

Correlation Guide For ELL Proficiency Standards in Reading to K-12 Arizona Academic Standards

ELL I

Performance Conditions: Students at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Students also use prior knowledge and their experiences in their first language to understand meanings in English. Students often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text.

Print Concepts	ELL Proficiency Standard	Arizona Academic Standard
<p><i>The student will demonstrate understanding of print concepts of the English language.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Demonstrate appropriate book handling skills (e.g., hold a book right side up and turn pages in the correct direction). 	<p>Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts</p> <p>PO 2. Hold a book right side up and turn pages in the correct direction.</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Demonstrate appropriate book handling skills (e.g., identify the front cover, back cover, and title page of a book). 	<p>Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts</p> <p>PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Demonstrate appropriate book handling skills (e.g., recognize left to right and top to bottom directionality of English reading). 2. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs). 	<p>Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts</p> <p>PO 2. Hold a book right side up and turn pages in the correct direction. PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p> <p>PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).</p>

<p>ELL I</p> <p>Print Concepts</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books. 2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters. 	<p>Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts</p> <p>PO 2. Hold a book right side up and turn pages in the correct direction.</p> <p>PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p> <p>PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.</p>
	<p>Advanced</p> <ol style="list-style-type: none"> 1. Distinguish between printed letters and words. 2. Demonstrate the one-to-one correlation between a spoken word and a printed word. 3. Identify letters, words, and sentences. 	<p>Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts</p> <p>PO 5. Distinguish between printed letters and words.</p> <p>PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p> <p>PO 5. Distinguish between printed letters and words. PO 6. Recognize that spoken words are represented in written language by specific sequences of letters. PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.</p>

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard
<p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as <i>k, l, m, n, p</i>). 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p><i>Progression to PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</i></p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language, including initial and final consonants (e.g., use words such as <i>libro and clase</i> or sentences such as <i>El libro esta en la clase</i> to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences). 2. Distinguish spoken rhyming words from non-rhyming words. 3. Identify the initial sounds (not letters) of a spoken word. 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p><i>Progression to PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</i></p> <p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).</p> <p><i>Progression to PO 7. Identify the initial and final sounds (not the letter) of a spoken word.</i></p>

<p>ELL I</p> <p>Phonetic Awareness & Decoding</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language, including long and short vowels (e.g., for students whose first language is Spanish, sounds such as <i>th, ll, b</i>) 2. Identify rhyming words in response to an oral prompt. 3. Identify the initial and final sounds (not letters) of a spoken word. 4. Name some upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as <i>Ss, Pp, Cc</i>). 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p><i>Progression to PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</i></p> <p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).</p> <p>PO 7. Identify the initial and final sounds (not the letter) of a spoken word.</p> <p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p><i>Progression to PO 1. Identify letters of the alphabet (upper and lower case).</i></p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language. 2. Produce rhyming words in response to an oral prompt. 3. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes. 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p><i>Progression to PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</i></p> <p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).</p> <p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).</p>

<p>ELL I</p> <p>Phonetic Awareness & Decoding</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>4. Orally produce groups of words that begin with the same initial sound.</p> <p>5. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., <i>D d</i>).</p>	<p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).</p> <p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p><i>Progression to PO 1. Identify letters of the alphabet (upper and lower case).</i></p>
	<p>Advanced</p> <p>1. Produce English graphemes represented by all the single-lettered consonants and vowels.</p> <p>2. Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p>3. Move sequentially from sound to sound and represent the number, order, and similarity or difference of two and three isolated phonemes.</p> <p>4. Orally blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man).</p> <p>5. Recognize and name all upper and lower case letters of the alphabet.</p>	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</p> <p>PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).</p> <p>PO 4. Blend two or three spoken syllables to say words. PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat). PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).</p> <p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 1. Identify letters of the alphabet (upper and lower case).</p>

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>Beginning</p> <ol style="list-style-type: none"> Sort a few common objects or pictures into basic categories (e.g., colors, foods, animals, shapes). (s) (m) Identify a few common signs, symbols, and labels in the environment, including traffic signs. (s) (m) (ss) 	<p>Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary</p> <p><i>Progression to PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</i></p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text</p> <p><i>Progression to PO 2. Identify signs, symbols, labels, and captions in the environment.</i></p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> Sort some common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m) Identify some common signs, symbols, and labels in the environment. (s) (m) (ss) 	<p>Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary</p> <p><i>Progression to PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</i></p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text</p> <p><i>Progression to PO 2. Identify signs, symbols, labels, and captions in the environment.</i></p>
	<p>Intermediate</p> <ol style="list-style-type: none"> Sort many common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m) Identify many common signs, symbols, and labels in the environment. (s) (m) (ss) 	<p>Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary</p> <p><i>Progression to PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</i></p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text</p> <p>PO 2. Identify signs, symbols, labels, and captions in the environment.</p>

<p>ELL I</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> Sort most common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m) Comprehend (point, label, name) with the aid of picture cues one or two simple grade-level words, when heard or read aloud. (s) (m) (ss) 	<p>Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary</p> <p><i>Progression to PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</i></p> <p>Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary</p> <p>PO 1. Determine what words mean from how they are used in a sentence, heard or read.</p>
	<p>Advanced</p> <ol style="list-style-type: none"> Sort common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m) Comprehend (point, label, name) with the aid of picture cues a few simple grade-level words, when heard or read aloud. (s) (m) (ss) 	<p>Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary</p> <p>PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</p> <p>Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary</p> <p>PO 1. Determine what words mean from how they are used in a sentence, heard or read.</p>

Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures. (ss) 2. Arrange a series of familiar pictures in sequence. (s) (m) (ss) 3. Follow simple one-word written directions for classroom activities that are accompanied by picture cues. 4. Sometimes participate in choral reading by acting out its meaning. 	<p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p><i>Progression to PO 2. Identify elements of a story, including characters, setting, and key events.</i></p> <p><i>Progression to PO 3. Retell or re-enact a story, placing the events in the correct sequence.</i></p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text</p> <p><i>Progression to PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</i></p> <p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p><i>Progression to PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</i></p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Respond orally to stories dramatized or read to him or her by answering simple questions, using isolated words or strings of two- to three-word responses. (ss) 2. Arrange a series of familiar pictures in sequence and occasionally use key words and physical actions. 	<p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p><i>Progression to PO 2. Identify elements of a story, including characters, setting, and key events.</i></p> <p><i>Progression to PO 3. Retell or re-enact a story, placing the events in the correct sequence.</i></p>

<p>ELL I</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>3. Follow simple one-step (two to three words) written directions for classroom activities that are accompanied by picture cues. (s) (m) (ss)</p> <p>4. Often participate in choral reading by acting out its meaning.</p>	<p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text</p> <p><i>Progression to PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</i></p> <p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p>PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p>
	<p>Intermediate</p> <p>1. Respond orally to stories dramatized or read to him or her by answering factual comprehension questions, using short patterns of words and phrases. (ss)</p> <p>2. Arrange a series of pictures in sequence and use key words and physical actions. (s) (m) (ss)</p> <p>3. Follow simple one- to two-step (two to five words) written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p> <p>4. Consistently participate in choral reading by acting out its meaning.</p>	<p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p><i>Progression to PO 2. Identify elements of a story, including characters, setting, and key events.</i></p> <p><i>Progression to PO 3. Retell or re-enact a story, placing the events in the correct sequence.</i></p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text</p> <p><i>Progression to PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</i></p> <p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p>PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p>

<p style="text-align: center;">ELL I</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Respond orally to stories read to him or her by answering factual comprehension questions using key words, short phrases, and some simple sentences. (ss) 2. Identify basic sequences of events in stories read aloud. (s) (m) (ss) 3. Follow short two- to three-step written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m) 4. Sometimes participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud. 5. Restate information from expository text read aloud by the teacher, using key words, short phrases, and some simple sentences, with teacher support. (s) (m) (ss) 6. Make predictions about content based on book title and illustrations. (s) (m) (ss) 	<p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p><i>Progression to PO 2. Identify elements of a story, including characters, setting, and key events.</i></p> <p><i>Progression to PO 3. Retell or re-enact a story, placing the events in the correct sequence.</i></p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text</p> <p>PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</p> <p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p>PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 1: Expository Text</p> <p>PO 2. Restate facts from listening to expository text. PO 3. Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>Strand 1: Reading Process (Kindergarten) Concept 6: Comprehension Strategies</p> <p>PO 1. Make predictions based on title, cover, illustrations, and text.</p>
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<p style="text-align: center;">ELL I</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Identify the characters, setting, and key events of stories read to him or her, using key words, short phrases, and simple sentences. (ss) 2. Retell simple stories, placing events in sequence. (s) (m) (ss) 3. Follow short two- to three-step written directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m) 4. Consistently participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud. 5. Respond to basic comprehension questions about expository text read aloud by the teacher, using key words, phrases, and simple sentences. (s) (m) (ss) 6. Make predictions about content based on book title, illustrations, and text. (s) (m) (ss) 	<p>Strand 2: Comprehending Literary Text (Kindergarten)</p> <p>Concept 1: Elements of Literature</p> <p>PO 2. Identify elements of a story, including characters, setting, and key events.</p> <p>PO 3. Retell or re-enact a story, placing the events in the correct sequence.</p> <p>Standard 3: Listening and Speaking (Kindergarten)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence</p> <p>Strand 3: Comprehending Informational Text (Kindergarten)</p> <p>Concept 2: Functional Text</p> <p>PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</p> <p>Strand 2: Comprehending Literary Text (Kindergarten)</p> <p>Concept 1: Elements of Literature</p> <p>PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>Strand 3: Comprehending Informational Text (Kindergarten)</p> <p>Concept 1: Expository Text</p> <p>PO 2. Restate facts from listening to expository text.</p> <p>PO 3. Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>Strand 1: Reading Process (Kindergarten)</p> <p>Concept 6: Comprehension Strategies</p> <p>PO 1. Make predictions based on title, cover, illustrations, and text.</p>
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ELL II

Performance Conditions: Students at this stage of proficiency understand basic narrative text and authentic materials of a variety of lengths. They use contextual and visual cues to derive meaning from texts that contain unfamiliar words and expressions although most content words are everyday words, familiar to the learner. English learners also use prior knowledge and their experiences in their first language to understand meanings in English. They read to learn and read for pleasure. Instructions are common written instructions within a context that is predictable and personally relevant. Pictures often accompany the text. Narratives that are biographical or descriptive are often related to personal experience. Context is often factual, literal, familiar, and predictable.

Print Concepts	ELL Proficiency Standard	Arizona Academic Standard
<p><i>Standard:</i> <i>The student will demonstrate understanding of print concepts of the English language.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books. 2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters. 	<p>Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts</p> <p>PO 2. Hold a book right side up and turn pages in the correct direction. PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p> <p>PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Distinguish between printed letters and words. 2. Demonstrate the one-to-one correlation between a spoken word and a printed word. 3. Identify letters, words, and sentences. 	<p>Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts</p> <p>PO 5. Distinguish between printed letters and words. PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p> <p>PO 5. Distinguish between printed letters and words. PO 6. Recognize that spoken words are represented in written language by specific sequences of letters. PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.</p>

<p>ELL II</p> <p>Print Concepts</p> <p>(continued)</p>	<p>Intermediate</p> <p>1. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p>	<p>Strand 1: Reading Process (Grade 1) Concept 1: Print Concepts</p> <p>PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p>
	<p>Early Advanced</p> <p>1. Identify a few organizational features (e.g., title, author, and table of contents) of a book. (s) (m) (ss)</p> <p>2. Alphabetize a series of words to the first letter.</p>	<p>Strand 1: Reading Process (Grade 1) Concept 1: Print Concepts</p> <p>PO 4. Identify the title, author, and table of contents of a book.</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 3: Expository Text</p> <p>PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.</p> <p>Strand 1: Reading Process (Grade 1) Concept 1: Print Concepts</p> <p>PO 1. Alphabetize a series of words to the first letter.</p>
	<p>Advanced</p> <p>1. Identify some organizational features (e.g., title, author, table of contents, glossary, headings, captions) of a book. (s) (m) (ss)</p> <p>2. Alphabetize a series of words to the second letter.</p>	<p>Strand 1: Reading Process (Grade 1) Concept 1: Print Concepts</p> <p>PO 4. Identify the title, author, and table of contents of a book.</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 1: Expository Text</p> <p>PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.</p> <p>Strand 1: Reading Process (Grade 2) Concept 1: Print Concepts</p> <p>PO 1. Alphabetize a series of words to the second letter.</p>

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language. 2. Identify the initial and final sounds (not letters) of a spoken word. 3. Blend some English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man). 4. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., D d). 5. Recognize that a new word is created when a specific letter is changed, added, or removed. 6. Know that two words can make new, compound words (e.g., popcorn, sailboat, classroom). (s) (m) (ss) 7. Read a few common regular contractions. 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p><i>Progression to PO 3.</i> Say letter sounds represented by the single-lettered consonants and vowels.</p> <p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonemic Awareness</p> <p>PO 7. Identify the initial and final sounds (not the letter) of a spoken word.</p> <p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).</p> <p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p><i>Progression to PO 1.</i> Identify letters of the alphabet (upper and lower case).</p> <p>PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p>Strand 1: Reading Process (Grade 1-2) Concept 3: Phonics</p> <p><i>Progression to PO 3.</i> Use knowledge of base words to identify compound words.</p> <p><i>Progression to PO 6.</i> Read common contractions fluently (e.g., I'm, I'll, can't).</p>

<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language. 2. Distinguish initial (e.g., <u>s</u>/<u>a</u>/<u>t</u>), medial (e.g., s/<u>a</u>/<u>t</u>), and final sounds (e.g., s/a/<u>t</u>) in single-syllable words. 3. Blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man). 4. Pronounce a few English graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as /m/, /n/, /p/). 5. Recognize and name all upper and lower case letters of the alphabet. 6. Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change <i>hat</i> to <i>cat</i>, <i>pan</i> to <i>an</i>). 7. Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme (e.g., “dog” makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme). 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</p> <p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.</p> <p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).</p> <p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p><i>Progression to PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</i></p> <p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 1. Identify letters of the alphabet (upper and lower case).</p> <p>PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).</p>
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<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Early Intermediate cont.</p> <p>8. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words (e.g., <i>look, looks, looked, looking</i>).</p> <p>9. Occasionally identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>10. Read some common regular contractions.</p> <p>11. Occasionally read common abbreviations. (s) (m) (ss)</p> <p>12. Occasionally use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>Progression to PO 4. Recognize that two words can make a compound word (e.g., <i>sailboat, football, popcorn</i>).</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>Progression to PO 6. Read common contractions fluently (e.g., <i>I'm, I'll, can't</i>).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>Progression to PO 5. Read common abbreviations (e.g., <i>Oct., Mr., Ave.</i>) fluently.</p> <p>Progression to PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p>
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<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Produce English graphemes represented by all the single-lettered consonants and vowels. 2. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes. 3. Blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., <i>an, man</i>). 4. Pronounce some English graphemes with general accuracy while reading aloud. 5. Generate a series of rhyming words, including consonant blends. 6. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., <i>s/p/l/a/t= splat; r/i/ch=rich</i>). 7. Recognize inflectional forms of words. 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</p> <p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., <i>splat = /s/p/l/a/t/</i> using manipulatives to mark each phoneme).</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>PO 1. Generate a series of rhyming words, including consonant blends.</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., <i>splat = /s/p/l/a/t/</i> using manipulatives to mark each phoneme).</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 2. Use knowledge of inflectional endings (e.g., <i>-s, -ed, -ing</i>) to identify base words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).</p>
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<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Intermediate cont.</p> <p>8. Sometimes identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>9. Read many common regular contractions.</p> <p>10. Sometimes read common abbreviations. (s) (m) (ss)</p> <p>11. Sometimes use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 3. Use knowledge of base words to identify compound words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 3. Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>Progression to PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p>
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<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Generate sounds from some letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words. 2. Move sequentially from sound to sound and represent the number, order, and similarity or difference of two and three isolated phonemes. 3. Blend two to four phonemes orally into recognizable words (e.g., /c/a/t=cat; /fl/a/t= flat). 4. Pronounce many English graphemes with general accuracy while reading aloud. 5. Comprehend that as letters of words change, so do the sounds. 6. Segment spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., <i>tiger</i> makes /t/i/g/e/r/). 	<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).</p> <p>PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /fl/a/t/ = flat).</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).</p> <p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>an</i>).</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).</p>
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<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced cont.</p> <p>7. Recognize inflectional forms of words, including irregular plurals (e.g., <i>wife/wives</i>).</p> <p>8. Often identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>9. Read most common regular contractions.</p> <p>10. Often read common abbreviations. (s) (m) (ss)</p> <p>11. Often use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 3. Use knowledge of base words to identify compound words.</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 7. Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 6. Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p>
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<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words. 2. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., “tiger” makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme). 3. Blend isolated phonemes to form two- syllable words, using r- controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes “tiger”). 4. Pronounce most English graphemes with general accuracy while reading aloud. 5. Demonstrate sound and symbol relationships and basic word formation rules in phrases, simple sentences, or simple text. 6. Segment two-syllable words into syllables and count the number of sounds in syllables and syllables in words. 	<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).</p> <p>PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 1. Orally segment a multi-syllable word into its syllables. PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).</p>
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<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <p>7. Apply knowledge of inflectional endings that drop the final e to add endings such as –ing, -ed or that require changing the final y to i (e.g., baby/babies).</p> <p>8. Consistently identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>9. Read all common regular contractions and irregular contractions (e.g., don't, shan't, can't).</p> <p>10. Consistently read common abbreviations. (s) (m) (ss)</p> <p>11. Consistently use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., <i>su/per, sup/per, fam/i/ly</i>).</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 3. Use knowledge of base words to identify compound words.</p> <p>PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., <i>lunchtime, daydream, everyday</i>).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 7. Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 6. Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p> <p>PO 9. Use knowledge of word order (syntax) and context to confirm decoding.</p>
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Recognize one to two common high frequency sight words. 2. Comprehend (point, label, name) with the aid of picture cues a couple of simple grade-level words, when heard or read aloud. (s) (m) (ss) 	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p><i>Progression to PO5. Recognize high frequency word and irregular sight words.</i></p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p><i>Progression to PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</i></p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Recognize a few (three to four) common high frequency sight words. 2. Comprehend (point, label, name) with the aid of picture cues a few simple content-area words. (s) (m) (ss) 3. Recognize that two words can make a compound word (e.g., <i>lunchtime, daydream, everyday</i>). (s) (m) (ss) 4. Understand one to two key words that signal grade-specific mathematical operations (e.g., plus, add to). (m) 	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p><i>Progression to PO5. Recognize high frequency word and irregular sight words.</i></p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p><i>Progression to PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</i></p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).</p> <p>(no correlation)</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Recognize some (five to 25) common high frequency sight words. 	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO5. Recognize high frequency word and irregular sight words.</p>

<p>ELL II</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Intermediate cont.</p> <ol style="list-style-type: none"> 2. Comprehend (point, label, name) with the aid of picture cues some simple content-area words (e.g., sphere, cube, perimeter, body parts, mountain). (s) (m) (ss) 3. Occasionally determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss) 4. Understand a few key words that signal grade-specific mathematical operations (e.g., sum, combine, decrease, minus, gives). (m) 5. Use personal dictionary or word walls with pictures to find the meaning of known vocabulary. (s) (m) (ss) 	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics PO 3. Use knowledge of base words to identify compound words.</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>(no correlation)</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary <i>Progression to PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</i></p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Recognize many (26 to 50) common high frequency sight words. 2. Comprehend (point, label, name) with the aid of picture cues many simple content-area grade-level words and a few, more complex words (e.g., symmetry, equivalent, centimeter, adaptation, volcano, continent, revolution, pioneer, government). (s) (m) (ss) 3. Sometimes determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss) 	<p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics PO6. Recognize high frequency word and irregular sight words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics PO 3. Use knowledge of base words to identify compound words.</p>

<p>ELL II</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <ol style="list-style-type: none"> 4. Recognize the meaning of a few common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>,) and suffixes (e.g., <i>-ful</i>, <i>-ly</i>, <i>-less</i>) when attached to known vocabulary. (s) (m) (ss) 5. Understand some key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m) 6. Use picture dictionary to find the meanings of known vocabulary. (s) (m) (ss) 7. Know what homophones are (e.g., <i>here</i>, <i>hear</i>; <i>to</i>, <i>too</i>, <i>two</i>; <i>hole</i>, <i>whole</i>). 8. Know what idiomatic expressions are (e.g., <i>last straw</i>, <i>cold feet</i>, <i>in hot water</i>). 	<p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 1. Identify simple prefixes (e.g., <i>um-</i>, <i>re-</i>) to determine the meaning of words.</p> <p>PO 2. Use knowledge of simple prefixes (e.g., <i>um-</i>, <i>re-</i>) to determine the meaning of words.</p> <p>PO 3. Identify simple suffixes (e.g., <i>-ful</i>, <i>-ly</i>) to determine the meaning of words.</p> <p>PO 4. Use knowledge of simple suffixes (e.g., <i>-ful</i>, <i>-ly</i>) to determine the meaning of words.</p> <p>(no correlation)</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p><i>Progression to PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</i></p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p><i>Progression to PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</i></p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p><i>Progression to PO 4. Identify figurative language, including similes, personification, and idioms.</i></p>
	<p>Advanced</p> <ol style="list-style-type: none"> 1. Recognize many (51 to 75) common regular and irregular sight words (e.g., <i>the</i>, <i>have</i>, <i>said</i>, <i>of</i>). 	<p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO6. Recognize high frequency word and irregular sight words.</p>

<p>ELL II</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Advanced cont.</p> <ol style="list-style-type: none"> 2. Comprehend (name, use, define) some content-area grade-level words that are more complex, using knowledge of word order and context to confirm meaning. (s) (m) (ss) 3. Often determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss) 4. Recognize the meaning of some common prefixes and suffixes when attached to known vocabulary. (s) (m) (ss) 5. Understand many words that indicate grade-specific mathematical operations (e.g., difference between, product, times, double, yields). (m) 6. Use picture dictionary to find the meanings of unknown vocabulary. (s) (m) (ss) 7. Know correct usage of a few problematic homophones (e.g., <i>here, hear; bear, bare</i>). 8. Understand a few grade-appropriate idiomatic expressions (e.g., <i>raining cats and dogs, fish out of water</i>). 	<p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 9. Use knowledge of word order (syntax) and context to confirm decoding.</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 1. Identify simple prefixes (e.g., um-, re-) to determine the meaning of words. PO 2. Use knowledge of simple prefixes (e.g., um-, re-) to determine the meaning of words. PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words. PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>(no correlation)</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p><i>Progression to PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</i></p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p><i>Progression to PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</i></p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p><i>Progression to PO 4. Identify figurative language, including similes, personification, and idioms.</i></p>
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Fluency	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will read with fluency and accuracy.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Read aloud a few short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). 	<p>Strand 1: Reading Process (Grade 1) Concept 5: Fluency</p> <p><i>Progression to PO 2. Read aloud with fluency in a manner that sounds like natural speech.</i></p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 2. Read aloud some short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). 	<p>Strand 1: Reading Process (Grade 1) Concept 5: Fluency</p> <p><i>Progression to PO 2. Read aloud with fluency in a manner that sounds like natural speech.</i></p>
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Read aloud many short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). 2. Occasionally read grade level text with at least 90 percent accuracy. 	<p>Strand 1: Reading Process (Grade 1) Concept 5: Fluency</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech.</p> <p>PO 1. Consistently read grade-level text with at least 90 percent accuracy. PO 2. Read aloud with fluency in a manner that sounds like natural speech.</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Sometimes read aloud familiar grade-level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). 2. Sometimes read grade level text with at least 90 percent accuracy. 	<p>Strand 1: Reading Process (Grade 2) Concept 5: Fluency</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p> <p>PO 1. Consistently read grade-level text with at least 90 percent accuracy. PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p>

<p>ELL II</p> <p>Fluency</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Often read aloud familiar grade-level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). 2. Often read grade level text with at least 90 percent accuracy. 	<p>Strand 1: Reading Process (Grade 2)</p> <p>Concept 5: Fluency</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p> <p>PO 1. Consistently read grade-level text with at least 90 percent accuracy.</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p>
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Identify basic sequences of events in stories read to him or her. (s) (m) (ss) 2. Make predictions about content based on book title and illustrations. (s) (m) (ss) 3. Participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud. 4. Restate information from expository text read to him or her, using key words, short phrases, and some simple sentences with teacher support. (s) (m) (ss) 5. Indicate the meaning of common signs and symbols in the environment. (s) (m) (ss) 6. Follow short two- to three-step written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) 7. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Strand 2: Comprehending Literary Text (Grade 1) Concept 1: Elements of Literature <i>Progression to PO 3. Sequence a series of events in a literary selection, heard or read.</i></p> <p>Strand 1: Reading Process (Kindergarten) Concept 6: Comprehension Strategies PO 1. Make predictions based on title, cover, illustrations, and text.</p> <p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 1: Expository Text PO 2. Restate facts from listening to expository text. PO 3. Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>Strand 3: Comprehending Informational Text (Grade 1) Concept 2: Functional Text <i>Progression to PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).</i></p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</p> <p>(no correlation)</p>

<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Retell a simple story, placing events in sequence. (s) (m) (ss) 2. Make predictions about content based on book title, illustrations, and text. (s) (m) (ss) 3. Participate in the reading of poetry by clapping and chanting to rhythms and rhymes. 4. Respond to basic comprehension questions about expository text read to him or her, using key words, phrases, and simple sentences. (s) (m) (ss) 5. Indicate the meaning of specific signs (e.g., traffic, safety, warning signs.) (s) (m) (ss) 6. Identify specific details (e.g., numbers, letters, a few key words, short expressions) of text read to him or her. (s) (m) (ss) 	<p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p>PO 3. Retell or re-enact a story, placing the events in the correct sequence.</p> <p>Standard 3: Listening and Speaking (Kindergarten)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence</p> <p>Strand 1: Reading Process (Kindergarten) Concept 6: Comprehension Strategies</p> <p>PO 1. Make predictions based on title, cover, illustrations, and text.</p> <p>Strand 2: Comprehending Literary Text (Grade 1) Concept 1: Elements of Literature</p> <p>PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.</p> <p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 1: Expository Text</p> <p>PO 2. Restate facts from listening to expository text. PO 3. Respond appropriately to questions based on facts in expository text, heard, or read.</p> <p>Strand 3: Comprehending Informational Text (Grade 1) Concept 2: Functional Text</p> <p>Progression to PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).</p> <p>(no correlation)</p>
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ELL II Comprehending Text (continued)	Early Intermediate cont. <ol style="list-style-type: none"> 7. Follow short two- to three-step written directions for classroom activities with a few picture cues to assist. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m) 8. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues. (no correlation)
	Intermediate <ol style="list-style-type: none"> 1. Retell a simple story, placing events in sequence and including details about the events, characters, and setting. (ss) 2. Predict what might happen next in a reading selection. (s) (ss) 3. Identify rhyming pairs of words in poetry. 4. Respond to basic comprehension questions about expository text read independently, using key words and phrases, and simple sentences. (s) (m) (ss) 5. Indicate the meaning of common signs and symbols (e.g., computer icons, mathematical symbols). (s) (m) (ss) 6. Occasionally comprehend a few simple mathematics word problems. (m) 7. Follow two- to three-step written directions for classroom activities with some picture cues to assist. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) 	Strand 2: Comprehending Literary Text (Grade 1) Concept 1: Elements of Literature PO 3. Sequence a series of events in a literary selection, heard or read. Strand 1: Reading Process (Grade 1) Concept 6: Comprehension Strategies PO 1. Predict what might happen next in a reading selection. Strand 2: Comprehending Literary Text (Grade 1) Concept 1: Elements of Literature PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm. Strand 3: Comprehending Informational Text (Grade 1) Concept 1: Expository Text PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read. Strand 3: Comprehending Informational Text (Grade 1) Concept 2: Functional Text PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs). (no correlation) Strand 3: Comprehending Informational Text (Grade 1) Concept 2: Functional Text PO 1. Follow a set of written multi-step directions.

<p>ELL II</p> <p>Comprehending Text</p>	<p>Intermediate cont.</p> <p>8. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>(no correlation)</p>
<p>(continued)</p>	<p>Early Advanced</p> <p>1. Respond to stories by answering questions about cause and effect and other relationships. (s) (ss)</p> <p>2. Compare a prediction about an action or event to what actually occurs in the reading selection. (s) (ss)</p> <p>3. Identify rhyme, rhythm, and repetition in poetry.</p> <p>4. Identify the main idea of expository or functional text read independently. (s) (m) (ss)</p> <p>5. Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, mathematical symbols, simple charts, and graphs). (s) (m) (ss)</p>	<p>Strand 2: Comprehending Literary Text (Grade 2) Concept 1: Elements of Literature</p> <p>PO 4. Identify cause and effect of specific events in a literary selection.</p> <p>Strand 1: Reading Process (Grade 2) Concept 6: Comprehension Strategies</p> <p>PO2. Compare a prediction about an action or event to what actually occurred within a text.</p> <p>Strand 2: Comprehending Literary Text (Grade 2) Concept 1: Elements of Literature</p> <p>PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</p> <p>Strand 3: Comprehending Informational Text (Grade 1) Concept 1: Expository Text</p> <p>PO 1. Identify the topic of expository text, heard or read.</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 2: Functional Text</p> <p>PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).</p>

<p>ELL II</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>6. Sometimes comprehend some simple mathematics word problems. (m)</p> <p>7. Follow up to five-step written directions for classroom activities with a few picture cues to assist. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m)</p> <p>8. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>9. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text. (s) (m) (ss)</p>	<p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 2: Functional Text</p> <p>PO 1. Follow a set of written multi-step directions.</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Advanced</p> <p>1. Describe character traits (e.g., honesty, courage), setting, plot, and narrator of a story. (ss)</p> <p>2. Predict events and actions in text based upon prior knowledge and text features. (s) (ss)</p> <p>3. Identify words that an author uses to create rich auditory experiences in poetry.</p> <p>4. Relate the gist of expository or functional text read independently, although some rereading and clarification is needed. (s) (m) (ss)</p>	<p>Strand 2: Comprehending Literary Text (Grade 2) Concept 1: Elements of Literature</p> <p>PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting. PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.</p> <p>Strand 1: Reading Process (Grade 2) Concept 6: Comprehension Strategies</p> <p>PO 1. Predict what might happen next in a reading selection.</p> <p>Strand 2: Comprehending Literary Text (Grade 2) Concept 1: Elements of Literature</p> <p>PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 1: Expository Text</p> <p>PO 1. Identify the main idea in expository text.</p>

<p style="text-align: center;">ELL II</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <ol style="list-style-type: none"> 5. Interpret information in functional documents (e.g., maps, schedules, pamphlets). (ss) 6. Often comprehend many simple mathematics word problems. (m) 7. Follow up to five-step written directions for classroom activities. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m) 8. Comprehend content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 9. Use graphic organizers (e.g., webs, Venn diagrams, flow charts) in order to clarify the meaning of text. (s) (m) (ss) 10. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss) 	<p>Strand 3: Comprehending Informational Text (Grade 2) Concept 2: Functional Text</p> <p>PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts, and graphs).</p> <p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 2: Functional Text</p> <p>PO 1. Follow a set of written multi-step directions.</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (<u>Connected to Research Strand in Writing</u>)</p>
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ELL III

Performance Conditions: Students at this stage of proficiency comprehend the content of many different genres of texts independently. They are able to detect the overall tone and intent of text. Students read to learn and read for pleasure. Language in text is predominantly factual and literal, with some abstract ideas. Most information is explicit; some is implicit so that some level of inference is required to comprehend the text. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression in some texts can be complex. Samples of text include classroom textbooks, stories, poems, newspaper articles, encyclopedia entries, and reports.

Print Concepts	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will demonstrate understanding of print concepts of the English language.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Identify a few organizational features (e.g., title, author, and table of contents) of a book. (s) (m) (ss) 2. Alphabetize a series of words to the second letter. 	<p>Strand 3: Comprehending Informational Text (Grade 2) Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>Strand 1: Reading Process (Grade 2) Concept 1: Print Concepts</p> <p>PO 1. Alphabetize a series of words to the second letter.</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Identify some organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (s) (m) (ss) 2. Alphabetize a series of words to the third letter. 	<p>Strand 3: Comprehending Informational Text (Grade 2) Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing).</p> <p>Strand 1: Reading Process (Grade 3) Concept 1: Print Concepts</p> <p>PO 1. Alphabetize a series of words to the third letter.</p>

<p>ELL III</p> <p>Print Concepts</p> <p>(continued)</p>	<p>Intermediate</p> <p>1. Identify many organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (s) (m) (ss)</p>	<p>Strand 3: Informational Text (Grade 3)</p> <p>Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing).</p>
	<p>Early Advanced</p> <p>1. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, italics, key words, glossary, indices, italics, key words) of text. (s) (m) (ss)</p>	<p>Strand 3: Informational Text (Grade 4)</p> <p>Concept 1: Expository Text</p> <p>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</p>
	<p>Advanced</p> <p>1. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (s) (m) (ss)</p>	<p>Strand 3: Informational Text (Grade 5)</p> <p>Concept 1: Expository Text</p> <p>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</p>

Phonetic Awareness & Decoding	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Decode, and correctly pronounce most English phonemes while reading aloud. 2. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words. 3. Pronounce many English graphemes with general accuracy while reading aloud. 	<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).</p> <p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t.../i.../g.../er/ makes tiger).</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t.../i.../g.../er/ while student moves one block for each phoneme).</p>

<p style="text-align: center;">ELL III</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Beginning cont.</p> <p>4. Orally segment two-syllable words into syllables and count the number of sounds in syllables and syllables in words.</p> <p>5. Read inflectional forms of words, including irregular plurals (e.g., <i>wife/wives</i>).</p> <p>6. Sometimes identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>7. Sometimes read common abbreviations. (s) (m) (ss)</p> <p>8. Sometimes use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 1. Orally segment a multi-syllable word into its syllables. PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 3. Use knowledge of base words to identify compound words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p> <p>PO 9. Use knowledge of word order (syntax) and context to confirm decoding.</p>
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<p>ELL III</p> <p>Phonetic Awareness & Decoding</p> <p>(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Recognize many common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). 2. Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words. 3. Pronounce most English graphemes with general accuracy when reading multi-syllabic words aloud. 4. Apply knowledge of basic syllabication rules when decoding two or three-syllable written words (e.g., <i>sup/per</i>, <i>fam/i/ly</i>). 	<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t.../i.../g.../er/ makes tiger).</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t.../i.../g.../er/ while student moves one block for each phoneme).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., <i>su/per</i>, <i>sup/per</i>, <i>fam/i/ly</i>).</p>
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<p>ELL III</p> <p>Phonetic Awareness & Decoding</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>5. Read words from common word families (e.g., <i>-ite, -ate</i>).</p> <p>6. Often identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>7. Often read common abbreviations. (s) (m) (ss)</p> <p>8. Often use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 4. Read words with common spelling patterns (e.g., <i>-ite, -ill, - ate</i>).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., <i>lunchtime, daydream, everyday</i>).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 5. Read common abbreviations (e.g., <i>Oct., Mr., Ave.</i>) fluently.</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 5. Recognize words represented by common abbreviations (e.g., <i>Mr. Ave., Oct.</i>).</p> <p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p>
	<p>Intermediate</p> <p>1. Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p> <p>2. Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words.</p>	<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., <i>in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni</i>).</p> <p>PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</p>

<p style="text-align: center;">ELL III</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p>Intermediate cont.</p> <p>3. Pronounce English graphemes with general accuracy when reading multi-syllabic words aloud.</p> <p>4. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words.</p> <p>5. Read words from common word families (e.g., -ab, -ail, -ake, -an).</p> <p>6. Consistently identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>7. Consistently read common abbreviations. (s) (m) (ss)</p>	<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable), • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping), • that require changing the final y to i (e.g., baby/babies), • that end in –tion, -sion, (e.g., election, vision), • with complex word families (e.g., ight, -ought), and • that include common prefixes, suffixes and root words. <p>PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable), • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping), • that require changing the final y to i (e.g., baby/babies), • that end in –tion, -sion, (e.g., election, vision), • with complex word families (e.g., ight, -ought), and • that include common prefixes, suffixes and root words. <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>PO 3. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p>
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<p>ELL III</p> <p>Phonetic Awareness & Decoding</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>8. Consistently use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 4. Read common abbreviations (e.g., Wed., Sept.) fluently.</p> <p>PO 6. Use knowledge of word order (syntax) and context to confirm decoding.</p>
	<p>Early Advanced</p> <p>1. Use common English morphemes in oral and silent reading to derive meaning from text.</p> <p>2. Read words from complex word families (e.g., -ought, -ight).</p>	<p>(no correlation)</p> <p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable), • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping), • that require changing the final y to i (e.g., baby/babies), • that end in –tion, -sion, (e.g., election, vision), • with complex word families (e.g., ight, -ought), and • that include common prefixes, suffixes and root words.

<p style="text-align: center;">ELL III</p> <p style="text-align: center;">Phonetic Awareness & Decoding</p> <p style="text-align: center;">(continued)</p>	<p style="text-align: center;">Advanced</p> <ol style="list-style-type: none"> 1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. 2. Read words using knowledge of many spelling rules (e.g., inflectional endings; orthographic patterns and rules, such as <i>oil/toy, match/speech, badge/cage</i>; contractions; <i>-tion</i> and <i>-sion</i>; regular phonogram patterns). 	<p>(no correlation)</p> <p>Strand 1: Reading Process (Grade 3)</p> <p>Concept 3: Phonics</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable), • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping), • that require changing the final y to i (e.g., baby/babies), • that end in -tion, -sion, (e.g., election, vision), • with complex word families (e.g., ight, -ought), and • that include common prefixes, suffixes and root words.
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Vocabulary	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Recognize the meaning of many common prefixes and suffixes to determine the meaning of unfamiliar words (e.g., <i>wonderful, washable, pre-game, misbehavior</i>). (s) (m) (ss) 2. Determine the intended meaning of one to two grade-level words, using knowledge of word order and context to confirm meaning. (s) (m) (ss) 3. Recognize with the aid of picture cues the meaning of a few common grade-appropriate antonyms and synonyms. 4. Use picture dictionary to find the meanings of known vocabulary. (s) (m) (ss) 5. Recognize many (51 to 75) common regular and irregular sight words (e.g., <i>the, have, said, of</i>). 6. Demonstrate understanding of some grade-appropriate idiomatic expressions (e.g., <i>touch and go; on its last legs</i>). 	<p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words. PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.</p> <p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 6. Use knowledge of word order (syntax) and context to confirm decoding.</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>Progression to PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>Progression to PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p> <p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO5. Recognize high frequency word and irregular sight words.</p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>Progression to PO 4. Identify figurative language, including similes, personification, and idioms.</p>

<p>ELL III</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Beginning cont.</p> <ol style="list-style-type: none"> 7. Know what homophones are (e.g., <i>here, hear; to, too, two; hole, whole</i>). 8. Understand a few key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m) 	<p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p><i>Progression to PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</i></p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Use knowledge of root words (e.g., <i>like, pay, or happy</i>) and affixes (e.g., <i>dis-, pre-, un-</i>) to determine the meaning of a few unknown grade-level words (e.g., <i>radius, diameter, revolution, circumference, prehistoric</i>). (s) (m) (ss) 2. Determine the intended meaning of a few grade-level words with multiple meanings (e.g., <i>present: gift, time</i>), using word, sentence, and paragraph clues. (s) (m) (ss) 3. Recognize with the aid of picture cues the meaning of some grade-appropriate antonyms and synonyms. 4. Use picture dictionary to determine meanings of unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss) 5. Develop basic sight vocabulary (76 to 100 words). 	<p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of prefixes to (e.g., <i>un-, re-, in-, dis-</i>) to determine the meaning of words. PO 2. Use knowledge of suffixes (e.g., <i>-ful, -ly, -less</i>) to determine the meaning of words.</p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p><i>Progression to PO 2. Use context to determine the relevant meaning of a word.</i></p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p><i>Progression to PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</i></p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p><i>Progression to PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</i></p> <p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., <i>su/per, sup/per, fam/i/ly</i>).</p>

<p>ELL III</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <ol style="list-style-type: none"> Recognize the difference between figurative and literal language (e.g., <i>break the ice, bury the hatchet</i>). (ss) Know correct usages of a few problematic homophones (e.g., <i>here, hear; bear, bare</i>). Understand some key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m) 	<p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary PO 3. Determine the difference between figurative language and literal language.</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary Progression to PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>(no correlation)</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words (e.g., <i>quadrilateral polygon, parallel, ecosystem, judicial, legislative</i>). (s) (m) (ss) Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss) Occasionally recognize the meaning of grade-appropriate antonyms and synonyms (e.g., <i>beginning/ end; start/finish</i>) in stories or games. Comprehend what kinds of information a dictionary contains. (s) (m) (ss) 	<p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words. PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words. PO 3. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.). PO 4. Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).</p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary PO 2. Use context to determine the relevant meaning of a word.</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p>

<p>ELL III</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Intermediate cont.</p> <ol style="list-style-type: none"> Recognize simple analogies and similes in literature and texts in content areas (e.g., <i>fly like a bird</i>). (ss) Know correct usage of some problematic homophones (e.g., <i>there, their, they're; your, you're</i>). Understand many words that indicate grade-specific mathematical operations (e.g., plus, minus, difference between, increase, decrease, add, subtract, product, times, double, yields). (m) 	<p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>PO 4. Identify figurative language, including similes, personification, and idioms.</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> Use knowledge of root words and affixes to determine the meaning of many unknown grade-level words (e.g., <i>scalene, perpendicular, isosceles, equilateral, phenomena, civilization, confederation</i>). (s) (m) (ss) Determine the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss) Sometimes recognize the meaning of grade-appropriate antonyms and synonyms in stories or games. Use standard dictionary to determine meanings and pronunciations of some unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss) Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., <i>give me a hand, scared silly, piece of cake</i>). (ss) 	<p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>Strand 1: Reading Process (Grade 5) Concept 4: Vocabulary</p> <p>PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>PO 3. Determine the difference between figurative language and literal language.</p> <p>PO 4. Identify figurative language, including similes, personification, and idioms.</p>

<p>ELL III</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <ol style="list-style-type: none"> 6. Know the correct usage of many problematic homophones. 7. Understand most words that indicate grade-specific mathematical operations (e.g., divide, multiply, double, triple, per, ratio). (m) 8. Know the meaning of a few multiple-meaning words that have a different meaning in mathematics (e.g., acute, obtuse). (m) 	<p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Advanced</p> <ol style="list-style-type: none"> 1. Use knowledge of root words and affixes to determine the meaning of most unknown grade-level words (e.g., <i>abolitionist</i>, <i>emancipation</i>, <i>monarchy</i>). (s) (m) (ss) 2. Determine the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss) 3. Often recognize the meaning of grade-appropriate antonyms and synonyms in stories or games. 4. Use standard dictionary to determine meanings, pronunciations, syllabication, parts of speech and antonyms and synonyms. (s) (m) (ss) 5. Determine the meaning of figurative and metaphorical use of words in context, including idiomatic expressions (e.g., <i>make a mountain out of a molehill</i>). (ss) 	<p>Strand 1: Reading Process (Grade 5) Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p> <p>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>PO 3. Determine the difference between figurative language and literal language.</p> <p>PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.</p>

<p>ELL III</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>6. Use problematic homophones correctly in writing.</p> <p>7. Use and apply correctly words that indicate mathematical operations (e.g., product, one-half, round, estimate). (m)</p> <p>8. Know the meaning of some multiple-meaning words that have a different meaning in mathematics (e.g., acute, obtuse). (m)</p>	<p>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</p> <p>(no correlation)</p> <p>(no correlation)</p>
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Fluency	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will read with fluency and accuracy.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Read aloud many familiar passages and occasionally read aloud familiar grade level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). 	<p>Strand 1: Reading Process (Grade 2) Concept 5: Fluency</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Occasionally read aloud grade level texts in ways that reflect understanding of the text and engage the listeners. 2. Occasionally read grade level text with at least 90 percent accuracy. 	<p>Strand 1: Reading Process (Grade 3) Concept 5: Fluency</p> <p>Progression to PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p> <p>Progression to PO 1. Consistently read grade-level text with at least 90 percent accuracy.</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Sometimes read aloud grade level texts in ways that reflect understanding of the text and engage the listeners. 2. Sometimes read grade level text with at least 90 percent accuracy. 	<p>Strand 1: Reading Process (Grade 3) Concept 5: Fluency</p> <p>PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p> <p>Progression to PO 1. Consistently read grade-level text with at least 90 percent accuracy</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Often read aloud in grade level selected texts in ways that both reflect understanding of the text and engage the listeners. 2. Often read grade level text with at least 90 percent accuracy. 	<p>Strand 1: Reading Process (Grade 4) Concept 5: Fluency</p> <p>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> <p>Strand 1: Reading Process (Grade 3) Concept 5: Fluency</p> <p>PO 1. Consistently read grade-level text with at least 90 percent accuracy</p>

<p>ELL III</p> <p>Fluency</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Consistently read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners. 2. Consistently read grade level text with at least 90 percent accuracy. 	<p>Strand 1: Reading Process (Grade 5)</p> <p>Concept 5: Fluency</p> <p>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> <p>Strand 1: Reading Process (Grade 3)</p> <p>Concept 5: Fluency</p> <ol style="list-style-type: none"> 1. Consistently read grade-level text with at least 90 percent accuracy
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Identify the basic sequence of events and make relevant predictions about stories. (s) (ss) 2. Identify rhyme, rhythm, and repetition in poetry. 3. Respond to basic comprehension questions about expository text, using phrases and simple sentences. (s) (m) (ss) 4. Locate various facts in response to questions about basic, short text. (s) (m) (ss) 5. Indicate the meaning of common signs and symbols (e.g., computer icons, mathematical symbols). (s) (m) (ss) 6. Respond to stories by answering questions about cause and effect and other relationships between events. (s) (ss) 	<p>Strand 1: Reading Process (Grade 1) Concept 6: Comprehension Strategies PO 1. Predict what might happen next in a reading selection.</p> <p>Strand 2: Comprehending Literary Text (Grade 2) Concept 1: Elements of Literature PO 3. Sequence a series of events in a literary selection.</p> <p>Strand 2: Comprehending Literary Text (Grade 3) Concept 1: Elements of Literature <i>Progression to PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.</i></p> <p>Strand 3: Comprehending Informational Text (Grade 1) Concept 1: Expository Text PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 1: Expository Text PO 2. Locate facts in response to questions about expository text.</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 2: Functional Text PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts, and graphs).</p> <p>Strand 2: Comprehending Literary Text (Grade 3) Concept 1: Elements of Literature PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.</p>

<p>ELL III</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>7. Follow up to five-step written directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p> <p>8. Use graphic organizers (e.g., webs, Venn diagrams, flow charts) in order to clarify the meaning of text. (s) (m) (ss)</p> <p>9. Comprehend one or two simple grade-level mathematics word problems. (m)</p> <p>10. Comprehend one or two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 2) Concept 2: Functional Text</p> <p>PO 1. Follow a set of written multi-step directions.</p> <p>Strand 1: Reading Process (Grade 3) Concept 6: Comprehension Strategies</p> <p>PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <p>1. Describe character traits (e.g., honesty, courage), setting, plot, and narrator of a story. (ss)</p> <p>2. Identify rhyme, rhythm, repetition, and sensory images in poetry.</p> <p>3. Identify the main idea of expository or functional text. (s) (m) (ss)</p>	<p>Strand 2: Comprehending Literary Text (Grade 2) Concept 1: Elements of Literature</p> <p>PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting. PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.</p> <p>Strand 2: Comprehending Literary Text (Grade 3) Concept 1: Elements of Literature</p> <p>PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.</p> <p>Strand 3: Comprehending Informational Text (Grade 3) Concept 1: Expository Text</p> <p>PO 1. Identify the main idea and supporting details in expository text.</p>

<p>ELL III</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>4. Occasionally locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)</p> <p>5. Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, mathematical symbols, simple charts, and graphs). (s) (m) (ss)</p> <p>6. Distinguish cause from effect in expository text. (s) (ss)</p> <p>7. Follow a short set of written multiple-step directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p> <p>8. Distinguish fact from opinion in persuasive text (e.g., ads, product labels). (s) (ss)</p> <p>9. Use graphic organizers to organize information in text (e.g., Herringbone Pattern, Venn diagram, concept mapping). (s) (m) (ss)</p> <p>10. Comprehend a few of grade-level mathematics word problems. (m)</p> <p>11. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade3)</p> <p>Concept 1: Expository Text</p> <p><i>Progression to PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing)</i></p> <p>Strand 3: Comprehending Informational Text (Grade 3)</p> <p>Concept 2: Functional Text</p> <p><i>Progression to PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.</i></p> <p>Strand 3: Comprehending Informational Text (Grade 4)</p> <p>Concept 1: Expository Text</p> <p>PO 7. Distinguish cause and effect.</p> <p>Strand 3: Comprehending Informational Text (Grade 3)</p> <p>Concept 2: Functional Text</p> <p>PO 1. Follow a set of written multi-step directions.</p> <p>Strand 3: Comprehending Informational Text (Grade 3)</p> <p>Concept 3: Persuasive Text</p> <p>PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).</p> <p>Strand 1: Reading Process (Grade 3)</p> <p>Concept 6: Comprehension Strategies</p> <p>PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.</p> <p>(no correlation)</p> <p>(no correlation)</p>
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<p>ELL III</p> <p>Comprehending Text</p>	<p>Early Intermediate cont.</p> <p>12. Occasionally restate mathematical symbolic representations into words or sentences. (m)</p>	<p>(no correlation)</p>
<p>(continued)</p>	<p>Intermediate</p> <p>1. Identify the components and main problem or conflict of a plot and its resolution. (ss)</p> <p>2. Identify some structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).</p> <p>3. Identify the main ideas, key words, and important details in short expository text on a familiar topic. (s) (m) (ss)</p> <p>4. Sometimes locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)</p> <p>5. Interpret information in functional documents (e.g., maps, schedules, pamphlets). (ss)</p>	<p>Strand 2: Comprehending Literary Text (Grade 4) Concept 1: Elements of Literature PO 1. Identify the main problem or conflict of a plot. PO 2. Identify the resolution of a problem or conflict in a plot.</p> <p>Strand 2: Comprehending Literary Text (Grade 3) Concept 1: Elements of Literature PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.</p> <p>Strand 2: Comprehending Literary Text (Grade 3) Concept 1: Elements of Literature PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.</p> <p>Strand 3: Comprehending Informational Text (Grade 3) Concept 1: Expository Text PO 1. Identify the main idea and supporting details in expository text.</p> <p>Strand 3: Comprehending Informational Text (Grade 3) Concept 1: Expository Text PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing)</p> <p>Strand 3: Comprehending Informational Text (Grade 3) Concept 2: Functional Text PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose. .</p>

<p style="text-align: center;">ELL III</p> <p>Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Intermediate cont.</p> <p>6. Identify stated cause and effect relationships in text. (s) (ss)</p> <p>7. Follow a set of written multiple-step instructions to perform routine procedures. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p> <p>8. Identify persuasive words in text intended to influence readers' opinions and actions. (s) (ss)</p> <p>9. Access and locate information through table of contents, indexes, and glossaries. (s) (m) (ss)</p> <p>10. Comprehend some grade-level mathematics word problems. (m)</p> <p>11. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>12. Sometimes restate mathematical symbolic representations into words or sentences. (m)</p>	<p>Strand 3: Comprehending Informational Text (Grade 4) Concept 1: Expository Text PO 7. Distinguish cause and effect.</p> <p>Strand 3: Comprehending Informational Text (Grade 3) Concept 2: Functional Text PO 1. Follow a set of written multi-step directions.</p> <p>Strand 3: Comprehending Informational Text (Grade 3) Concept 3: Persuasive Text PO 2. Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.</p> <p>Strand 3: Comprehending Informational Text (Grade3) Concept 1: Expository Text PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
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<p style="text-align: center;">ELL III</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Identify basic story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme. 2. Identify many structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter). 3. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference. (s) (m) (ss) 4. Often locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss) 5. Interpret information from a broader range of functional documents (e.g., maps, schedules, pamphlets, instructions, forms). (ss) 6. Identify stated or implied cause and effect relationships in text. (s) (ss) 	<p>Strand 2: Comprehending Literary Text (Grade 4) Concept 1: Elements of Literature</p> <p>PO 1. Identify the main problem or conflict of a plot. PO 2. Identify the resolution of a problem or conflict in a plot. PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends). PO 4. Distinguish between major characters and minor characters. PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). PO 6. Identify the speaker or narrator in a literary selection. PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation). PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.</p> <p>PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 1: Expository Text</p> <p>PO 1. Identify the main idea and supporting details in expository text. PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p> <p>PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 2: Functional Text</p> <p>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Strand 3: Comprehending Informational Text (Grade 5) Concept 1: Expository Text</p> <p>PO 7. Identify cause and effect relationships (stated and implied).</p>
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<p>ELL III</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>7. Follow a set of written multiple-step instructions to perform routine procedures or answer questions. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p> <p>8. Identify persuasive strategies in text intended to influence readers' opinions and actions. (s) (ss)</p> <p>9. Access and locate information through table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, and headings. (s) (m) (ss)</p> <p>10. Comprehend many grade-level mathematics word problems. (m)</p> <p>11. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>12. Often restate mathematical symbolic representations into words or sentences. (m)</p>	<p>Strand 3: Comprehending Informational Text (Grade 4) Concept 2: Functional Text PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 3: Persuasive Text PO 2. Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 1: Expository Text PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Advanced</p> <p>1. Compare and contrast the plot, setting, characters, narration, theme, and author's techniques in a story to another selection and to the reader's experiences.</p>	<p>Strand 2: Comprehending Literary Text (Grade 5) Concept 1: Elements of Literature PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution). PO 2. Identify the theme (moral, lesson, meaning, message, view, or comment on life) of a literary selection. PO 3. Distinguish between major characters and minor characters. PO 4. Analyze how a character's traits influence that character's actions. PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p>

<p style="text-align: center;">ELL III</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <ol style="list-style-type: none"> 2. Describe meaning and characteristics of various forms of poetry (e.g., limerick, haiku, free verse). 3. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss) 4. Consistently locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss) 5. Interpret details from functional documents for a specific purpose (e.g., to follow directions, to solve problems, to perform procedure). (ss) 6. Identify stated or implied cause and effect and other relationships in text (e.g., connections between events, correlation). (s) (ss) 	<p>PO 6. Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.</p> <p>PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.</p> <p>PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 1: Expository Text</p> <p>PO 1. Identify the main idea and supporting details in expository text.</p> <p>PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p> <p>PO 8. Draw valid conclusions based on information gathered from expository text.</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 3: Persuasive Text</p> <p>PO 1. Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 1: Expository Text</p> <p>PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 2: Functional Text</p> <p>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 1: Expository Text</p> <p>PO 7. Identify cause and effect relationships (stated and implied).</p>
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<p>ELL III</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>7. Follow a set of written multiple-step instructions to perform routine procedures, answer questions, or solve problems. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p> <p>8. Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions. (s) (ss)</p> <p>9. Access and locate specific information from informational and functional text by using organizational features of text, including table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, headings, captions, and key words. (s) (m) (ss)</p> <p>10. Comprehend most grade-level mathematics word problems. (m)</p> <p>11. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>12. Consistently restate mathematical symbolic representations (e.g., numerals, operations, simple equations, graphs) into words or sentences. (m)</p>	<p>Strand 3: Comprehending Informational Text (Grade 5) Concept 2: Functional Text</p> <p>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Strand 3: Comprehending Informational Text (Grade 5) Concept 3: Persuasive Text</p> <p>PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions. PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.</p> <p>Strand 3: Comprehending Informational Text (Grade 5) Concept 1: Expository Text</p> <p>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>Strand 3: Comprehending Informational Text (Grade 5) Concept 2: Functional Text</p> <p>PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
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ELL IV

Performance Conditions: Students at this stage of proficiency read and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are able to read a variety of authentic texts, including newspaper and magazine articles, novels, poems, reports, editorials, and opinion essays. Language in text is at an appropriate level for the general public. Students read to learn and read for pleasure. Context of text is relevant, but not always familiar and predictable. Language in text is literal and abstract, and explicit and implicit. Inference may be required to identify the writer's purpose or function of the text.

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>Beginning</p> <ol style="list-style-type: none"> Determine the effect of affixes on root words. (s) (m) (ss) Know the difference between the denotative and connotative meanings of grade-level words. Recognize simple analogies and similes in literature and texts in content areas (e.g., <i>fly like a bird</i>). (ss) Use standard dictionary to determine meanings and pronunciations of some unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss) Determine the intended meaning of a few grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss) 	<p>Strand 1: Reading Process (Grade 5) Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary</p> <p>Progression to PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary</p> <p>Progression to PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>Strand 1: Reading Process (Grade 5) Concept 4: Vocabulary</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</p> <p>PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p>

<p>ELL IV</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>6. Know the meaning of one or two multiple-meaning grade-level words that have a different meaning in mathematics (e.g., acute, obtuse). (m)</p> <p>7. Identify chronology or cause and effect relationships in text from the signal words. (s) (m) (ss)</p>	<p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 1: Expository Text</p> <p>PO 7. Identify cause and effect relationships (stated and implied).</p>
	<p>Early Intermediate</p> <p>1. Occasionally apply knowledge of common Greek and Latin roots and affixes (e.g., <i>anti</i>, <i>bene</i>, <i>auto</i>, <i>populous</i>, <i>astro</i>, <i>theo</i>,) to understand content area vocabulary. (s) (m) (ss)</p> <p>2. Occasionally distinguish between the denotative and connotative meanings of grade-level words.</p> <p>3. Occasionally determine the meaning of figurative language, including similes (e.g., <i>fly like a bird</i>), metaphors, (e.g., <i>The doctor inspected the injury with an eagle eye</i>) and personification. (ss)</p> <p>4. Use standard dictionary to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms. (s) (m) (ss)</p> <p>5. Interpret the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)</p>	<p>Strand 1: Reading Process (Grade 6)</p> <p>Concept 4: Vocabulary</p> <p><i>Progression to PO 1.</i> Determine the effect of affixes or root words.</p> <p>Strand 1: Reading Process (Grade 6)</p> <p>Concept 4: Vocabulary</p> <p><i>Progression to PO 3.</i> Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>Strand 1: Reading Process (Grades 6)</p> <p>Concept 4: Vocabulary</p> <p><i>Progression to PO 4.</i> Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>Strand 1: Reading Process (Grade 5)</p> <p>Concept 4: Vocabulary</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>Strand 1: Reading Process (Grades 6)</p> <p>Concept 4: Vocabulary</p> <p><i>Progression to PO 2.</i> Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p><i>Progression to PO 3.</i> Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>

<p>ELL IV</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Early Intermediate</p> <p>6. Know the meaning of a few multiple-meaning grade-level words that have a different meaning in mathematics (e.g., table, variable, similarity). (m)</p> <p>7. Occasionally recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)</p>	<p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 6)</p> <p>Concept 1: Expository Text</p> <p><i>Progression to PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</i></p>
	<p>Intermediate</p> <p>1. Sometimes apply knowledge of common Greek and Latin roots and affixes (e.g., <i>anti, bene, auto, populous, astro, theo,</i>) to understand content area vocabulary. (s) (m) (ss)</p> <p>2. Sometimes distinguish between the denotative and connotative meanings of grade-level words.</p> <p>3. Sometimes determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss)</p> <p>4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms. (s) (m) (ss)</p> <p>5. Interpret the intended meaning of many grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)</p>	<p>Strand 1: Reading Process (Grade 6)</p> <p>Concept 4: Vocabulary</p> <p>PO 1. Determine the effect of affixes or root words.</p> <p>Strand 1: Reading Process (Grade 6)</p> <p>Concept 4: Vocabulary</p> <p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>Strand 1: Reading Process (Grade 6)</p> <p>Concept 4: Vocabulary</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>

<p>ELL IV</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>6. Know the meaning of some multiple-meaning grade-level words that have a different meaning in mathematics (e.g., factor, plane, function). (m)</p> <p>7. Sometimes recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)</p>	<p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 6)</p> <p>Concept 1: Expository Text</p> <p><i>Progression to PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</i></p>
	<p>Early Advanced</p> <p>1. Often apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary (e.g., equation, congruence, recursive, complementary, symbiotic, hypothesis, lithosphere, renaissance, anarchy, suffrage). (s) (m) (ss)</p> <p>2. Often distinguish between the denotative and connotative meanings of grade-level words.</p> <p>3. Often determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss)</p> <p>4. Use multiple reference aids, (e.g., thesaurus, synonym/antonym finder, dictionary, software) to determine various word meanings, pronunciations, syllabication, parts of speech, antonyms and synonyms, and correct spellings of words. (s) (m) (ss)</p> <p>5. Interpret the intended meaning of many grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition, example, and restatement. (s) (m) (ss)</p>	<p>Strand 1: Reading Process (Grade 7)</p> <p>Concept 4: Vocabulary</p> <p>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</p> <p>Strand 1: Reading Process (Grade 7)</p> <p>Concept 4: Vocabulary</p> <p>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>Strand 1: Reading Process (Grade 7)</p> <p>Concept 4: Vocabulary</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>

<p>ELL IV</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>6. Know the meaning of many multiple-meaning grade-level words that have a different meaning in mathematics (e.g., expression, rational, domain, range, chord). (m)</p> <p>7. Often recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)</p>	<p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 6)</p> <p>Concept 1: Expository Text</p> <p><i>Progression to PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</i></p>
	<p>Advanced</p> <p>1. Consistently apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. (s) (m) (ss)</p> <p>2. Consistently distinguish between the denotative and connotative meanings of grade-level words.</p> <p>3. Consistently determine the meaning of figurative language, including similes, metaphors, personification, and idioms, and how the writer’s word choice affects the meaning of the text. (ss)</p> <p>4. Use general and specific dictionaries and other reference aids to determine the meanings, pronunciations, syllabication, synonyms and antonyms, parts of speech, and correct spellings of words. (s) (m) (ss)</p> <p>5. Interpret the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, and contrast. (s) (m) (ss)</p>	<p>Strand 1: Reading Process (Grade 8)</p> <p>Concept 4: Vocabulary</p> <p>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</p> <p>Strand 1: Reading Process (Grade 8)</p> <p>Concept 4: Vocabulary</p> <p>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>Strand 1: Reading Process (Grade 8)</p> <p>Concept 4: Vocabulary</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>

<p>ELL IV</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>6. Know the meaning of most multiple-meaning grade-level words that have a different meaning in mathematics. (m)</p> <p>7. Consistently recognize words that signal the following text organizational structures:</p> <ul style="list-style-type: none"> • cause and effect (e.g., because, if...then, for this reason, consequently, due to, accordingly); and, (s) (m) (ss) • chronological sequences (e.g., first, after, following, during, when, then); (s) (m) (ss) • comparison/contrast (e.g., but, however, similar to, in common, on the other hand, less than); (s) (m) (ss) • description (e.g., as in, such as, appears to be, above, under); (s) (m) (ss) • problem and solution (e.g., one answer, a resolution, therefore, in order to.) (s) (m) (ss) 	<p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 6)</p> <p>Concept 1: Expository Text</p> <p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p>
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Follow the sequence of narration in text (e.g., popular newspaper, magazine articles, and popular easy fiction). (s) (ss) 2. Identify major and minor characters in literary works. (ss) 3. Identify some structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter). 4. Identify the main ideas, key words, and important details in short expository text on a familiar topic. (s) (m) (ss) 5. Follow a set of written multiple-step instructions to perform routine procedures, answer questions, or solve problems. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m) 6. Identify persuasive words in text intended to influence readers' opinions and actions. (s) (ss) 	<p>Strand 1: Reading Process (Grade 6) Concept 6: Comprehension Strategies PO 6. Apply knowledge of the organizational structures (e.g., chronological order, cause, and effect relationships) of text to aid comprehension. PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p> <p>Strand 2: Comprehending Literary Text (Grade 4) Concept 1: Elements of Literature PO 4. Distinguish between major characters and minor characters.</p> <p><i>Progression to PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</i></p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 1: Expository Text PO 1. Identify the main idea and supporting details in expository text.</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 2: Functional Text PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 3: Persuasive Text PO 2. Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.</p>

<p>ELL IV</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>7. Access and locate specific information from informational and functional text by using organizational features of text, including table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, headings, captions, and key words. (s) (m) (ss)</p> <p>8. Navigates text that includes factual information with a few unfamiliar names and events. (ss)</p> <p>9. Interpret a few graphic sources of information such as charts, timelines, and simple tables. (s) (m) (ss)</p> <p>10. Translate a written phrase to a simple mathematical statement. (m)</p> <p>11. Comprehend one or two grade-level mathematic word problems. (m)</p> <p>12. Comprehend one or two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 4)</p> <p>Concept 2: Functional Text</p> <p>PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 6)</p> <p>Concept 1: Expository Text</p> <p><i>Progression to PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</i></p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <p>1. Describe the plot and its components, and the setting of a literary selection. (ss)</p> <p>2. Distinguish between major and minor characters and identify qualities of key characters. (ss)</p> <p>3. Identify many structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).</p>	<p>Strand 2: Comprehending Literary Text (Grade 6)</p> <p>Concept 1: Elements of Literature</p> <p>PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>Strand 2: Comprehending Literary Text (Grade 4)</p> <p>Concept 1: Elements of Literature</p> <p>PO 4. Distinguish between major characters and minor characters.</p> <p>PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).</p> <p>PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</p>

<p>ELL IV</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>4. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference. (s) (m) (ss)</p> <p>5. Follow a set of written multiple-step instructions to perform routine and less routine procedures. (s) (m)</p> <p>6. Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions. (s) (ss)</p> <p>7. Access and locate specific information from informational and functional text by using organizational structures of text, including chronological order, comparison and contrast. (s) (m) (ss)</p> <p>8. Navigates text that includes factual information with some unfamiliar names and events. (ss)</p> <p>9. Interpret some graphic sources of information such as charts, timelines, tables, and simple maps and graphs. (s) (m) (ss)</p> <p>10. Translate a written phrase to a simple algebraic expression. (m)</p> <p>11. Comprehend a few grade-level mathematics word problems. (m)</p> <p>12. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 4)</p> <p>Concept 1: Expository Text</p> <p>PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 2: Functional Text</p> <p>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 3: Persuasive Text</p> <p>PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.</p> <p>PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.</p> <p>Strand 3: Comprehending Informational Text (Grade 5)</p> <p>Concept 2: Functional Text</p> <p>PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
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<p style="text-align: center;">ELL IV</p> <p>Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Identify the theme (e.g., moral, lesson, meaning, message, view or comment on life) and point of view of a literary selection. (ss) 2. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations). (ss) 3. Describe the structural elements of poetry (e.g., stanza, verse, rhyme scheme, rhythm, line breaks). 4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss) 5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. (s) (m) 6. Distinguish fact from opinion in persuasive text by providing supporting evidence from text. (s) (ss) 7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order. (s) (m) (ss) 	<p>Strand 2: Comprehending Literary Text (Grade 6) Concept 1: Elements of Literature</p> <p>PO 2. Identify the theme in works of prose, poetry, and drama.</p> <p>PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p> <p>PO 3. Describe the motivations of major and minor characters.</p> <p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 9. Draw valid conclusions about expository text, supported by text evidence.</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 2: Functional Text</p> <p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>PO3. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p>
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<p>ELL IV</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>8. Navigates text that includes factual information with many unfamiliar names and events. (ss)</p> <p>9. Interpret many graphic sources of information such as charts, timelines, tables, maps, graphs, and diagrams. (s) (m) (ss)</p> <p>10. Translate a sentence written in context into an algebraic equation involving one operation. (m)</p> <p>11. Comprehend some grade-level mathematics word problems. (m)</p> <p>12. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <p>1. Recognize and describe multiple themes in literary works from various cultures. (ss)</p> <p>2. Describe characters' motivations and how a character's traits influence a character's actions. (ss)</p> <p>3. Identify the characteristics of alliteration, assonance, and figurative language in various selections of poetry.</p> <p>4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss)</p>	<p>Strand 2: Comprehending Literary Text (Grade 7) Concept 1: Elements of Literature PO 2. Recognize multiple themes in works of prose, poetry, and drama.</p> <p>Strand 2: Comprehending Literary Text (Grade 7) Concept 1: Elements of Literature PO 3. Describe the motivations of major and minor characters.</p> <p>Strand 2: Comprehending Literary Text (Grade 7) Concept 1: Elements of Literature PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text PO 9. Draw valid conclusions about expository text, supported by text evidence.</p>

<p style="text-align: center;">ELL IV</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced cont.</p> <p>5. Evaluate the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous. (s) (m)</p> <p>6. Determine author's perspective; distinguish between sound generalizations and oversimplifications or bias. (s) (ss)</p> <p>7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order, description and problem-solution. (s) (m) (ss)</p> <p>8. Navigates text that includes factual information with many unfamiliar names, events, and concepts. (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 7) Concept 3: Persuasive Text PO 1. Determine the author's specific purpose for writing the persuasive text. PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</p> <p>Strand 3: Comprehending Informational Text (Grade 7) Concept 2: Functional Text PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.</p> <p>Strand 3: Comprehending Informational Text (Grade 8) Concept 2: Functional Text PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p> <p>Strand 3: Comprehending Informational Text (Grade 7) Concept 3: Persuasive Text PO 1. Determine the author's specific purpose for writing the persuasive text. PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p> <p>Strand 3: Comprehending Informational Text (Grade 8) Concept 3: Persuasive Text PO 4. Identify specific instances of bias in persuasive text.</p> <p>Strand 3: Comprehending Informational Text (Grade 7) Concept 1: Expository Text PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.</p> <p>(no correlation)</p>
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<p>ELL IV</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>9. Interpret the components of various graphic sources of information such as legends, keys, scales, and captions. (s) (m) (ss)</p> <p>10. Translate a sentence written in context into an algebraic equation involving two operations. (m)</p> <p>11. Comprehend many grade-level mathematics word problems. (m)</p> <p>12. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 7)</p> <p>Concept 1: Expository Text</p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Advanced</p> <p>1. Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood and tone of the text. (ss)</p> <p>2. Compare and contrast character's key qualities, points of view, and themes across a variety of literary works from different cultures. (ss)</p> <p>3. Describe meaning and characteristics of various forms of poetry (e.g., epic, lyric, sonnet, free verse) and fiction (novel, short story, essay).</p>	<p>Strand 2: Comprehending Literary Text (Grade 8)</p> <p>Concept 1: Elements of Literature</p> <p>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p>PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p> <p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p> <p>PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</p> <p>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p> <p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p>

<p style="text-align: center;">ELL IV</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <ol style="list-style-type: none"> 4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence. (s) (m) (ss) 5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question. (s) (m) (ss) 6. Evaluate the adequacy and effectiveness of the supporting facts and details, including identifying instances of propaganda and bias. (s) (ss) 7. Compare and contrast the organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order, description and problem/solution to aid comprehension. (s) (m) (ss) 8. Navigates text that includes a wealth of factual information replete with unfamiliar names, events, and concepts. (ss) 9. Interpret a wide variety of graphic sources of information, including political cartoons and other types of illustrations. (s) (m) (ss) 	<p>Strand 3: Comprehending Informational Text (Grade 8) Concept 1: Expository Text PO 10. Make relevant inferences about expository text, supported by text evidence.</p> <p>Strand 3: Comprehending Informational Text (Grade 8) Concept 2: Functional Text PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p> <p>Strand 3: Comprehending Informational Text (Grade 8) Concept 3: Persuasive Text PO 2. Evaluate the effectiveness of the facts used to support an author’s argument regarding a particular idea, subject, concept, or object. PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses. PO 4. Identify specific instances of bias in persuasive text.</p> <p>Strand 3: Comprehending Informational Text (Grade 8) Concept 1: Expository Text PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.</p> <p>(no correlation)</p> <p>Strand 3: Comprehending Informational Text (Grade 8) Concept 1: Expository Text PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (<u>Connected to Research Strand in Writing</u>)</p>
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<p style="text-align: center;">ELL IV</p> <p>Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <p>10. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa. (m)</p> <p>11. Comprehend most grade-level mathematics word problems. (m)</p> <p>12. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
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ELL V

Performance Conditions: Students at this stage of proficiency are able to read and draw meaning from a wide range of authentic texts, in all styles and forms, including literature and technical text in other content areas. Students read to learn and read for pleasure. Language in text can be linguistically complex, but with clear underlying structures. Inference is often required to comprehend the text. Examples of text are expository and persuasive essays, policy and problem-solution papers, research papers, novels, plays, and poetry.

Vocabulary	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Sometimes apply knowledge of common Greek and Latin roots and affixes (e.g., <i>anti, bene, auto, populous, astro, theo,</i>) to understand content area vocabulary. (s) (m) (ss) 2. Sometimes distinguish between the denotative and connotative meanings of grade-level words. 3. Sometimes determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss) 4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech and antonyms and synonyms. (s) (m) (ss) 5. Interpret the intended meaning of one or two grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition and example. (s) (m) (ss) 6. Know the meaning of one or two multiple-meaning grade-level words that have a different meaning in mathematics (e.g., factor, plane, function). (m) 	<p>Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary</p> <p>PO 1. Determine the effect of affixes or root words.</p> <p>Strand 1: Reading Process (Grade 9) Concept 4: Vocabulary</p> <p><i>Progression to PO 3. Distinguish between the denotative and connotative meanings of words.</i></p> <p>Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>PO 2. Use context to determine the relevant meaning of a word.</p> <p>(no correlation)</p>

<p>ELL V</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> Often apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary (e.g., <i>equation, congruence, recursive, complementary, symbiotic, hypothesis, lithosphere, renaissance, anarchy, suffrage</i>). (s) (m) (ss) Often distinguish between the denotative and connotative meanings of grade-level words. Often determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss) Use multiple reference aids, (e.g., thesaurus, synonym/antonym finder, dictionary, software) to determine various word meanings, pronunciations, syllabication, parts of speech, antonyms and synonyms, and correct spellings of words. (s) (m) (ss) Interpret the intended meaning of one or two grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition and example. (s) (m) (ss) Know the meaning of one or two multiple- meaning grade-level words that have a different meaning in mathematics (e.g., factor, plane, function). (m) 	<p>Strand 1: Reading Process (Grade 8-9) Concept 4: Vocabulary</p> <p>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p> <p>Strand 1: Reading Process (Grade 9) Concept 4: Vocabulary</p> <p><i>Progression to PO 3. Distinguish between the denotative and connotative meanings of words.</i></p> <p>Strand 1: Reading Process (Grade 7) Concept 4: Vocabulary</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>(no correlation)</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> Consistently apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. (s) (m) (ss) Consistently define the denotative and connotative meanings of grade-level words. 	<p>Strand 1: Reading Process (Grade 9) Concept 4: Vocabulary</p> <p>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p> <p>PO 3. Distinguish between the denotative and connotative meanings of words.</p>

<p>ELL V</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Intermediate cont.</p> <ol style="list-style-type: none"> 3. Consistently determine the meaning of figurative language, including similes, metaphors, personification, and idioms and how the writer's word choice affects the meaning of the text. (ss) 4. Use general and specific dictionaries and other reference aids to determine the meanings, pronunciations, syllabication, synonyms, and antonyms, parts of speech, and correct spellings of words. (s) (m) (ss) 5. Interpret the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues, as well as text structures such as definition, example, restatement, comparison/contrast, and cause/effect. (s) (m) (ss) 6. Know the meaning of some multiple-meaning grade-level words that have a different meaning in mathematics. (m) 	<p>Strand 1: Reading Process (Grade 8)</p> <p>Concept 4: Vocabulary</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Consistently apply knowledge an expanded range of Greek and Latin roots and affixes to understand content area vocabulary. (s) (m) (ss) 2. Consistently define the denotative and connotative meanings of grade-level words. 3. Comprehend sufficient key content and descriptive vocabulary, idioms, and colloquial expressions in order to interpret many stories of general interest. (ss) 4. Use resources such as general and specialized dictionaries, thesauri, or glossaries (and CD-Rom and the Internet when available) to determine pronunciations, parts of speech, contextually appropriate synonyms and antonyms, replacement words and phrases, and correct spellings of words. (s) (m) (ss) 	<p>Strand 1: Reading Process (Grade 10)</p> <p>Concept 4: Vocabulary</p> <p>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p> <p>Strand 1: Reading Process (Grade 9)</p> <p>Concept 4: Vocabulary</p> <p>PO 3. Distinguish between the denotative and connotative meanings of words.</p> <p>Strand 1: Reading Process (Grade 10)</p> <p>Concept 4: Vocabulary</p> <p>PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).</p> <p>Strand 1: Reading Process (Grade 9-10)</p> <p>Concept 4: Vocabulary</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>

<p>ELL V</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Early Advanced</p> <p>5. Infer the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues as well as text structures such as definition, example, restatement, comparison/contrast, and cause/effect. (s) (m) (ss)</p> <p>6. Know the meaning of many multiple-meaning grade-level words that have a different meaning in mathematics. (m)</p>	<p>Strand 1: Reading Process (Grade 9) Concept 4: Vocabulary PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p> <p>Strand 1: Reading Process (Grade 10) Concept 4: Vocabulary PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect). PO 3. Determine how the meaning of the text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages). (no correlation)</p>
	<p>Advanced</p> <p>1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon). (s) (m) (ss)</p> <p>2. Consistently define the denotative and connotative meanings of grade-level words.</p> <p>3. Interpret figurative language, idiomatic expressions, colloquialisms, culturally embedded verbal humor, and sarcasm in media and other reading presentations when delivered at a normal or rapid rate. (ss)</p> <p>4. Use multiple reference aids to determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words. (s) (m) (ss)</p>	<p>Strand 1: Reading Process (Grades 11- 12) Concept 4: Vocabulary PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p> <p>Strand 1: Reading Process (Grade 9) Concept 4: Vocabulary PO 3. Distinguish between the denotative and connotative meanings of words.</p> <p>Strand 1: Reading Process (Grade 10) Concept 4: Vocabulary PO 3. Determine how the meaning of the text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages). PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>

<p>ELL V</p> <p>Vocabulary</p> <p>(continued)</p>	<p>Advanced cont.</p> <p>5. Infer the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues, as well as text structures such as definition, example, restatement, comparison/contrast, and cause/effect. (s) (m) (ss)</p> <p>6. Know the meaning of most multiple-meaning grade-level words that have a different meaning in mathematics. (m)</p>	<p>Strand 1: Reading Process (Grades 11-12)</p> <p>Concept 4: Vocabulary</p> <p>PO 2. Identify the meaning of metaphors based on literary allusions and conceits.</p> <p>Strand 2: Comprehending Literary Text (Grade 12)</p> <p>Concept 1: Elements of Literature</p> <p>PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.</p> <p>(no correlation)</p>
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Comprehending Text	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Identify the theme (e.g., moral, lesson, meaning, message, view or comment on life) and point of view of a literary selection. (ss) 2. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations). (ss) 3. Describe the structural elements of poetry (e.g., stanza, verse, rhyme scheme, rhythm, line breaks). 4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss) 5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. (s) (m) 6. Distinguish fact from opinion in persuasive text by providing supporting evidence from text. (s) (ss) 	<p>Strand 2: Comprehending Literary Text (Grade 6) Concept 1: Elements of Literature</p> <p>PO 2. Identify the theme in works of prose, poetry, and drama.</p> <p>PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p> <p>PO 3. Describe the motivations of major and minor characters.</p> <p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 9. Draw valid conclusions about expository text, supported by text evidence.</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 2: Functional Text</p> <p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>PO 3. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p>

<p>ELL V</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order. (s) (m) (ss)</p> <p>8. Interpret many graphic sources of information such as charts, timelines, tables, maps, graphs, and diagrams. (s) (m) (ss)</p> <p>9. Translate a sentence written in context into an algebraic equation involving one operation. (m)</p> <p>10. Comprehend one to two grade-level mathematics word problems. (m)</p> <p>11. Comprehend one to two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p> <p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <p>1. Recognize and describe multiple themes in literary works from various cultures. (ss)</p> <p>2. Describe characters' motivations and how a character's traits influence a character's actions. (ss)</p> <p>3. Identify various characteristics of poetry, including alliteration, assonance, and figurative language.</p>	<p>Strand 2: Comprehending Literary Text (Grade 7) Concept 1: Elements of Literature</p> <p>PO 2. Recognize multiple themes in works of prose, poetry, and drama.</p> <p>Strand 2: Comprehending Literary Text (Grade 7) Concept 1: Elements of Literature</p> <p>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</p> <p>Strand 2: Comprehending Literary Text (Grade 7) Concept 1: Elements of Literature</p> <p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.</p>

<p>ELL V</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>8. Interpret components of various graphic sources of information such as legends, keys, scales, and captions. (s) (m) (ss)</p> <p>9. Translate a sentence written in context into an algebraic equation involving two operations. (m)</p> <p>10. Comprehend a few of grade-level mathematics word problems. (m)</p> <p>11. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 7)</p> <p>Concept 1: Expository Text</p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Intermediate</p> <p>1. Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood of the text. (ss)</p> <p>2. Compare and contrast characters' key qualities and points of view across a variety of literary works. (ss)</p> <p>3. Describe meaning and characteristics of various forms of poetry (e.g., epic, lyric, sonnet, free verse)</p>	<p>Strand 2: Comprehending Literary Text (Grade 8)</p> <p>Concept 1: Elements of Literature</p> <p>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p>PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p> <p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p> <p>PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</p> <p>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p> <p>PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).</p>

<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Intermediate cont.</p> <ol style="list-style-type: none"> 4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence. (s) (m) (ss) 5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question. (s) (m) (ss) 6. Evaluate the adequacy, effectiveness, and accuracy of the supporting facts and details, including identifying instances of author propaganda and bias. (s) (ss) 7. Compare and contrast the organizational structures of text, including cause/effect, chronological order, comparison/contrast, logical order, description and problem/solution. (s) (m) (ss) 8. Interpret a wide variety of graphic sources of information, including political cartoons and other types of illustrations. (s) (m) (ss) 	<p>Strand 3: Comprehending Informational Text (Grade 8)</p> <p>Concept 1: Expository Text</p> <p>PO 10. Make relevant inferences about expository text, supported by text evidence.</p> <p>Strand 3: Comprehending Informational Text (Grade 8)</p> <p>Concept 2: Functional Text</p> <p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p> <p>Strand 3: Comprehending Informational Text (Grade 8)</p> <p>Concept 3: Persuasive Text</p> <p>PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.</p> <p>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p> <p>PO 4. Identify specific instances of bias in persuasive text.</p> <p>Strand 3: Comprehending Informational Text (Grade 8)</p> <p>Concept 1: Expository Text</p> <p>PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.</p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (<u>Connected to Research Strand in Writing</u>)</p>
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<p>ELL V</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>9. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa. (m)</p> <p>10. Comprehend some grade-level mathematics word problems. (m)</p> <p>11. Comprehend some content area words, including grade-level math, science, and social studies vocabulary</p>	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <p>1. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice and author's use of point of view. (ss)</p>	<p>Strand 2: Comprehending Literary Text (Grade 9) Concept 1: Elements of Literature PO 1. Describe the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). <p>PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p> <p>Strand 2: Comprehending Literary Text (Grade 10) Concept 1: Elements of Literature PO 1. Analyze the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). <p>PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>

<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Early Advanced cont.</p> <ol style="list-style-type: none"> 2. Compare and contrast the motivations and reactions of characters across a variety of literary works that deal with similar themes. (ss) 3. Explain different elements of figurative language in poetry, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection. (ss) 4. Evaluate the ideas and elements of text and use inferences to integrate several pieces of information across paragraphs or sections of text. (s) (m) (ss) 5. Complete a multiple-step, unfamiliar process or procedural task that requires integration or synthesis of several pieces of information. (s) (m) (ss) 6. Trace the logical line of argumentation in support of a conclusion and identify an author's implicit and stated assumptions and perspectives about a subject, based upon evidence in the selection. (s) (ss) 7. Often apply knowledge of the following organizational structures of expository text to aid comprehension: cause/ effect, chronological order, comparison/ contrast; logical order, description, problem/solution, classification schemes, proposition and support, analogy, definition, and narratives. (s) (m) (ss) 	<p>Strand 2: Comprehending Literary Text (Grade 10) Concept 1: Elements of Literature</p> <p>PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p> <p>PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p> <p>Strand 3: Comprehending Informational Text (Grade 10) Concept 1: Expository Text</p> <p>PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p>Strand 3: Comprehending Informational Text (Grade 10) Concept 2: Functional Text</p> <p>PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.</p> <p>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.</p> <p>Strand 3: Comprehending Informational Text (Grade 12) Concept 1: Expository Text</p> <p>PO 5. Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.</p> <p>Strand 3: Comprehending Informational Text (Grade 9) Concept 1: Expository Text</p> <p>PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p>
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<p>ELL V</p> <p>Comprehending Text</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <p>8. Synthesize graphic sources of information or data from multiple sources (e.g., maps, illustrations, schematic diagrams) to solve problems or draw conclusions. (s) (m) (ss)</p> <p>9. Translate a word problem into an algebraic inequality and restate representations in words or sentences. (m)</p> <p>10. Comprehend many grade-level mathematics word problems. (m)</p> <p>11. Comprehend many couple of content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 10)</p> <p>Concept 1: Expository Text</p> <p>PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)</p> <p>PO 8. Support conclusions drawn from ideas and concepts in expository text.</p> <p>Strand 3: Comprehending Informational Text (Grade 10)</p> <p>Concept 2: Functional Text</p> <p>PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.</p> <p>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Advanced</p> <p>1. Relate literary works and authors from a variety of cultures to major themes and issues of their eras. (ss)</p>	<p>Strand 2: Comprehending Literary Text (Grade 11)</p> <p>Concept 2: Historical and Cultural Aspects of Literature</p> <p>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>PO 2. Relate literary works to the traditions, themes, and issues of their eras.</p> <p>Strand 2: Comprehending Literary Text (Grade 12)</p> <p>Concept 1: Elements of Literature</p> <p>PO 1. Evaluate the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),

<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <p>2. Analyze interactions between characters in texts with emphasis on how the plot is revealed. (ss)</p> <p>3. Analyze the author's use of figurative language in poetry and how an author's choice of words and imagery sets the tone. (ss)</p>	<ul style="list-style-type: none"> • setting (time of day or year, historical period, place, situation), and plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). • resolution). <p>PO 4. Compare (and contrast) literary text that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.</p> <p>Strand 2: Comprehending Literary Text (Grade 12) Concept 1: Elements of Literature</p> <p>PO 1. Evaluate the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). • resolution). <p>PO 4. Compare (and contrast) literary text that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.</p> <p>Strand 2: Comprehending Literary Text (Grade 10) Concept 1: Elements of Literature</p> <p>PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p> <p>PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.</p> <p>Strand 2: Comprehending Literary Text (Grade 12) Concept 1: Elements of Literature</p> <p>PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.</p> <p>PO 3. Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.</p> <p>PO 6. Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.</p>
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<p style="text-align: center;">ELL V</p> <p style="text-align: center;">Comprehending Text</p> <p style="text-align: center;">(continued)</p>	<p>Advanced cont.</p> <p>7. Consistently apply knowledge of the following organizational structures of expository text to aid comprehension: cause/ effect, chronological order, comparison/ contrast; logical order, description, problem/solution, classification schemes, proposition and support, analogy, definition, and narratives. (s) (m) (ss)</p> <p>8. Use a wide variety of graphic sources of information to support ideas, solve problems, or draw conclusions. (s) (m) (ss)</p> <p>9. Translate a sentence written in context into an algebraic equation involving multiple operations. (m)</p> <p>10. Comprehend most grade-level mathematics word problems. (m)</p> <p>11. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Strand 3: Comprehending Informational Text (Grade 10)</p> <p>Concept 1: Expository Text</p> <p>PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p> <p>Strand 3: Comprehending Informational Text (Grade 11)</p> <p>Concept 2: Functional Text</p> <p>PO 1. Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
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