wind howled through the night."	Demonstrate comprehension of most idiomatic expressions and figurative language, such as the "wind howled through the night."	
	1.3 Comprehend and apply content information presented orally.	Listen to and identify the key concepts presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and identify the key concepts presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.	Listen to and interpret meaning presented through a variety of media, such as audiobook, video, and compact disc.
		Demonstrate comprehension of content information by using non-verbal behaviors, such as using pictures, sequencing events of a story presented orally, or identifying characters.	Demonstrate comprehension of content information by using non-verbal behaviors, such as using pictures, sequencing events of a story presented orally, or identifying characters.	Demonstrate comprehension of content information by rephrasing in short sentences, including retelling a story using words, phrases, and simple sentences.	Demonstrate comprehension of content information by rephrasing in short sentences, including retelling a story using words, phrases, and simple sentences.	Demonstrate comprehension of content information by rephrasing in longer sentences, including retelling a story using complex sentences and giving main ideas with details.	Demonstrate limited comprehension of information and stories presented by a speaker in short, simple sentences and with visual support, such as point to characters in a short story as it is read aloud.	Demonstrate basic comprehension of information and stories presented by a speaker in simplified language and with visual support, such as retell parts of a story read aloud.	Demonstrate basic comprehension of information or a story presented by a speaker or through multimedia, such as order the stages of the life cycle of a butterfly after watching a video about it.	Demonstrate general comprehension of the main idea and details from information or from a literary selection presented by a speaker or through audio-visual media with some visual support, such as completion of a topic/details graphic organizer.	Demonstrate through comprehension of the topic and details from information or from a literary selection presented by a speaker or through audio-visual media with some visual support, such as summarizing an oral presentation.	Demonstrate limited comprehension of information and stories presented by a speaker in short, simple sentences and with visual support, such as ordering pictures to sequence the events of a story from a read-aloud.	Demonstrate basic comprehension of information or a story presented by a speaker or through multimedia, such as numbering the steps of a procedure presented through a video.	Demonstrate basic comprehension of information or a story presented by a speaker or through audio-visual media with some visual support, such as identifying the topic and supporting details of an oral presentation.	Demonstrate through comprehension of the topic and details of information or a story presented by a speaker or audio-visual media, such as summarizing a presentation by a guest speaker.
		Identify the topic of material presented orally, such as read-aloud and oral presentation.	Identify the topic and some details of material presented orally, such as read-aloud and oral presentation.	Identify the topic and some details of material presented orally, such as read-aloud and oral presentation, and apply the information to accomplish a task.	Identify the topic and most details of material presented orally, such as read-aloud and oral presentation, and apply the information to accomplish a task.	Identify the topic and most details of material presented orally, such as read-aloud and oral presentation, and apply the information to accomplish a task.	Use information presented orally with visual support, simplified language, and repetition to accomplish a simple task, such as drawing a picture of a favorite part of a story from a read-aloud.	Use information presented orally with visual support, simplified language, and repetition to accomplish a task, such as following the teacher's directions to create a picture using geometric figures.	Use information presented orally with some visual support to accomplish a task, such as drawing and labeling a picture based on an oral description.	Use information presented orally to accomplish a task, such as giving feedback after listening to a peer read aloud.	Use information presented orally with visual support, simplified language, and repetition to accomplish a simple task, such as labeling directions for logging on to the computer in order to explain them to another student.	Use information presented orally with some visual support, simplified language, and repetition to accomplish a simple task, such as listening to directions for logging on to the computer in order to explain them to another student.	Use information presented orally to accomplish a task, such as solving a math word problem read aloud.	Use information presented orally to accomplish a task, such as solving a math word problem read aloud.	Use information presented orally to accomplish a task, such as summarizing the facts of a news report.
	1.4 Listen to participate in conversations and discussions on a variety of topics.	Respond appropriately to everyday greetings and other basic social interactions.	Respond appropriately to everyday greetings and other basic social interactions.	Respond appropriately to everyday greetings, some invitations or other social interactions.	Respond appropriately to everyday greetings, some invitations or other social interactions.	Respond appropriately to most greetings, invitations or other social interactions.	Demonstrate comprehension of everyday greetings, leave-takings, and other routine social interactions, such as "hello", "how are you", "fine", and "thank you".	Demonstrate comprehension of routine social interactions and brief one-on-one conversations about familiar topics, such as a favorite animal.	Demonstrate comprehension of routine social interactions, and one-on-one, small-group conversations about familiar or academic topics.	Demonstrate comprehension of routine social interactions, and extended one-on-one, small-group, and class conversations about familiar or academic topics.	Demonstrate comprehension of everyday greetings, leave-takings, and other routine social interactions, such as "my name is... it's nice to meet you."	Demonstrate comprehension of routine social interactions and brief one-on-one conversations about familiar or academic topics, such as weekend plans.	Demonstrate comprehension of routine social interactions and one-on-one, small-group and class conversations about familiar or academic topics, such as working in a group to complete a timeline.	Demonstrate comprehension of routine social interactions and one-on-one, small-group, and class conversations about familiar or academic topics, such as participate in a literature circle discussion.	Demonstrate comprehension of routine social interactions, and extended one-on-one, small-group, and class conversations about familiar or academic topics, such as varied familiar or academic topics.
		Listen and identify the speaker's message using non-verbal behavior. (kindergarten and first grade only)	Listen and identify the speaker's message using non-verbal behavior. (kindergarten and first grade only)	Listen to interpret and evaluate the speaker's message and restate it in words, phrases, and simple sentences. (kindergarten and first grade only)	Listen to interpret and evaluate the speaker's message and restate it in words, phrases, and simple sentences. (kindergarten and first grade only)	Listen to interpret and evaluate the speaker's message and restate it in complete sentences. (kindergarten and first grade only)	Listen to identify the topic and a few details of the speaker's message, given visual support such as listen to identify the names of characters in a story.	Listen to identify the topic and some details of the speaker's message, given visual support such as participate in the discussion of a story with a partner.	Listen to identify the topic, main idea, and important details of a speaker's message, given visual support, such as listen to identify the main idea of a poem read aloud by a peer.	Listen to identify the topic, main idea, important details, and purpose of a speaker's message, given visual support, such as listen to identify the message of a poem read aloud by a peer.	Listen to identify the topic and a few details of the speaker's message, given visual support, such as listen to identify the names of the planets in order.	Listen to identify the topic and some details of the speaker's message, given visual support, such as listen to a text read aloud in order to identify some characteristics of rocks.	Listen to identify the topic, main idea and important details of a speaker's message, given some visual support, such as listen for details about two people in order to complete a Venn diagram.	Listen to identify the topic, main idea, important details, and purpose of a speaker's message, given visual support, such as listen to identify the opinion of a speaker in an oral presentation.	Listen to identify and evaluate a speaker's message, such as listen to identify the moral of a fable read aloud.

		Demonstrate comprehension of a one-on-one discussion about basic interpersonal topics.	Demonstrate comprehension of a one-on-one discussion about basic interpersonal topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.	Demonstrate comprehension of the topic/main idea of a group discussion about basic interpersonal and some academic topics.
	1.5 Identify and differentiate pronunciation and intonation patterns to interpret meaning	Hear and distinguish some common phonemes in English.	Hear and distinguish most common phonemes in English.	Hear and distinguish some phonemes and phonemic patterns (blends) in initial, medial, and ending positions in English.	Hear and distinguish some phonemes and phonemic patterns (blends) in initial, medial, and ending positions in English.	Hear and distinguish some phonemes and phonemic patterns (blends) in initial, medial, and ending positions in English.	Hear and distinguish some common phonemes in English.	Hear and distinguish most common phonemes in English.	Hear and distinguish some phonemes and phonemic patterns, such as blends in initial, medial, and ending positions in English.	Hear and distinguish some phonemes and phonemic patterns, such as blends or diagraphs in initial, medial, and ending positions in English.	Hear and differentiate most phonemes and phonemic patterns, such as contrasting vowel sounds, in initial, medial, and ending positions in English.	Hear and differentiate some common phonemes in English.	Hear and differentiate most common phonemes in English.	Hear and differentiate some phonemes and phonemic patterns, such as blends in initial, medial, and ending positions in English.	Hear and differentiate some phonemes and phonemic patterns, such as blends or diagraphs, in initial, medial, and ending positions in English.	Hear and differentiate most phonemes and phonemic patterns, such as contrasting vowel sounds, in initial, medial, and ending positions in English.
		Recognize and distinguish a few pronunciation patterns that affect meaning, such as rising or falling intonation in questions and statements.	Recognize and distinguish a few pronunciation patterns that affect meaning, such as rising or falling intonation in questions and statements.	Recognize and distinguish some pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations.	Recognize and distinguish some pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations.	Recognize and distinguish most pronunciation patterns that affect meaning.	Recognize and distinguish a few pronunciation patterns that affect meaning, such as intonation in questions and statements.	Recognize and distinguish a few pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations.	Recognize and distinguish some pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations, and word stress within a sentence.	Recognize and distinguish most pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations, and word stress, and syllable stress: <i>thir</i> 'teen vs. <i>thir</i> 'ty.	Recognize and distinguish most pronunciation patterns that affect meaning.	Recognize and distinguish a few pronunciation patterns that affect meaning, such as rising or falling intonation in questions and statements.	Recognize and distinguish a few pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations.	Recognize and distinguish some pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations, and word stress within a sentence.	Recognize and distinguish most pronunciation patterns that affect meaning, such as intonation in questions, statements, and exclamations, and word stress, and syllable stress: <i>pro</i> 'gress vs. <i>pro</i> 'gress.	Recognize and distinguish most pronunciation patterns that affect meaning.
Standard 2 Speaking: English Language Learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.	2.1 Express personal information and ideas.	Express likes/dislikes, feelings, and emotions using words or simple phrases, such as, "happy."	Express likes/dislikes, feelings, and emotions using words or simple phrases, such as, "I like candy."	Express likes/dislikes, feelings, and emotions using simple sentences, such as, "I like ice cream. I don't like yogurt."	Express likes/dislikes, feelings, and emotions using compound sentences, such as, "I like carrots, but I don't like peas."	Express opinions, feelings, and emotions and explain a reason using complex sentences, such as, "I liked the movie because it was funny."	Express likes/dislikes, feelings, and emotions using simple phrases or sentences, such as, "need crayons."	Express likes/dislikes, feelings, and emotions using simple sentences, such as, "I am happy."	Express likes/dislikes, feelings, and emotions using a limited variety of sentences, such as, "I don't like snakes."	Express likes/dislikes, feelings, and emotions using a variety of sentences, such as, "I feel sad when it rains."	Express opinions, feelings, emotions and explain reasoning using complex sentences, such as, "I think that because..."	State favorites, likes/dislikes, and basic feelings using simple sentences, or simple phrases, such as "like apples."	State likes/dislikes, and feelings using simple sentences, such as, "I like to swim."	State opinions and feelings using a variety of expressions in simple sentences, such as "I think...I love...I feel..."	Explain personal opinions and feelings with supporting details in a variety of sentences, such as "I think..." "I think that...because..."	Explain personal opinions and feelings about specific issues with supporting details using varied sentence types and expressions, such as, "In my opinion, they should..."because..." , such as, "I think that..."because..."
		State basic personal information using one or two word phrases, such as stating the name of a mother or father.	State basic personal information using one or two word phrases, such as "I have two sisters."	State personal information in social or classroom situations using simple sentences, such as "I am in grade."	Explain personal information in social or classroom situations using simple sentences, such as "My teacher is Ms. Smith."	Explain actions, choices, and decisions in social or classroom situations, such as "I drew a flower for my mother."	State basic personal information using short phrases, such as "two sisters."	State basic personal information using phrases and simple sentences, such as "I ride the yellow bus."	State basic personal information using phrases and sentences, such as "My house is on Canton Street."	Explain personal information in social and classroom situations using a variety of sentences, such as "After school, I go home and take care of my sister."	Explain actions, choices, and decisions in social and classroom situations using a variety of sentences, such as "I decided to do my science project on magnets."	State basic personal information, such as name, age, languages spoken.	State personal information using simple sentences, such as "I have two brothers."	Relate a personal experience with moderate detail and some prompting.	Relate a personal experience with moderate detail and minimal prompting.	Relate a personal experience with sufficient detail and without prompting.
		Express needs in concrete situations using everyday common vocabulary in words and simple phrases, such as "paper and pencil."	Express needs in concrete situations using everyday common vocabulary in words and simple phrases, such as "tie shoes."	Express needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as "I need to go to the bathroom."	Express needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as "Can you help me do this math problem?"	Express most needs and wants in simple and compound sentences, such as "Do you know the answers for pages 10 and 11?"	Express needs in concrete situations using everyday common vocabulary in words and simple phrases, such as "drink water."	Express needs in concrete situations using everyday common vocabulary in words, simple phrases, and sentences such as "I need lunch money."	Express needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as "I want a red marker to make this chart."	Express needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as "I want to go home to get my homework."	Express needs and wants related to academic situations in simple and complex sentences, such as, "I need to go to the library because my book is due today."	Express basic wants and needs as related to school situations using words or simple phrases, such as, "notebook please."	Express basic wants and needs using simple sentences, such as "I need a pencil please."	Express some needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as, "I want to write on the board."	Express most needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as, "Our group wants to read about Native Americans."	Express needs and wants related to academic situations in simple and complex sentences, such as, "I would like to be president because..."
											State actions and choices using words and simple phrases, such as, I add."	State actions and choices using simple sentences, such as, I work on a computer."	Explain actions, choices, and decisions with supporting details, such as, I chose this topic because..."	Explain actions, choices, and decisions using simple sentences, such as, I decided to write about my dad."	Explain actions, choices, and decisions including hypothetical situations, such as, "If I were a doctor, I would..."	

	2.2 Communicate academic information with clarity and fluency.	a. State one-step procedures, such as, "Erase the board."	Describe one-step procedures, such as, "Erase the board with an eraser."	Explain simple procedures, such as, "Erase the board with an eraser, then dust the eraser."	Explain simple procedures, such as, "Erase the board with an eraser, then dust the eraser and put it back."	Explain concrete, multi-step procedures, such as, "Erase the board with an eraser, then dust the eraser outside, and put it back in the box."	State one-step procedures, such as, "I circle the A."	Describe one-step procedures, such as, "I circle the A in red."	Explain simple procedures, such as, "I put water on the plant to make it grow."	State two-step procedures, such as, "I add four pennies and one penny to make five cents."	Explain concrete, multi-step procedures, such as, "I measured the liquid, poured it into the glass, and watched it change."	State one-step procedures in short phrases, such as, "Multiply."	State one-step procedures in simple sentences, such as, "First I will read the story."	Describe simple procedures in sentences, such as, "First, write the stats on the timeline."	Describe multi-step procedures in sentences, such as, "I put the prism in the water, turned on the light, and saw a rainbow."	Explain multi-step procedures using complex sentences and grade-level vocabulary, such as, "Before we write a story, we brainstorm ideas and complete an organizer."
		b. Describe events, stories, and experiences using pictures.	Describe events, stories, and experiences using pictures with labels.	Describe events, stories, and experiences using words, phrases, and simple sentences, such as, "See the cow look at the cat."	Describe events, stories, and experiences using words, phrases, and simple sentences, such as, "I saw a bug."	Describe events, stories, and experiences using a variety of sentence types, such as, "I caught a fish when we went to the pond."	Relate experiences and events using pictures and common verbs and phrases.	Relate experiences, events, and stories using pictures and a few sequence words, such as first, then.	Retell events, stories, and experiences using a greater variety of sequence words in simple sentences in the past tense, such as ordinal numbers.	Retell events, stories, and experiences using a greater variety of sequence words in simple sentences in the past tense, such as then, next, after that.	Retell events, stories, and experiences using a wide variety of sentence types in a combination of past and perfect tenses.	Retell events, stories, and experiences using pictures, words, and phrases.	Retell events, stories, and experiences using pictures, words, phrases, and simple sentences.	Describe events, stories, and experiences using simple and some complex sentences with some detail.	Describe and compare events, stories, and experiences with relevant detail using a variety of sentence structures.	Describe and compare events, stories, and experiences with relevant detail using varied sentence and grade-level vocabulary.
		c. Evaluate academic information using non-verbal strategies, such as, raise your hand if you agree that the character in the story you just heard acted appropriately.	Evaluate academic information using non-verbal strategies, such as, use visual cues to express likes and dislikes about a story.	Evaluate academic information using words or phrases, such as, Yes, I like or no, I don't like.	Evaluate academic information using words or phrases, such as, Yes, I like or no, I don't like.	Evaluate academic information using complete sentences, such as, The boy in the story was nice."	c. Evaluate academic information using non-verbal strategies, such as, raise your hand if you agree that the character in the story you just heard acted appropriately.	Evaluate academic information using non-verbal strategies, such as, use visual cues to express likes and dislikes about a story.	Evaluate academic information using words or phrases, such as, Yes, I like or no, I don't like.	Evaluate academic information using words or phrases, such as, Yes, I like or no, I don't like.	Evaluate academic information using complete sentences, such as, The boy in the story was nice."	Demonstrate understanding of academic information using non-verbal strategies or single-word responses.	Demonstrate understanding of academic information using phrases or simple sentences.	Demonstrate understanding of academic information using simple sentences.	Demonstrate understanding of academic information using some grade-level vocabulary in complex sentences.	Demonstrate understanding of academic information using grade-level vocabulary in complex sentences.
		d. Describe and compare attributes and characteristics of people, places, and things using words and simple phrases, such as farm animals.	d. Describe and compare attributes and characteristics of people, places, and things using words and simple phrases, such as, "The big red dog."	d. Describe and compare attributes and characteristics of people, places, and things using simple sentences, such as, "The members of my family are my mother, my grandmother, and me."	d. Describe and compare attributes and characteristics of people, places, and things using simple and some complex sentences, such as, "The hare was faster than the tortoise." (grade 1 only)	d. Describe and compare attributes and characteristics of people, places, and things using comparative forms of common adjectives.	d. Describe and compare attributes and characteristics of people, places, and things using comparative forms of common adjectives.	d. Describe and compare attributes and characteristics of people, places, and things using regular comparative forms of common adjectives and adverbs.	d. Describe and compare attributes and characteristics of people, places, and things using comparative, superlative, regular and irregular forms of adjectives and adverbs.	d. Describe and compare attributes and characteristics of people, places, and things using comparative, superlative, regular and irregular forms of adjectives and adverbs.	d. Describe and compare attributes and characteristics of people, places, and things using simple words and phrases, such as big city, small town.	d. Describe and compare the attributes and characteristics of people, places, and things using simple words, such as big, short, fast.	d. Describe and compare the attributes and characteristics of people, places, and things using simple sentences, such as a gorilla is bigger than a monkey.	d. Describe and compare the attributes and characteristics of people, places, and things using simple sentences, such as, "A turkey is big, but a baby chick is small."	d. Describe and compare the attributes and characteristics of people, places, and things using complex sentences and near grade-level vocabulary, such as, "A city is larger and more crowded than a town."	d. Describe and compare the attributes and characteristics of people, places, and things using complex sentences and grade-level vocabulary, such as, "A city is larger and more crowded than a town."
		e. Express predictions and future events using pictures, such as sequencing pictures in response to a question.	e. Express predictions and future events using pictures, such as sequencing pictures in response to a question.	e. Express predictions and future events in simple phrases and sentences, such as, "The rabbit will win."	e. Express predictions and future events in simple sentences, such as, "Tomorrow it is going to rain."	e. Express predictions and future events in complex sentences, such as, "I think the story will have a happy ending." (Grade 1, only)	Predict future events using pictures.	Predict future events using pictures and words or phrases.	Predict future events and probability using sentences in the near future, such as going to or future tense such as will.	Predict future events and probability using sentences in the near future, such as going to or future tense, such as will or modals such as might.	Predict future events and probability with reasons to support the prediction in the implied future tense, such as going to, future tense, such as will or modals such as might.	e. Express predictions, probability, and future events using simple phrases and words and phrases.	e. Express predictions, probability, and future events using simple phrases and sentences.	e. Express predictions, probability, and future events in simple and some complex sentences.	e. Express predictions, probability, and future events using complex sentences supported with reasons.	e. Express predictions, probability, and future events using complex sentences and supported with reasons using grade level vocabulary.
							f. Express cause/effect relationships using phrases with because, such as "because it's raining."	f. Express cause/effect relationships using complete sentences with because, such as, "The ground is wet because it rained last night."	f. Express cause/effect relationships using complete sentences with because, so, if . . . then, such as, "It's raining so we can't go outside."	f. Express cause/effect relationships using complete sentences with because, so, if . . . then, such as, "If the clouds are full of water, then it will rain."	f. Express cause/effect relationships using complete sentences with because, such as, "If the clouds are full of water, then it will rain."	f. State cause/effect relationships using phrases with because, such as "because plants need sunlight."	f. Identify and restate cause and effect relationships using complete sentences with because, such as, "I know my answer is correct because I subtracted both numbers."	f. Identify and restate cause and effect relationships using complete sentences with because, so, . . . then, such as, "It's below zero so the water freezes."	f. Identify cause and effect relationships in past, present, and future tenses and complex sentence structures, such as, "If I put the gas on high, the water will boil more quickly."	f. Explain cause and effect relationships in past, present, and future tenses and complex sentence structures, such as, "If I put the gas on high, the water will boil more quickly."
	2.3 Use vocabulary to communicate effectively in speaking.	a. Use some common nouns and simple adjectives to describe people, places, and objects such as a favorite animal.	a. Use some common nouns and simple adjectives to describe people, places, and objects with some detail.	a. Use a moderate range of nouns and adjectives to describe people, places, and objects with some detail.	a. Use a moderate range of nouns and adjectives to convey information, ideas, and feelings clearly with some detail.	a. Use a wide range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly in detail and appropriately for context.	a. Use some common nouns and simple adjectives to describe people, places, and objects.	a. Use some common nouns and simple adjectives to describe people, places, and objects with a few details.	a. Use a moderate range of nouns and adjectives to describe people, places, and objects with some detail.	a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly with some detail.	a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly in detail and appropriately for context.	a. Use some common nouns and simple adjectives to describe people, places, and objects.	a. Use some common nouns and simple adjectives to describe people, places, and objects with a few details.	a. Use a moderate range of nouns and adjectives to describe people, places, and objects with some detail.	a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly with some detail.	a. Use a wide range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly in detail and appropriately for context.
		b. Use some common action verbs and basic high frequency verbs, such as go, see, and run.	b. Use some common verbs and simple adverbs to describe action and states of being, such as, "He is walking."	b. Use a moderate range of verbs and adverbs to describe action and states of being with some detail.	b. Use a moderate range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly with some detail.	b. Use a wide range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly and appropriately for context.	b. Use some common action verbs and basic high frequency verbs, such as to be and to have.	b. Use common verbs and simple adverbs to describe action and states of being.	b. Use a moderate range of verbs and adverbs to describe action and states of being with some detail.	b. Use a moderate range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly with some detail.	b. Use a wide range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly and appropriately for context.	b. Use some common action verbs and basic high frequency verbs, such as to be and to have.	b. Use common verbs and simple adverbs to describe action and states of being.	b. Use a moderate range of verbs and adverbs to describe action and states of being with some detail.	b. Use a moderate range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly with some detail.	b. Use a wide range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly in detail and appropriately for context.

		c. Use some common words that show relationships, such as big/little and hot/cold.	c. Use some common words that show relationships, such as all/both and same/different.	c. Use a moderate range of words that show relationships, such as compare, faster than and bigger than.	c. Use a moderate range of grade-level words that show relationships, such as compare, cause and effect.	c. Use a wide range of grade-level words that show relationships, such as compare, cause and effect.	c. Use some common words that show relationships given a writing model, such as big/little and hot/cold.	c. Use some common words that show relationships, such as all/both and same/different.	c. Use a moderate range of words that show relationships, such as compare, faster than ...the longest.	c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect.	c. Use a wide range of grade-level words that show relationships, such as compare, cause and effect.	c. Use some common words that show relationships given a writing model, such as big/little and hot/cold.	c. Use common words that show relationships, such as all/both and same/different.	c. Use a moderate range of words that show relationships, such as compare, faster than ...the longest.	c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect.	c. Use a wide range of grade-level words that show relationships, such as compare, cause and effect.	c. Use a moderate range of grade-level words that show relationships, such as compare, faster than ...the longest.	c. Use a wide range of grade-level words that show relationships, such as compare, cause and effect.		
		d. Use some common words that show sequence and transition such as numbers one, two, and three.	d. Use some common words that show sequence and transition such as first and next.	d. Use a moderate range of words that show sequence and transition such as first, second, third, and fourth.	d. Use a moderate range of grade-level words that show sequence and transition such as finally.	d. Use a wide range of grade-level words that show sequence and transition, such as in conclusion.	d. Use some common words that show sequence and transition given a writing model such as numbers one, two, three, first, and last.	d. Use common words that show sequence and transition such as first, next, one day, and then.	d. Use a moderate range of words that show sequence and transition such as ordinal numbers, all, finally, in the beginning, in the middle, at the end, and also..	d. Use a moderate range of grade-level words that show sequence and transition such as finally.	d. Use a wide range of grade-level words that show sequence and transition, such as in conclusion.	d. Use some common words that show sequence and transition given a model such as numbers one, two, three, first, and last.	d. Use common words that show sequence and transition such as first, next, one day, and then.	d. Use a moderate range of words that show sequence and transition such as ordinal numbers, all, finally, in the beginning, in the middle, at the end, and also.	d. Use a moderate range of grade-level words that show sequence and transition such as finally.	d. Use a wide range of grade-level words that show sequence and transition, such as in conclusion.	d. Use a moderate range of grade-level words that show sequence and transition such as finally.	d. Use a wide range of grade-level words that show sequence and transition, such as in conclusion.		
		e. Use some common words that show spatial relationships, such as in, on, and up.	e. Use some common words that show spatial relationships, such as under and over.	e. Use a moderate range of words that show spatial relationships, such as around and between.	e. Use a moderate range of grade-level words that show spatial relationships, such as around and directional words to convey information, ideas, and feelings clearly.	e. Use a wide range of grade-level words that show spatial relationships, such as prepositions and directional words to convey information, ideas, and feelings clearly.	e. Use some common words that show spatial relationships, such as in, on, and under.	e. Use common words that show spatial relationships such as over, between, and around.	e. Use a moderate range of words that show spatial relationships, such as through and against.	e. Use a moderate range of grade level words that show spatial relationships, such as prepositions and directional words.	e. Use a wide range of grade-level words that show spatial relationships, such as prepositions and directional words.	e. Use some common words that show spatial relationships, such as in, on, and under.	e. Use common words that show spatial relationships such as over, between, and around.	e. Use a moderate range of words that show spatial relationships, such as through and against.	e. Use a moderate range of grade-level words that show spatial relationships, such as prepositions and directional words.	e. Use a wide range of grade-level words that show spatial relationships, such as prepositions and directional words.	e. Use a moderate range of words that show spatial relationships, such as prepositions and directional words.	e. Use a wide range of grade-level words that show spatial relationships, such as prepositions and directional words.		
									f. Use a few common idioms and figurative expressions, such as all right and to be over.	f. Use a moderate range of common idioms and figurative expressions, including phrasal verbs, such as give back and take place.	f. Use a variety of common idioms and figurative expressions, including phrasal verbs, such as make money and take off.							f. Use a few common idioms and figurative expressions, such as all right and to be over.	f. Use a moderate range of common idioms and figurative expressions, including phrasal verbs, such as give back and take place.	f. Use a variety of common idioms and figurative expressions, including phrasal verbs, such as make money and take off.
	2.4 Use Standard English grammar to speak clearly and accurately.	a. Communicate with appropriate syntax when speaking in short phrases and memorized patterns such as "what's your name?"	a. Communicate with appropriate syntax when speaking in short phrases and memorized patterns such as "how old are you?"	a. Communicate with appropriate syntax such as with appropriate subject-verb and pronoun agreement when speaking in simple sentences, such as "I brush my teeth."	a. Communicate with appropriate syntax when speaking in simple sentences and some compound sentences, such as "I eat hotdogs and beans."	a. Communicate with appropriate syntax when speaking in simple sentences and negative sentences including simple statements and questions, such as "My friend goes to art class on Tuesday."	a. Use appropriate word order, such as subject-verb-object, when speaking in short affirmative sentences and memorized patterns	a. Use appropriate word order in some simple affirmative and negative sentences including simple statements and questions, and short imperative statements.	a. Use appropriate word order in some simple affirmative and negative sentences including simple statements and questions, and short imperative statements.	a. Use appropriate word order in a variety of simple to complex statements and questions, such as sentences with adverbs, quantifiers, and other modifiers.	a. Use appropriate word order when speaking in short phrases and memorized patterns, such as subject-verb-object, "I like the story."	a. Use correct word order in some simple affirmative and negative sentences including simple statements and questions, and short imperative statements.	a. Use correct word order in some simple affirmative and negative sentences including simple statements and questions, and short imperative statements.	a. Use correct word order in some simple affirmative and negative sentences including simple statements and questions, and short imperative statements.	a. Use correct word order in a variety of simple to complex statements and questions, such as sentences with adverbs, quantifiers, and other modifiers.	a. Use correct word order in a variety of simple to complex statements and questions, such as sentences with prepositional phrases and dependent clauses.	a. Use correct word order when speaking in short phrases and memorized patterns, such as subject-verb-object, "I like the story."	a. Use correct word order in some simple affirmative and negative sentences including simple statements and questions, and short imperative statements.	a. Use correct word order in some simple affirmative and negative sentences including simple statements and questions, and short imperative statements.	a. Use correct word order in a variety of simple to complex statements and questions, such as sentences with prepositional phrases and dependent clauses.
		b. Communicate using present verb tenses in context, such as, "I have money."	b. Communicate using present and used past verb tenses in context, such as, "He went to the pool."	b. Communicate using simple present, past, and future verb tenses in context, such as, "We will go outside for recess."	b. Communicate using simple present, past, and future verb tenses in context with appropriate subject-verb and pronoun agreement, such as "We are going camping next weekend with my friends."	b. Communicate using various present, past, and future verb tenses in context with appropriate subject-verb and pronoun agreement, such as "We are going camping next weekend with my friends."	b. Use some common high frequency verbs, to be, to have, and to walk in simple present tense, present progressive, and some common verbs in simple past tense, such as "We talked...and she was..."	b. Use common verbs in simple present, simple future, present progressive, and some common verbs in simple past tense, such as "We walked...and he had."	b. Use verbs in present, future, progressive, and conditional tenses, both regular and some common irregular simple past tenses with correct subject-verb agreement, such as "They drew and he carried."	b. Use verbs in present, future, progressive, and conditional tenses, both regular and some common irregular simple past tenses with correct subject-verb agreement, such as "It looks and he had."	b. Use verbs in present, future, progressive, and conditional tenses, both regular and some common irregular simple past tenses with correct subject-verb agreement, such as "They drew and he carried."	b. Use common verbs in simple present tense, present progressive, and some common verbs in simple past tense, such as "I am running, run!"	b. Use simple present, simple future, present progressive, and some common verbs in simple past tense, such as "I walked and was."	b. Use simple present, simple future, present progressive, and some common verbs in simple past tense, such as "I walked and was."	b. Use common verbs in simple present tense, present progressive, and some common verbs in simple past tense, such as "I walked and was."	b. Use simple present, simple future, progressive, and regular some most irregular simple past tenses with correct subject-verb agreement, such as "I drew and found."	b. Use simple present, simple future, present progressive, and regular some most irregular simple past tenses with correct subject-verb agreement, such as "I drew and found."	b. Use simple present, simple future, progressive, and regular some most irregular simple past tenses with correct subject-verb agreement, such as "I drew and found."	b. Use simple present, simple future, progressive, and regular some most irregular simple past tenses with correct subject-verb agreement, such as "I drew and found."	
							c. Use a variety of common nouns including simple plural forms with -s.	c. Use a variety of nouns including simple plural forms with -s and -es.	c. Use a variety of nouns including many irregular plural forms such as boxes, foot-feet.	c. Use a variety of nouns including many irregular plural forms such as mouse-mice.	c. Use a variety of nouns including most irregular plural forms such as brush-es, child-children, deer-deer.	c. Use a variety of common nouns including simple plural forms with -s and -es.	c. Use a variety of nouns including a few irregular plural forms, such as box-boxes, foot-foot.	c. Use a variety of nouns including a few irregular plural forms, such as box-boxes, foot-foot.	c. Use a variety of nouns including a few irregular plural forms, such as box-boxes, foot-foot.	c. Use a variety of nouns including many irregular plural forms such as mouse-mice.	c. Use a variety of nouns including many irregular plural forms such as mouse-mice.	c. Use a variety of nouns including many irregular plural forms such as mouse-mice.	c. Use a variety of nouns including many irregular plural forms such as mouse-mice.	
							d. Use subject pronouns in simple sentences such as, "I am from Africa."	d. Use subject and object pronouns in simple sentences such as, "We see them."	d. Use subject, object, and possessive pronouns in simple sentences such as, "They are mine."	d. Use subject, object, and possessive and demonstrative pronouns in simple and compound sentences such as, "This is mine and that is his."	d. Use subject, object, possessive and demonstrative pronouns in simple sentences such as, "Can you tell me if these are yours or theirs?"	d. Use subject pronouns in simple sentences such as, "It is a planet. They are mammals."	d. Use subject and object pronouns in simple sentences such as, "I like her."	d. Use subject, object, and possessive pronouns in simple sentences such as, "They are mine."	d. Use subject, object, and possessive and demonstrative pronouns in simple and compound sentences such as, "Those papers are his, but these diagrams are ours."	d. Use subject, object, and possessive and demonstrative pronouns in simple and compound sentences such as, "Can you tell me if these are yours or theirs?"	d. Use subject, object, and possessive and demonstrative pronouns in simple and compound sentences such as, "Can you tell me if these are yours or theirs?"	d. Use subject, object, and possessive and demonstrative pronouns in simple and compound sentences such as, "Can you tell me if these are yours or theirs?"		

			d. Identify some common, concrete, high frequency words.	d. Identify most common, concrete, high frequency words.	d. Identify at least 40% of grade-level high frequency words.	d. Identify at least 60% of grade-level high frequency words.	d. Read aloud short, familiar phrases with limited fluency such as chants and poems.	d. Read aloud short, familiar text, with limited fluency and some degree with natural intonation such as rising pitch at the end of questions.	d. Read text aloud with limited fluency using punctuation cues and some degree of natural intonation.	d. Read text aloud with moderate fluency using punctuation cues and natural intonation.	d. Read text aloud with a high degree of fluency using punctuation cues and natural intonation.	d. Read aloud short, familiar phrases with limited fluency such as chants and poems.	d. Read aloud short, familiar text, with limited fluency and some degree with natural intonation such as rising pitch at the end of questions.	d. Read text aloud with limited fluency using punctuation cues and some degree of natural intonation.	d. Read text aloud with moderate fluency using punctuation cues and natural intonation.	d. Read text aloud with a high degree of fluency using punctuation cues and natural intonation.
			e. Use vocabulary acquired orally to read simple words in phrases and sentences with picture clues. (K, 1)	e. Use a limited range of vocabulary and syntax acquired orally to read simple words in phrases and simple patterned sentences about a familiar topic. (K, 1)	e. Use a range of vocabulary and syntax acquired orally including parts of speech to read simple and compound sentences about a familiar topic. (K, 1)	e. Use a wide range of vocabulary and syntax acquired including parts of words in phrases and simple and compound sentences on a variety of topics. (K, 1)										
3.2 Recognize and interpret meaning of vocabulary and symbols in print.	a. Demonstrate comprehension of basic environmental symbols.	a. Demonstrate comprehension of basic environmental symbols and print, labels, and simple familiar words in text.	a. Demonstrate comprehension of text with a limited range of familiar words and a moderate range of academic vocabulary.	a. Demonstrate comprehension of text with a moderate range of familiar words and a limited range of academic vocabulary.	a. Demonstrate comprehension of text with a moderate range of familiar words and a limited range of academic vocabulary.	a. Demonstrate comprehension of text with a moderate range of familiar words and a limited range of academic vocabulary.	a. Demonstrate comprehension of basic environmental symbols and print, labels, and some concrete academic vocabulary.	a. Demonstrate comprehension of text with a limited range of familiar words and a moderate range of academic vocabulary.	a. Demonstrate comprehension of text with a moderate range of familiar words and a moderate range of academic vocabulary.	a. Demonstrate comprehension of text with a wide range of familiar words and academic vocabulary.	a. Demonstrate comprehension of text with a wide range of familiar words and academic vocabulary.	a. Demonstrate comprehension of basic environmental symbols and print, labels, and simple familiar words in text.	a. Demonstrate comprehension of text with a limited range of familiar words and concrete academic vocabulary.	a. Demonstrate comprehension of text with a moderate range of familiar words and a limited range of academic vocabulary.	a. Demonstrate comprehension of text with a wide range of familiar words and a moderate range of academic vocabulary.	a. Demonstrate comprehension of text with a wide range of familiar words and academic vocabulary.
		b. Identify and sort common words into conceptual categories, such as by names of colors and type of shape.	b. Demonstrate an understanding of some basic word relationships and categories such as identifying common antonyms using visual support.	b. Demonstrate an understanding of word relationship and categories such as matching synonyms and antonyms using visual support.	b. Apply knowledge of word relationship and categories to determine the meaning of some new words when reading with instructional support. (grade 1)	b. Identify and sort common words into conceptual categories, such as by names of colors or kinds of living things.	b. Demonstrate an understanding of some basic word relationship and categories such as identifying common antonyms.	b. Demonstrate an understanding of word relationships and categories such as matching synonyms and antonyms or classifying academic vocabulary.	b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading with instructional support.	b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading independently.	b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading independently.	b. Identify and sort common words into conceptual categories, such as by names of colors or kinds of living things.	b. Demonstrate an understanding of some basic word relationship and categories such as identifying common antonyms and synonyms.	b. Demonstrate an understanding of word relationships and categories such as matching synonyms and antonyms or classifying academic vocabulary.	b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading independently.	b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading independently.
						c. Demonstrate an awareness that some English words have multiple meanings, such as the word "group" which can be a noun or a verb.	c. Demonstrate an awareness that some English words have multiple meanings, such as step.	c. Determine the meaning of some familiar words that have multiple meanings, such as problem.	c. Determine the meaning of a wide range of words that have multiple meanings, such as even.	c. Determine the meaning of a wide range of words that have multiple meanings, such as set.	c. Determine the meaning of a wide range of words that have multiple meanings, such as product.		c. Recognize the meaning of some common words with multiple meanings, such as color used as a noun or a verb.	c. Determine the meaning of some common words with multiple meanings, such as table or map.	c. Determine the meaning of a wide range of words that have multiple meanings, such as factor.	c. Determine the meaning of a wide range of words that have multiple meanings, such as factor.
		d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as the plural -s. (K,1)	d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as -ing, and -ed (jumped comes from the word jump) with instructional support. (K,1)	d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as comparatives, superlatives, and irregular plurals to interpret meaning in context with instructional support. (K,1)	Apply knowledge of word structure to determine the meaning of various new and familiar words when reading with instructional support/reading independently. (K,1)	d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as the plural -s and - ing. (K,1)	d. Recognize basic inflectional endings in familiar words to determine the meaning of words, such as -er in teacher.	d. Recognize basic inflectional endings, prefixes, and suffixes, and common compound words to determine the meaning of words, such as un-, Re-, and modifiers ending in -er and - est.	d. Recognize a range of inflectional endings, prefixes, and suffixes, and common compound words to determine the meaning of words, such as dis- or -ful.	Apply knowledge of word structure to determine the meaning of a wide range of words.	d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as the plural-s and - ing.		d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as -er in teacher.	d. Recognize some basic inflectional endings, prefixes, and suffixes, and common compound words to determine the meaning of words, such as un-, Re-, and modifiers ending in -er and - est.	d. Recognize some inflectional endings, prefixes, and suffixes, and common compound words to determine the meaning of words, such as dis- or -tion.	Apply knowledge of word structure to determine the meaning of a wide range of words such as autobiography.
			e. Demonstrate comprehension of a few commonly used idioms and colloquialisms in text, such as he is as busy as a bee.	e. Demonstrate comprehension of a variety of commonly used idioms and colloquialisms in text, such as he is quiet as a mouse.	e. Demonstrate comprehension of some commonly used idioms and colloquialisms in text, such as he is on top of the world.		e. Demonstrate comprehension of a few commonly used idioms in text, such as can you tell me?	e. Demonstrate comprehension of some commonly used idioms in text, such as make up your work.	e. Demonstrate comprehension of commonly used idioms and a limited amount of figurative language in text, such as please give me a hand.	e. Demonstrate comprehension of most commonly used idioms and some figurative language in text, such as please give me a hand.	e. Demonstrate comprehension of most commonly used idioms and some figurative language in text, such as he ran like the wind.		e. Demonstrate comprehension of a few commonly used idioms in text, such as to take place.	e. Demonstrate comprehension of some commonly used idioms in text, such as has to do with. . .	e. Demonstrate comprehension of commonly used idioms and a limited amount of figurative language in text, such as he ran like the wind.	e. Demonstrate comprehension of most commonly used idioms and some figurative language in text, such as gives rise to.
3.3 Demonstrate an understanding of how written English is organized and read.	a. Demonstrate understanding of the correct way to hold a book, such as upright, turn pages from front to back.	a. Identify parts of a book, such as title, author, illustrator, front and back cover, using words and phrases, such as "the author is Mercer Mayer."	a. Identify parts of a book, such as title, author, illustrator, front and back cover, using words and phrases, such as "This is the cover of the book."	a. Identify parts of a book, such as title, author, illustrator, front and back cover, using words and phrases, such as "This is the cover of the book."	a. Identify parts of a book, such as title, author, illustrator, front and back cover, using words and phrases, such as "This is the cover of the book."	a. Identify and name basic parts of a book, such as the title, author, and front/back covers.	a. Identify and name some basic text features of literary or informational text, such as title, table of contents, pictures, and labels.	a. Identify and name a range of grade-level text features of literary and informational text, such as headings or graphics, captions, diagrams, and photographs.	a. Identify and name a range of grade-level text features of literary and informational text, such as headings or subheadings, indices, and map keys.	a. Identify and name most grade-level text features of literary and informational text, such as italics, bold print, glossaries, and online features.	a. Identify and name most grade-level text features of literary and informational text, such as italics, bold print, glossaries, and online features.	a. Identify and name some basic text features of literary or informational text, such as title, table of contents, pictures, and labels.	a. Identify and name some grade-level text features of literary and informational text, such as headings or subheadings, indices, and photographs.	a. Identify and name some grade-level text features of literary and informational text, such as headings or subheadings, indices, and photographs.	a. Identify and name most grade-level text features of literary and informational text, such as italics, bold print, and glossaries.	a. Identify and name most grade-level text features of literary and informational text, such as italics, bold print, and glossaries.
		b. Demonstrate an understanding of basic concepts of print, such as tracking text from left to right.	b. Demonstrate understanding of basic concepts of print, such as tracking text from left to right, top to bottom, with return sweep.	b. Demonstrate understanding of basic concepts of print, such as tracking text from left to right, top to bottom, with return sweep.	b. Demonstrate understanding of basic concepts of print, such as tracking text from left to right, top to bottom, with return sweep.	b. Demonstrate understanding of concepts of English print, such as tracking text from left to right, top to bottom, and recognizing that words build a sentence to express an idea.	b. Identify common types of text formats and their key parts such as the parts of a paragraph, a friendly letter, and directions.	b. Identify common types of text formats and how their key parts are organized, the order of topic sentence, supporting details, and closing sentence within a paragraph.	b. Identify common types of text formats and how their key parts are formatted and how they are organized, the order of topic sentence, supporting details, and closing sentence within a paragraph.	b. Recognize how various types of text are formatted and how they are organized for a specific purpose, such as paragraphs, letters, graphs, directions, stanzas, and tests..	b. Demonstrate understanding of concepts of English print, such as tracking text from left to right, top to bottom, and recognizing that words are organized in a sentence to express an idea.		b. Identify common types of text formats and their key parts, such as the parts of a paragraph, a friendly letter, and directions.	b. Identify common types of text formats and how their key parts are organized, such as the order of topic sentence, supporting details, and closing sentence within a paragraph.	b. Identify common types of text formats and how their key parts are organized, such as the order of topic sentence, supporting details, and closing sentence within a paragraph.	b. Recognize how various types of text are formatted (organized) and how their key parts are organized for a specific purpose, such as paragraphs, graphs, directions, chapters, reports, articles, and tests.

		c. Demonstrate understanding of familiar words in print such as own first name.	c. Demonstrate understanding concepts of print recognizing that print appears in different forms, such as labels, signs, logos and familiar words.	c. Demonstrate understanding concepts of print recognizing that words build a sentence to express an idea and that written words are separated by spaces. (K, 1)	c. Identify common types of text formats such as poetry, short stories, drama, a friendly letter and fairy tales (K, 1)	c. Recognize how various types of texts are organized for specific purposes, such as plays, friendly letters, graphs, and directions. (K, 1)										
			d. Demonstrate knowledge of the word order of short, simple affirmative and negative statements as well as imperative statements, such as, "She is a girl. He is not happy. Get the book." (K.1)	d. Demonstrate knowledge of the word order of short, simple affirmative, negative, and imperative statements, such as, "Do you have a circle? Yes, have a circle." (K.1)	d. Demonstrate knowledge of some complex questions and statements, such as, "What will happen if you ix red and blue paint?" (K.1)	d. Demonstrate knowledge of a variety of complex questions and statements, such as, "Can you explain how you know what the setting is?" (K.1)	d. Demonstrate knowledge of the word order of short, simple affirmative statements, such as, "He is happy. It is big."	d. Demonstrate knowledge of the word order of short, simple affirmative, negative statements and imperative statements, such as, "Are you tired? I am not tired."	d. Demonstrate knowledge of the word order of simple and compound, affirmative, negative imperative, and exclamatory statements and questions, such as, "Can you explain how you solved the problem?"	d. Demonstrate knowledge of the word order of a variety of affirmative and negative statements varying in length and complexity, such as, "What will happen if we don't recycle?"	d. Demonstrate knowledge of the word order of short, simple affirmative statements, such as, "Animals need water. Animals need shelter."	d. Demonstrate knowledge of the word order of short, simple affirmative, negative, and imperative statements and questions, such as, "Does plastic conduct electricity? Plastic does not conduct electricity."	d. Demonstrate knowledge of the word order of simple and compound, affirmative, negative imperative, and exclamatory statements and questions, such as, "Don't forget to write your name!"	d. Demonstrate knowledge of the word order of simple and compound statements and questions, such as, "Why did Ana cry when she saw her mother?"	d. Demonstrate knowledge of the word order of a variety of affirmative and negative statements varying in length and complexity, such as, "I think that we should develop a recycling plan for the school."	
		e. Recognize that print provides meaning and pictures support text.	e. Recognize a sentence as a group of words put together to express an idea. (1)	e. Recognize a sentence as a group of words put together to express an idea. (K.1)	e. Recognize that a string of two or three sentences put together to express an idea. (1)	e. Read a variety of sentence types, including short declarative affirmative and negative interrogative and imperative statements. (1)										
			f. Identify a few basic sentence markers, such as capital letters and periods.	f. Identify some common sentence markers and their purposes, such as question marks, "What is the date today?" (K, 1)	f. Identify some sentence markers and recognize how they convey meaning, such as quotation marks, abbreviation and apostrophe in common abbreviations, such as Mr., Dr., and Help! (1)	f. Identify many grade-appropriate sentence markers and recognize how they convey meaning, such as capital letters to begin and periods to end a sentence."	f. Identify some basic sentence markers and their purposes, such as capital letters to begin and periods to end a sentence."	f. Identify common sentence markers and their purposes, such as capital letters, periods, and question marks.	f. Identify common sentence markers and recognize how they convey meaning, such as exclamation points, periods, and apostrophes in contractions.	f. Identify many grade-appropriate sentence markers and recognize how they convey meaning, such as quotation marks.	f. Identify some basic sentence markers and their purposes, such as capital letters to begin and periods to end a sentence."	f. Identify common sentence markers and recognize how they convey meaning, such as exclamation points, periods, and question marks.	f. Identify common sentence markers and recognize how they convey meaning, such as exclamation points, periods, and question marks.	f. Identify many grade-appropriate sentence markers and recognize how they convey meaning, such as commas and apostrophes in contractions.	f. Identify grade-appropriate sentence markers and recognize how they convey meaning, such as quotation marks.	
	3.4 Demonstrate comprehension of informational and literary texts.		a. Identify some common structures of texts, such as matching or sequencing the order of story events nonverbally.	a. Identify some common key words or phrases that characterize text structure or type such as use of before/after or first/second/last to show sequential order. (K,1)	a. Recognize common text structures and types and related patterns of moderate difficulty, such as, I am taller than my brother. We both have brown hair." (K.1)	a. Recognize common text structures and types and related simple language patterns, such as the use of repetition and rhyme in poetry, songs, chants, and stories as well as the use of the past tense in stories. (K,1)	a. Identify some common key words or phrases that characterize text structure or type such as use of the phrase: it has/is before/after or first/second/last to show sequential/chronological order.	a. Identify simple language patterns that characterize text structure or type such as use of the phrase: it has/is to show description or the words same/different to compare or contrast.	a. Recognize common text structures and types and related simple language patterns, such as the use of repetition and rhyme in poetry, songs, chants, and stories as well as the use of the past tense in stories.	a. Recognize grade-level text structures and types and related language patterns such as use of the phrases when, . . . then, . . . or if, . . . then, . . . to show cause and effect.	Identify some common key words or phrases that characterize text structure, such as use of before/after or first/second/third or time words to show sequential order in a simple procedure.	a. Identify simple language patterns that characterize text structure such as use of before/after or first/second/third or time words to show chronological order of events.	a. Recognize common organizational structure of text and related simple language patterns, such as the use of the phrases both are/both have or more...than to compare and contrast.	a. Recognize common organizational structure of text and related language patterns of moderate difficulty, such as the use of the words, problem and solution, or answer to indicate problem-solution or the use of simile in poetry.	a. Recognize grade-level organizational structure of text and related language patterns of moderate difficulty, such as use of the phrases, . . so that, . . or if, . . then to show cause effect, or the use of simile in poetry.	
			b. Identify some ideas and messages of simple informational texts, given pictures and instructional support, such as, draw pictures or write a sentence that identifies the topic.	b. Identify some ideas and messages of simple informational texts, given pictures and instructional support, such as, list details related to a topic.	b. Identify, discuss, and explain some important ideas and messages in informational text, given some text modification and/or instructional support, such as, discuss the main idea with a partner and participate in a shared writing experience.	b. Identify some ideas and messages of simple informational texts, given instructional support, such as, draw a pictures that identifies the topic.	b. Identify some ideas and messages of simple informational texts, given pictures and instructional support, such as, list details related to the topic the topic.	b. Identify, discuss, and explain some important ideas and messages in informational text, given some text modification and/or instructional support, such as, discuss the main idea with a partner.	b. Identify, discuss, and explain some important ideas and messages in informational text, given some text modification and/or instructional support, such as explain a connector between the text and prior knowledge.	b. Identify, discuss, explain, and summarize important ideas and messages of informational text, such as summarize part of a text in one's own words.	b. Identify some ideas and messages of very simple informational texts, given strong picture and instructional support, such as, identify the topic.	b. Identify some ideas and messages of simple informational text, given strong pictures and instructional support, such as, identify the topic and a few details.	b. Identify, discuss, and explain some important ideas and messages in informational text, given some text modification and/or instructional support, such as, distinguish fact and opinion.	b. Identify, discuss, explain, and summarize important ideas and messages in informational text, given some text modification and/or instructional support, such as, paraphrase part of the text.	b. Identify, discuss, explain, and summarize important ideas and messages of different types of informational text, such as explain the author's purpose or identify the intended audience.	

		c. Identify a few basic elements of simple literary text given pictures and instructional support, such as have students point and sequencing manipulatives to retell a story nonverbally.	c. Identify some basic elements of simple literary text given pictures and instructional support, such as use pictures of the characters, setting, and events in a story read aloud more than once.	c. Identify and discuss elements of a literary text given pictures and some instructional support, such as retell a simple sequence of events or identify rhyme and repetition in a poem or a chant practiced orally.	c. Identify and discuss elements of a literary text given pictures and some instructional support, such as retell or reenact the events of a play and identify the characters after the play is read as a class.	c. Identify, discuss, and compare elements of literary text given some instructional support, such as compare the character traits of two characters. (1)	c. Identify some basic elements of very simple literary text, given picture and instructional support, such as identify pictures of the characters, setting, and events of a story read aloud more than once.	c. Identify basic elements of simple literary text given pictures and instructional support, such as retell a simple sequence of events or identify rhyme and repetition in a poem or a chant practiced orally.	c. Identify, discuss, and explain elements of literary text given some instructional support, such as retell and identify and discuss the problem and solution of a narrative or drama read as a class.	c. Identify, discuss, explain, and compare the elements of literary text given some instructional support, such as compare the character traits of two characters or identify the use of dialogue in a drama.	c. Identify, discuss, explain, and compare the elements of literary text, including narratives, poetry, and drama, such as explain the connection between a character's actions and the results of the actions.	d. Identify some basic elements of a very simple literary text, given strong picture and instructional support, such as identify pictures of the characters, setting, and events of a story read aloud more than once.	c. Identify basic elements of simple literary text given strong picture and instructional support, such as retell a simple sequence of events or identify rhyme and repetition in a poem or a chant practiced orally.	c. Identify, discuss, and explain elements of literary text given some instructional support, such as retell and identify and discuss the problem and solution of a narrative or drama read as a class.	c. Identify, discuss, explain, and compare the elements of literary text, including narratives, poetry, and drama, such as explain the connection between a character's actions and the results of the actions.
			d. Identify some main ideas and messages in simple literary texts, given pictures and instructional support, such as sequence pictures retelling the beginning, middle, and end of a story. (K/1)	d. Identify and discuss some important ideas and messages in simple literary texts, given pictures and instructional support, such as complete a story map or simple graphic organizer as a class after a shared reading. (K/1)	d. Identify and explain some important ideas and messages in simple literary texts, given some instructional support, such as explain a story map after reading a story or a fairytale. (K/1)	d. Identify and explain some important ideas and messages in simple literary texts, given some pictures and instructional support, such as explain an emotion conveyed in a poem or describe how a character feels in a play. (1). (K/1)	d. Identify some main ideas and messages in simple literary texts, given instructional support, such as complete a story map after a shared reading of a story.	d. Identify, discuss, and explain important ideas and messages in literary text, given some instructional support, such as explain a personal connection to a simple poem.	d. Identify, discuss, and explain important ideas and messages in literary text, given some instructional support, such as compare two versions of a folktale.	d. Identify, discuss, and explain important ideas and messages in a variety of types of literary text, such as compare two versions of a folktale.	d. Identify some main ideas and messages in very simple literary text, instructional support, such as sequence pictures to retell events of a story read aloud.	d. Identify, discuss, and explain some important ideas and messages in simple literary texts, given instructional support, such as complete a story map after a shared reading of a story.	d. Identify, discuss, and explain some important ideas and messages in literary text, given some instructional support, such as explain a personal connection to a simple poem.	d. Identify, discuss, and explain important ideas and messages in literary text, given some instructional support, such as identify the moral of a fable.	d. Identify, discuss, and explain in detail important ideas and messages in a variety of types of literary text, such as summarize the events of a drama.
			e. Respond appropriately to written prompts, such as draw a picture describing your family.	e. Respond appropriately (oral/written) to factual questions or selected response items with simple syntax and the simple present verb tense and familiar vocabulary, such as, "Which is your favorite house?"	e. Interpret and respond appropriately (oral/written) to factual and a few inferential questions having simple or compound sentence structures and simple future and past verb tenses and familiar vocabulary, such as "Tell me three things about your favorite food."	e. Interpret and respond appropriately (oral/written) to factual and a few inferential questions having simple or compound sentence structures and simple future and past verb tenses, such as, "which character feels sad in the story?"	e. Respond appropriately to written prompts and factual questions including simple syntax, basic verb tenses, and familiar vocabulary, such write the date.	e. Respond appropriately to written prompts and factual questions including simple syntax, basic verb tenses, and familiar vocabulary, such as, "What do plants need?"	e. Interpret and respond appropriately to some written prompts and inferential or factual questions including selected response items having simple syntax, basic verb tenses, and familiar vocabulary, such as, "Why do people communicate?"	e. Interpret and respond appropriately to a variety of written prompts and inferential or factual questions including brief constructed and selected response items having simple to moderately complex syntax such as give reasons to support your opinion.	e. Interpret and respond appropriately to a variety of written prompts and inferential or factual questions including brief constructed and selected response items having simple to moderately complex syntax such as which one is not a symmetrical object?	e. Respond appropriately to written prompts and factual questions having very simple syntax, basic verb tense, and familiar vocabulary, such measure the angle.	e. Interpret and respond appropriately to written prompts and factual questions including simple selected response items with simple syntax, basic verb tense, and familiar vocabulary, such as, "What will happen next? How many . . . are there?"	e. Interpret and respond appropriately to some written prompts and inferential or factual questions including brief constructed and selected response items having simple to moderately complex syntax such as why do animals migrate?	e. Interpret and respond appropriately to a variety of written prompts and inferential or factual questions including brief constructed and selected response items with simple to complex syntax such as explain how to solve the problem differently.
	3.5 Use strategies to make meaning from text.	a. Use a few strategies with prompting and guidance to build background knowledge and prepare for reading, such as participate in a picture walk with a group or respond to simple questions about the text.	a. Use some strategies with prompting and guidance to build background knowledge and prepare for reading, such as conduct a picture walk, ask simple questions about a text, or make predictions.	a. Use varied strategies with teacher or peer guidance to build background knowledge and prepare for reading, such as share connections to prior knowledge with a partner.	a. Use varied strategies to build background knowledge and prepare for reading, such as complete a KWL graphic organizer to state information after reading an informational text as a group.	a. Use some strategies with prompting and guidance to build background knowledge and prepare for reading, such as participate in a picture walk with a group or respond to simple questions about the text.	a. Use some strategies with prompting and guidance to build background knowledge and prepare for reading, such as ask questions about reading and make predictions based on prior knowledge.	a. Use some strategies with prompting and guidance to build background knowledge and prepare for reading, such as participate in a picture walk, ask simple questions about a text, or make predictions.	a. Use varied strategies with teacher or peer guidance to build background knowledge and prepare for reading, such as ask open-ended questions or share connections to prior knowledge with a partner.	a. Use varied strategies to build background knowledge and prepare for reading, such as examine text features.	a. Use varied strategies to build background knowledge and prepare for reading, such as use a KWL graphic organizer or examine text features.	a. Use some strategies with prompting and guidance to build background knowledge and prepare for reading, such as participate in a picture walk with a group or respond to simple questions about the text.	a. Use some strategies with teacher or peer guidance to build background knowledge and prepare for reading, such as ask open-ended questions or share connections to prior knowledge with a partner.	a. Use varied strategies with teacher or peer guidance to build background knowledge and prepare for reading, such as ask open-ended questions or share connections to prior knowledge with a partner.	a. Self-select and apply a range of strategies to build background knowledge and prepare for reading, such as ask questions to build needed background or set a purpose for reading.
		b. Use a few language-based strategies with prompting and guidance to make meaning from text during and after reading, such as respond to yes/no questions about the text.	b. Use some language-based strategies with teacher or peer support to make meaning from text during and after reading, such as answer questions about text periodically during reading.	b. Use some language-based strategies with teacher or peer support to make meaning from text during and after reading, such as share ideas with a partner.	b. Use varied language-based strategies to make meaning from text during and after reading, such as answering questions after reading.	b. Use varied language-based strategies to make meaning from text during and after reading, such as take turns summarizing information from the text with a partner.	b. Use some language-based strategies with prompting and guidance to make meaning from text during and after reading, such as respond to a prompt to restate important ideas or information.	b. Use some language-based strategies with teacher or peer guidance to make meaning from text during and after reading, such as identify cognates or translations from a native language.	b. Use varied language-based strategies to make meaning from text during and after reading, such as discuss a story with a partner.	b. Use varied language-based strategies to make meaning from text during and after reading, such as identify cognates or translations from a native language.	b. Self-select and apply a range of language-based strategies to make meaning from text during and after reading, such as periodically summarize text.	b. Use some language-based strategies with prompting and guidance to make meaning from text during and after reading, such as respond to questions about the text or discuss text in native language.	b. Use some language-based strategies with teacher or peer support to make meaning from text during and after reading, such as discuss text with a partner.	b. Use varied language-based strategies to make meaning from text during and after reading, such as complete and explain a graphic organizer.	b. Use varied language-based strategies to make meaning from text during and after reading, such as periodically summarize text.
		c. Use proficiency-level print resources such as picture dictionaries and word walls with picture clues to assist with reading tasks and to develop language.	c. Use proficiency-level print resources such as picture dictionaries, self-made books, and word walls with picture clues to assist with reading tasks and to develop language.	c. Use proficiency-level print resources such as using picture dictionaries as well as pictures and initial sound words to decipher words to assist with reading tasks and to develop language.	c. Use proficiency-level print resources such as using picture dictionaries and electronic resources; software and internet to assist with reading tasks and to develop language.	c. Use proficiency-level print resources such as picture dictionaries or environmental print; word walls; and various electronic resources to assist with reading tasks and to develop language.	c. Use proficiency-level print resources such as picture dictionaries or environmental print; word walls or illustrated glossaries to assist with reading tasks and to develop language.	c. Use proficiency-level and some grade-level print resources such as picture dictionaries, environmental print; word walls or a simple thesaurus to assist with reading tasks and to develop language.	c. Use proficiency-level and some grade-level print resources such as picture dictionaries, environmental print; word walls or a bilingual dictionary to assist with reading tasks and to develop language.	c. Use proficiency-level and some grade-level print resources such as picture dictionaries, environmental print; text glossary or bilingual dictionary to assist with reading tasks and to develop language.	c. Use proficiency-level print resources such as picture dictionaries or environmental print; word walls to assist with reading tasks and to develop language.	c. Use proficiency-level print resources such as picture dictionaries or environmental print; word walls to assist with reading tasks and to develop language.	c. Use some grade-level print resources such as a simple thesaurus or bilingual dictionary to assist with reading tasks and to develop language.	c. Use some grade-level print resources such as a simple thesaurus, bilingual dictionary, or internet to assist with reading tasks and to develop language.	c. Use grade-level and proficiency level print resources such as a thesaurus, bilingual dictionary, monolingual dictionary, internet, or text glossary to assist with reading tasks and to develop language.

<p>Standard 4: Writing English Language Learners will write in English for a variety of basic interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar, and Standard English writing conventions.</p>	<p>4.1 Write to express personal information and ideas.</p>	<p>a. Draw a picture using writing tools and materials such as pencils, crayons, chalk, markers, rubber stamps, computers, paper, and chalkboard.</p>	<p>a. Write words to respond to literal personal questions using cloze sentences or sentence starters, such as two sisters. (K, 1)</p>	<p>a. Write simple patterned sentences to respond to literal personal questions such as I have two sisters. (K)</p>	<p>a. Write simple patterned sentences to respond to literal personal questions such as I have two sisters. (K)</p>	<p>a. Write simple and compound patterned sentences to respond to literal personal questions such as I have two sisters and one brother. (K, 1)</p>	<p>a. Write phrases or simple guided sentences to relate important personal information such as name, age, family.</p>	<p>a. Write simple sentences to relate autobiographical information in chronological order.</p>	<p>a. Write an autobiographical text with some detail using a clear structure, such as chronological order.</p>	<p>a. Write a personal narrative that includes moderate detail and a clear beginning, middle, and end.</p>	<p>a. Write a personal narrative that includes sufficient detail and a clear beginning, middle, and end.</p>	<p>a. Write phrases or simple guided sentences to relate important personal information such as name, age, family.</p>	<p>a. Write simple sentences to relate autobiographical information in chronological order.</p>	<p>a. Write an autobiographical text with moderate detail using a clear structure, such as chronological order.</p>	<p>a. Write a personal narrative that includes moderate detail and a clear beginning, middle, and end.</p>	<p>a. Write a personal narrative expressing a connection to a story or historical event that includes sufficient detail, and a clear beginning, middle, and end.</p>
		<p>b. Draw a picture about a personal experience such as family members, neighborhood.</p>	<p>b. Write about a personal experience using words and phrases with supporting pictures to express thoughts, feelings, and ideas.</p>	<p>b. Write about a personal experience with few details using words, phrases, and clauses.</p>	<p>b. Write about a personal experience with some details phrases and simple sentences. (1)</p>	<p>b. Write about a personal experience with moderate details using simple and compound sentences. (1)</p>										
		<p>c. Draw pictures to express likes and dislikes using pictures and words to respond, such as a checklist or circling the correct picture.</p>	<p>c. Write a simple guided sentence to express favorites, likes, dislikes, and basic feelings, such as I am happy. (K, 1)</p>	<p>c. Write simple guided sentences to express favorites, likes, dislikes, and basic feelings, such as I am not sad. (K, 1)</p>	<p>c. Write simple sentences to express favorites, likes, dislikes, and basic feelings using a moderate range of expression, such as I feel/love/hate. (1).</p>	<p>c. Write simple sentences to express favorites, likes, dislikes, and basic feelings using a variety of expressions, such as I am feeling happy. (1).</p>	<p>c. Write phrases or simple, guided sentences to express favorites, likes, dislikes, and basic feelings, such as I like/I don't like...</p>	<p>c. Write simple sentences to express opinions using expressions such as I like/I don't like/I think we should...or I want...</p>	<p>c. Write simple, persuasive text that uses some detail and patterned sentences to support a stated opinion, such as we should...because...</p>	<p>c. Write persuasive text that uses factual and relevant details and some sentence variation to support a stated opinion, such as I think we should...because...</p>	<p>c. Write persuasive text that uses factual and relevant details, sentence variation, and effective word choice to support a stated opinion, such as if you go to college, you can get a better job.</p>	<p>c. Write phrases or simple, guided sentences to express favorites, likes, dislikes, and basic feelings, such as my favorite... is...</p>	<p>c. Write simple sentences to express opinions using a moderate range of expression such as I like/love/don't like/love/love/hate.</p>	<p>c. Write simple, persuasive text that uses some detail and patterned sentences to support a stated opinion, such as I think the best solution is...</p>	<p>c. Write persuasive text that uses factual and relevant details and some sentence variation to support a stated opinion, such as I think the best solution is...</p>	<p>c. Write persuasive text that uses relevant support, sentence variation, and effective word choice to agree or disagree with an idea, such as in my opinion, I feel that people should not...</p>
		<p>d. Use nonverbal gestures to express basic needs and wants such as raising your hand.</p>	<p>d. Write words and phrases to express basic wants and needs, such as may I have a pencil or may I have a piece of paper?</p>	<p>d. Write simple guided sentences to express basic wants and needs, such as I need boots and a raincoat for the rain.</p>	<p>d. Write simple sentences to express basic wants, needs, and personal messages, such as a note to the teacher or a short letter. (1)</p>	<p>d. Write simple and some compound sentences to express wants, needs, and personal messages, such as I need ... or a short letter. (1)</p>	<p>d. Write phrases or simple guided sentences to express basic wants, needs, and feelings such as I need ...</p>	<p>d. Write to express personal wants, needs, and feelings using simple sentences, such as I want to be a doctor.</p>	<p>d. Write for personal communication and expression in short messages, such as a simple friendly letter or note to the teacher.</p>	<p>d. Write for personal communication and expression in a variety of forms, such as friendly letters, notes, or journals.</p>	<p>d. Write for personal communication and expression in a wide variety of forms, such as friendly letters, notes, and stories.</p>	<p>d. Write to express personal wants, needs, and feelings using simple sentences, such as I want to be an artist.</p>	<p>d. Write for personal communication and expression in short messages, such as a simple friendly letter or note to the teacher.</p>	<p>d. Write for personal communication and expression in a variety of forms, such as friendly letters, notes, and stories.</p>	<p>d. Write for personal communication and expression in a wide variety of forms suited to topic, audience, and purpose, such as friendly letters, notes, poems and journals.</p>	<p>d. Write for personal communication and expression in a wide variety of forms suited to topic, audience, and purpose, such as friendly letters, notes, poems and journals.</p>
	<p>4.2 Write to convey academic information.</p>	<p>a. Draw and label pictures to show familiar routine or procedure, such as classroom opening, schedule for the day, using writing tools and materials.</p>	<p>a. Draw and label pictures to show familiar routine or procedure, such as specials, subjects, and assemblies using writing tools and materials.</p>	<p>a. Given a model: a set of pictures, describe the steps of a familiar procedure in sequence using imperative sentences and ordinal numbers, such as a morning routine. (1)</p>	<p>a. Given a model: a set of pictures, describe the steps of a familiar procedure in sequence using simple sentences and ordinal numbers. (1)</p>	<p>a. Describe the steps of a familiar procedure in sequence using imperative, simple, and compound sentences and ordinal numbers. (1)</p>	<p>a. Draw and label pictures to show familiar routine or procedure.</p>	<p>a. Given a model: such as a set of pictures or a graphic organizer, describe the steps of a familiar procedure in sequence such as write 2-3 simple, imperative sentences using ordinal numbers.</p>	<p>a. Describe the steps of a familiar procedure in sequence using 3 or 4 using simple, imperative sentences using ordinal numbers.</p>	<p>a. Write to describe sequential or chronological order and transitional words in appropriate format, such as a paragraph to describe the steps of an academic procedure.</p>	<p>a. Write using sequential or chronological order and transitional words in appropriate format, such as a paragraph to describe the steps of an academic procedure.</p>	<p>a. Draw and label pictures or complete sentence stems to explain everyday cause and effect relationships.</p>	<p>a. Write simple future statements to predict cause and effect relationships, give a sentence model or a stem, such as water will freeze because the temperature is ...</p>	<p>a. Write statements with because to explain cause and effect relationships, with sentence model provided, such as when the temperature reaches 212 degrees Fahrenheit then water will boil.</p>	<p>a. Write patterned if or when statements to explain cause and effect relationships, such as when the temperature reaches 212 degrees Fahrenheit then water will boil.</p>	<p>Write to explain a cause and effect relationship on an academic topic, such as the effects of air pollution.</p>
			<p>b. Draw and label pictures to explain familiar cause and effect relationships such as what happens during an earthquake, using writing tools and materials.</p>	<p>b. Draw and label pictures to complete sentence stems to explain familiar cause and effect relationships such as what happens during a flood. (1)</p>	<p>b. Draw and label pictures to complete sentence stems to explain familiar cause and effect relationships such as the value of exercise. (1)</p>	<p>b. Complete sentence stems to explain a cause and effect relationship such as what happens when you don't get enough sleep. (1)</p>										
			<p>c. Use pictures and some familiar vocabulary to complete a graphic organizer, such as a Venn diagram comparing two familiar objects in a shared writing activity. (K,1)</p>	<p>c. Use some familiar vocabulary to complete a graphic organizer, such as Venn diagram comparing two familiar objects, places or people. (K,1)</p>	<p>c. Use new and familiar vocabulary to complete a graphic organizer, such as Venn diagram comparing two familiar objects, places and people. (1)</p>	<p>c. Given a graphic organizer, write some simple sentences to describe and compare two objects, places or people, such as the shirt and pants are red. (1)</p>	<p>c. Use some familiar vocabulary to complete a graphic organizer, such as Venn diagram comparing two familiar objects, places or people, such as the farmer grows crops and the father buys the vegetables.</p>	<p>c. Given a model or a template, write several simple sentences to describe and compare places, objects, or people, such as the farmer grows crops and the father buys the vegetables.</p>	<p>c. Write to describe several simple sentences to describe or compare places, objects, or people, using compound sentences with basic comparative structures, such more than, smarter than.</p>	<p>c. Write to describe or compare places, objects, or people, using form suitable to topic, audience, and purpose, with basic comparative structures, such as more than, smarter than.</p>	<p>c. Use some familiar vocabulary to complete a graphic organizer, such as Venn diagram comparing two familiar objects.</p>	<p>c. Write using simple and compound sentences to describe and compare places, objects, or people in appropriate format.</p>	<p>c. Write using basic comparative structures to describe and compare in appropriate format.</p>	<p>c. Write using varied sentence structures in appropriate format, such as one or more paragraphs comparing two objects.</p>	<p>c. Write using varied sentence structures in appropriate format, such as one or more paragraphs comparing two objects.</p>	

		d. Draw pictures to relate the beginning, middle, and end of a story, experience, or event in a shared writing activity. (K,1)	d. Use words and pictures to relate the beginning, middle, and end of a story, experience, or event in a shared writing activity. (K,1)	d. Write a few simple sentences to relate the beginning, middle, and end of a story.(1)	d. Write some simple sentences to relate the beginning, middle, and end of a story.(1)	d. Write some simple and compound sentences to relate the beginning, middle, and end of a story.(1)	d. Use words and pictures to relate the beginning, middle, and end of a story or event.	d. Write some simple sentences to relate the beginning, middle, and end of a story or event.	d. Write sentences to relate a story or event using sequence words such as first, then, after, that.	d. Write some transitional words to summarize a story or academic content, such as a science experience or an historical event.	d. Write using transitional words, details, and examples to summarize a story or academic content, such as a science experience or an historical event.	d. Use words and pictures to relate the beginning, middle, and end of a story or event.	d. Write some simple sentences to relate the beginning, middle, and end of a story or event.	d. Write sentences to relate a story or event using sequence words such as first, then, after, that.	d. Write some transitional words to summarize a story or academic content, such as a science experience or an historical event.	d. Write using transitional words, details, and examples to summarize a story or academic content, such as a science experience or an historical event.
			e. Write words or phrase to respond to simple prompts or questions. (K,1)	e. Write simple patterned sentences to respond to simple prompts and questions. (K,1)	e. Write a variety of simple sentences to respond to literal prompts and questions. (1)	e. Write a variety of simple and compound sentences to respond to literal and inferential prompts and questions. (1)	e. Write words or phrases to respond to simple prompts or questions.	e. Write simple patterned sentences to respond to simple prompts and questions.	e. Write responses to literal or inferential prompts and questions using a few simple sentences that mostly address the topic.	e. Write responses to literal or inferential prompts and questions using simple to compound sentences, that completely address the topic.	e. Write responses to literal or inferential prompts and questions using simple to compound sentences, that completely address the topic.	e. Write words or phrases to respond to simple prompts or questions.	e. Write simple patterned sentences to respond to simple prompts and questions.	e. Write responses to literal or inferential prompts and questions using a few simple sentences that mostly address the topic.	e. Write responses to literal or inferential prompts and questions using simple to compound sentences, that completely address the topic.	e. Write responses to literal or inferential prompts and questions using simple to complex sentences that completely address the topic and include some supporting details.
	4.3 Use vocabulary to communicate effectively in writing.	a. Communicate in writing using emergent forms of writing such as scribbling, random symbols, random letter-like marks.	a. Communicate in writing using familiar or copied words or phrases or drawings such as label a picture. (K,1)	a. Communicate in writing using words, phrases, or simple sentences with drawings by recognizing familiar words, such as environmental signs (K,1)	a. Communicate in writing using words, phrases, or simple sentences with drawings by recognizing writing words, including pictures, letters, and words to communicate meaning and information. (K,1)	a. Compose text using a limited range of everyday, high frequency vocabulary and some grade-level academic vocabulary in simple and complex sentences. (1)	a. Use some common nouns and simple sentences to label and describe people, places, and objects.	a. Use a moderate range of grade-level nouns and adjectives to describe people, places, and things with some detail.	a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly with some detail.	a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly in detail appropriate for audience, purpose, and situation.	a. Use a wide range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly in detail appropriate for audience, purpose, and situation.	a. Use some common nouns and simple adjectives to label and describe people, places, and objects.	a. Use some common nouns and simple adjectives to label and describe people, places, and objects.	a. Use a moderate range of grade-level nouns and adjectives to describe people, places, and things with some detail.	a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly with some detail.	a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly in detail appropriate for audience, purpose, and situation.
		b. Communicate in writing using knowledge of letters to write or copy familiar words, such as own name.	b. Compose text using some basic modifiers including color and size words, such as label I saw two big birds. (K,1)	b. Compose text using basic modifiers including color, number, and size words to include detail such as I saw three, small, gray cats climbing a tree. (K,1)	b. Compose text using basic modifiers including color, number, and size words to include detail such as I like the cookie. It tastes sweet. (K,1)	b. Compose text using basic modifiers and basic sensory words to include some detail such as I like the cookie. It tastes sweet. (K,1)	b. Use some common action verbs and basic high frequency verbs, such as to be and to have.	b. Use a moderate range of verbs and adverbs to describe action and states of being..	b. Use a moderate range of verbs and adverbs to describe action and states of being with some detail..	a. Use some common adverbs and simple adverbs to convey information, ideas, and feelings clearly with some detail.	a. Use a wide range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly and appropriately for audience, purpose, and situation.	b. Use some common action verbs and basic high frequency verbs, such as to be and to have.	b. Use common verbs and simple adverbs to describe action and states of being..	b. Use a moderate range of verbs and adverbs to describe action and states of being with some detail.	a. Use a moderate range of grade-level verbs and simple adverbs to convey information, ideas, and feelings clearly with some detail.	a. Use a moderate range of grade-level verbs and simple adverbs to convey information, ideas, and feelings clearly and appropriately for audience, purpose, and situation.
			c. Communicate in writing using emergent writing skills to write for a variety of purposes, such as write in journals, name cards, and cards with words from a word wall.	c. Compose text by copying words using visual support to complete cloze sentences using some common phrasal verbs, such as, I put on my sweater. (K,1)	c. Compose text by copying words using visual support to complete cloze sentences using some common phrasal verbs, such as, I look like my mother. (K,1)	c. Compose text in simple and complex sentences using some common phrasal verbs, such as, I want to grow up and become a pilot. (K,1)	c. Use some common words that show relationships, such as all/both and same/different.	c. Use a moderate range of words that show relationships, such as compare and contrast.	c. Use a moderate range of words that show relationships, such as compare and contrast, cause and effect, to convey information, ideas and feelings clearly and appropriately for audience, purpose, and situation.	c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect, to convey information, ideas and feelings clearly and appropriately for audience, purpose, and situation.	c. Use a wide range of grade-level words that show relationships, such as compare and contrast, cause and effect, to convey information, ideas and feelings clearly and appropriately for audience, purpose, and situation.	c. Use some common words that show relationships, such as all/both and same/different.	c. Use common words that show relationships, such as compare and same/different.	c. Use a moderate range of words that show relationships, such as compare and contrast.	c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect, to convey information, ideas and feelings clearly and appropriately for audience, purpose, and situation.	c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect, to convey information, ideas and feelings clearly and appropriately for audience, purpose, and situation.
				d. Given a choice of words, select words to convey thoughts or feelings clearly.	d. Given a choice of words, select words to convey thoughts or feelings clearly.	d. Given a word bank or word wall, select words to convey thoughts or feelings clearly.										
							e. Use some common words that show sequence and transition, given a writing model, such as numbers one, two, three, first, and last.	e. Use common words that show sequence and transition, given a writing model, such as numbers first, next, and last.	e. Use a moderate range of words that show sequence and transition, such as ordinal numbers, all, finally, in the beginning..	e. Use a moderate range of grade-level words that show sequence and transition, such as finally to convey information, ideas, and feelings clearly and appropriately for audience, purpose, and situation.	e. Use a wide range of grade-level words that show sequence and transition, such as finally to convey information, ideas, and feelings clearly and appropriately for audience, purpose, and situation.	e. Use some common words that show sequence and transition, given a writing model, such as numbers one, two, three, first, and last.	e. Use common words that show sequence and transition, given a writing model, such as numbers first, next, and last.	e. Use a moderate range of words that show sequence and transition, such as finally, in the beginning, in the middle.	e. Use a moderate range of grade-level words that show sequence and transition, such as finally to convey information, ideas, and feelings clearly and appropriately for audience, purpose, and situation.	e. Use a moderate range of grade-level words that show sequence and transition, such as finally to convey information, ideas, and feelings clearly and appropriately for audience, purpose, and situation.
							f. Use some common words that show spatial relationships, such as in, on, under.	f. Use some common words that show spatial relationships, such as over, between, around.	f. Use a moderate range of words that show spatial relationships, such as through and against.	f. Use a moderate range of words that show spatial relationships, such as prepositions and directional words, to convey information, ideas, and information clearly and appropriately for audience, situation, and purpose.	f. Use a wide range of words that show spatial relationships, such as prepositions and directional words, to convey information, ideas, and information clearly and appropriately for audience, situation, and purpose.	f. Use some common words that show spatial relationships, such as over, between, around.	f. Use common words that show spatial relationships, such as over, between, around.	f. Use a moderate range of words that show spatial relationships, such as through and against.	f. Use a moderate range of words that show spatial relationships, such as prepositions and directional words, to convey information, ideas, and information clearly and appropriately for audience, situation, and purpose.	f. Use a wide range of words that show spatial relationships, such as prepositions and directional words, to convey information, ideas, and information clearly and appropriately for audience, situation, and purpose.

			g. Copy sentences after a shared writing exercise.	g. Use basic modifiers of color and size in correct word order, such as I have a blue shirt.	g. Use some modifiers of quantity, color and size in correct word order in patterned statements, such as I have a nice brown dog.(1)	g. Use many modifiers including sensory words in correct word order when writing simple or compound sentences, such as I picked a sweet onion in my big sister's garden.(1)											
	4.5 Use the conventions of Standard English to communicate clearly and accurately in writing.		a. Apply some standard English punctuation and capitalization rules, such as periods, capital letters at the beginning of a sentence, and for names. (1)	a. Apply some standard English punctuation and capitalization rules, such as periods, question marks, exclamation marks, and capital letters to begin a sentence.	a. Apply some standard English punctuation and capitalization rules, such as periods, question marks, exclamation marks, and capital letters to begin a sentence and for names and the pronoun I.(1)	a. Apply some standard English punctuation and capitalization rules, such as periods, question marks, exclamation marks, and capital letters to begin a sentence and for names and the pronoun I.(1)	a. Apply some standard English punctuation such as periods.	a. Apply some standard English punctuation such as periods, question marks, and exclamation marks..	a. Apply many grade-level standard English punctuation such as periods, question marks, commas, and exclamation marks..	a. Apply most grade-level standard English punctuation such as periods, question marks, commas, and exclamation marks..	a. Apply grade-level standard English punctuation such as periods, question marks, commas, apostrophes, quotation marks, and exclamation marks..						
		b. Correctly spell their names and simple familiar words.	b. Correctly spell some simple familiar words and words that are phonetically regular, such as bat and cap. (K,1)	b. Correctly spell some simple familiar words and words that are phonetically regular, or that have common orthographic patterns. (K,1)	b. Correctly spell some simple familiar words and words that are phonetically regular, or that have common orthographic patterns and some high frequency words. (K,1)	b. Correctly spell most high frequency words. (1)	b. Correctly spell some simple familiar words and words that are phonetically regular, or that have common orthographic patterns such as log and dog. Use resources such as word walls and picture dictionaries.	b. Correctly spell some simple familiar words and words that are phonetically regular, or that have common orthographic patterns such as train and brain. Use resources such as word walls and picture dictionaries.	b. Correctly spell familiar, grade-level words including some words that are phonetically irregular ,such as bread and leaf. Use resources such as word walls, picture dictionaries, and bilingual dictionaries when appropriate.	b. Correctly spell familiar, grade-level words including most words that are phonetically irregular ,such as light and laugh. Use resources such as word walls, picture dictionaries, and bilingual dictionaries when appropriate.	b. Correctly spell familiar, grade-level words including most words that are phonetically irregular ,such as can and hand.	b. Correctly spell some familiar, phonetically regular words, or that have simple orthographic patterns such as crown and brown.	b. Correctly spell some familiar, phonetically regular words, or that have simple orthographic patterns such as crown and brown.	b. Correctly spell most commonly used grade-level words that are phonetically regular including some words that are phonetically irregular such as subject or equal.			