

# ELP Standards Teachers' Guide

## Reading

### ELL I (Correlates to Kindergarten)

#### ELL I Print Concepts

***Standard: The student will demonstrate understanding of print concepts of the English language.***

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Demonstrate book handling skills.</b></p>	<p>Demonstrate <u>appropriate</u> book handling skills.</p>	<ul style="list-style-type: none"> <li>• Hold a book right side up.</li> <li>• Turn pages in the correct direction.</li> <li>• Identify front cover, back cover, and title page.</li> <li>• Recognize left to right and top to bottom directionality of English reading.</li> <li>• Start at the top left of a page and track words from left to right with return sweep.</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 1: Print Concepts</b></p> <p><b>PO 2.</b> Hold a book right side up and turn pages in the correct direction.  <b>PO 3.</b> 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><b>2. Recognize that print represents a spoken language and conveys meaning.</b></p>	<p>Recognize that print represents a spoken language and conveys meaning.</p>	<ul style="list-style-type: none"> <li>• Recognize his/her own name.</li> <li>• Recognize words such as <i>Exit</i> and <i>Danger</i> in signs.</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 1: Print Concepts</b></p> <p><b>PO 1.</b> 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><b>3. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.</b></p>	<p>Recognize that sentences in print are made up of separate words.</p> <p>Recognize that words are represented by specific sequences of letters.</p>	<ul style="list-style-type: none"> <li>• Read own name.</li> <li>• Recognize words such as <i>Exit</i> and <i>Danger</i> in signs.</li> <li>• Understand that sentences are made up of words.</li> <li>• Pick out a word in a sentence.</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 1: Print Concepts</b></p> <p><b>PO 7.</b> Recognize the concept of words by segmenting spoken sentences into individual words.</p>

## ELL I Phonemic Awareness and Decoding

**Standard: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Produce English graphemes.</b></p>	<p>Produce English graphemes that <u>correspond</u> to graphemes the student already hears and produces in his or her first language.</p> <p>Produce English graphemes that <u>correspond</u> to graphemes the student already hears and produces in his or her first language, including initial and final consonants.</p> <p>Produce English graphemes that <u>do not correspond</u> to graphemes the student already hears and produces in his or her first language, including long and short vowels.</p>		<p><b>Strand 1: Reading Process (Kindergarten)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 3.</b> Say letter sounds represented by the single-lettered consonants and vowels.</p>
<p><b>2. Identify and produce rhyming words.</b></p>	<p>Distinguish between spoken rhyming words and spoken non-rhyming words.</p> <p>Identify rhyming words in response to an oral prompt.</p> <p>Produce rhyming words in response to an oral prompt.</p>	<ul style="list-style-type: none"> <li>• Use an oral prompt to assist students.</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b> <b>Concept 2: Phonetic Awareness</b></p> <p><b>PO 2.</b> Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).</p>

<p><b>3. Identify the initial and final sounds (not letters) of a spoken word.</b></p>	<p>Identify the <u>initial</u> sounds (not letters) of a spoken word.</p> <p>Identify the <u>final</u> sounds (not letters) of a spoken word.</p>		<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 2: Phonetic Awareness</b></p> <p><b>PO 7.</b> Identify the initial and final sounds (not the letter) of a spoken word.</p>
<p><b>4. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes.</b></p>	<p>Move sequentially from sound to sound.</p> <p>Represent the number and order of two and three isolated <b>phonemes</b>.</p>		<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 2: Phonetic Awareness</b></p> <p><b>PO 8.</b> Segment one-syllable words into their 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><b>5. Orally produce groups of words that begin with the same initial sound.</b></p>	<p>Orally produce groups of words that begin with the same initial sound.</p>		<p><b>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</b></p> <p><b>PO 3.</b> Orally produce groups of words that begin with the same initial sound (alliteration).</p>
<p><b>6. Recognize and name upper and lower case letters of the alphabet.</b></p>	<p>Recognize and name <u>many</u> upper and lower case letters of the alphabet, including letters that are dissimilar.</p>	<ul style="list-style-type: none"> <li>• Use uppercase and lowercase letters that are similar such as <i>Ss, Pp, Cc</i>.</li> <li>• Use uppercase and lowercase letters that are dissimilar such as <i>D d</i>.</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 3: Phonics</b></p> <p><b>PO 1.</b> Identify letters of the alphabet (upper and lower case).</p>

## ELL I Vocabulary

**Standard: The student will acquire English language vocabulary and use it in relevant contexts.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Sort common objects into basic categories.</b></p>	<p>Sort <u>most</u> common items into basic categories.</p>	<ul style="list-style-type: none"> <li>• Have students sort items into basic categories such as:               <ul style="list-style-type: none"> <li>• <i>colors,</i></li> <li>• <i>food,</i></li> <li>• <i>animals,</i></li> <li>• <i>shapes.</i></li> </ul> </li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 4: Vocabulary</b></p> <p><b>PO 2.</b> Sort familiar words into basic categories (e.g., colors, shapes, foods).</p>
<p><b>2. Identify signs, symbols, and labels in the environment.</b></p>	<p>Identify <u>many</u> common signs, symbols, and labels in the environment.</p>	<ul style="list-style-type: none"> <li>• Have students identify traffic signs.</li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Kindergarten)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 2.</b> Identify signs, symbols, labels, and captions in the environment.</p>
<p><b>3. Comprehend with the aid of picture cues grade-level words.</b></p>	<p>Comprehend <u>one or two simple</u> grade-level words when heard or read aloud.</p>	<ul style="list-style-type: none"> <li>• Use picture cues.</li> <li>• Have students point, label, or name common grade level words, when heard or read aloud.</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 4: Vocabulary</b></p> <p><b>PO 1.</b> Determine what words mean from how they are used in a sentence, heard, or read.</p>

## ELL I Comprehending Text

**Standard: The student will analyze text for expression, enjoyment, and response to other related content areas.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Respond orally to stories read to him or her.</b></p>	<p>Answer factual comprehension questions.</p> <p>Use key words, short phrases, and some simple sentences.</p>	<ul style="list-style-type: none"> <li>• Dramatize stories.</li> <li>• Have students use physical actions such as:                             <ul style="list-style-type: none"> <li>• <i>pointing to an answer,</i></li> <li>• <i>matching objects,</i></li> <li>• <i>drawing pictures.</i></li> </ul> </li> <li>• Have students answer simple questions.</li> </ul>	<p><b>Strand 2: Comprehending Literary Text (Kindergarten)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 2.</b> Identify elements of a story, including characters, setting, and key events.</p>
<p><b>2. Identify basic sequences of events in stories.</b></p>	<p>Identify basic sequences of events in stories read aloud.</p>	<ul style="list-style-type: none"> <li>• Have students arrange a series of familiar pictures in sequence.</li> <li>• Have students use key words and physical actions.</li> </ul>	<p>no correlation</p>
<p><b>3. Follow written directions for classroom activities that are accompanied by pictures cues.</b></p>	<p>Follow <u>short two-to three-step</u> written directions for <u>classroom activities</u> accompanied by picture cues.</p> <p>Follow <u>short two-to three-step</u> written directions for <u>science</u> lab investigations accompanied by picture cues.</p> <p>Follow <u>short two-to three-step</u> written directions to solve <u>math</u> problems accompanied by picture cues.</p>	<ul style="list-style-type: none"> <li>• Use picture cues.</li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Kindergarten)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 1.</b> Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</p>

<p><b>4. Participate in choral reading.</b></p>	<p><u>Consistently</u> act out the meaning of choral reading selections.</p> <p><u>Sometimes</u> verbally state the words of predictably patterned selections of fiction and poetry that are read aloud.</p>		<p><b>Strand 2: Comprehending Literary Text (Kindergarten)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 1.</b> Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p>
<p><b>5. Restate information from expository text read aloud by the teacher.</b></p>	<p>Restate information from expository text read aloud by the teacher.</p> <p>Use key words, short phrases, and <u>some</u> simple sentences, with teacher support.</p>	<ul style="list-style-type: none"> <li>• Read aloud text to students.</li> <li>• Provide support if necessary.</li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Kindergarten)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 2.</b> Restate facts from listening to expository text.</p> <p><b>PO 3.</b> Respond appropriately to questions based on facts in expository text, heard or read.</p>
<p><b>6. Make predictions about content based on book title and illustrations.</b></p>	<p>Make predictions about content based on book title and illustrations.</p>		<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 6: Comprehension Strategies</b></p> <p><b>PO 1.</b> Make predictions based on title, cover, illustrations, and text.</p>

# ELP Standards Teachers' Guide

## Reading

### ELL II (Correlates to Grades 1-2)

#### ELL II Print Concepts

***Standard: The student will demonstrate understanding of print concepts of the English language.***

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Demonstrate book handling skills.</b></p>	<p>Demonstrate <u>appropriate</u> book handling skills.</p>	<ul style="list-style-type: none"> <li>• Hold a book right side up.</li> <li>• Turn pages in the correct direction.</li> <li>• Identify front cover, back cover, and title page.</li> <li>• Recognize left to right and top to bottom directionality of English reading.</li> <li>• Start at the top left of a page and track words from left to right with return sweep.</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 1: Print Concepts</b></p> <p><b>PO 2.</b> Hold a book right side up and turn pages in the correct direction.  <b>PO 3.</b> 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><b>2. Demonstrate the one-to-one correlation between a spoken word and a printed word.</b></p>	<p>Read simple sentences.</p>	<ul style="list-style-type: none"> <li>• Read own name.</li> <li>• Recognize words such as <i>Exit</i> and <i>Danger</i> in signs.</li> <li>• Understand that sentences are made up of words.</li> <li>• Pick out a word in a sentence.</li> </ul>	<p><b>PO 1.</b> Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).  <b>PO 7.</b> Recognize the concept of words by segmenting spoken sentences into individual words.  <b>PO 8.</b> Demonstrate the one-to-one correlation between a spoken word and a printed word.</p>

<p><b>3. Identify letters, words, and sentences.</b></p>	<p>Identify letters, words, and sentences.</p>		<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 1: Print Concepts</b></p> <p><b>PO 5.</b> Distinguish between printed letters and words.  <b>PO 6.</b> Recognize that spoken words are represented in written language by specific sequences of letters.  <b>PO 7.</b> Recognize the concept of words by segmenting spoken sentences into individual words.</p>
<p><b>4. Recognize the distinguishing features of a sentence.</b></p>	<p>Recognize a sentence by examining its features, such as capitalization and ending punctuation.</p>		<p><b>Strand 1: Reading Process (Grade 1)</b>  <b>Concept 1: Print Concepts</b></p> <p><b>PO 3.</b> Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p>
<p><b>5. Identify organizational features of a book.</b></p>	<p>Identify the title, author, and table of contents of a book.</p>		<p><b>Strand 1: Reading Process (Grade 1)</b>  <b>Concept 1: Print Concepts</b></p> <p><b>PO 4.</b> Identify the title, author, and table of contents of a book.</p> <p><b>Strand 3: Comprehending Informational Text (Grade 2)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 3.</b> Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.</p>
<p><b>6. Alphabetize a series of words.</b></p>	<p>Alphabetize a series of words to the <u>first</u> letter.</p>		<p><b>Strand 1: Reading Process (Grade 1)</b>  <b>Concept 1: Print Concepts</b></p> <p><b>PO 1.</b> Alphabetize a series of words to the first letter.</p>



## ELL II Phonemic Awareness and Decoding

**Standard: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Produce English graphemes.</b></p>	<p>Produce English graphemes that <u>do not correspond</u> to graphemes the student already hears and produces in his or her first language, including long and short vowels.</p> <p>Produce English graphemes represented by <u>all</u> the single-lettered consonants and vowels.</p>		<p><b>Strand 1: Reading Process (Kindergarten)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 3.</b> Say letter sounds represented by the single-lettered consonants and vowels.</p>
<p><b>2. Generate sounds from letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.</b></p>	<p>Generate sounds from <u>some</u> letters and letter patterns, including consonant blends and short-vowel patterns (phonograms).</p> <p>Combine those sounds into recognizable words.</p>		<p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 6.</b> 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><b>3. Distinguish initial, medial, and final sounds in single-syllable words.</b></p>	<p>Distinguish initial sounds in single-syllable words.</p> <p>Distinguish medial sounds in single-syllable words.</p> <p>Distinguish final sounds in</p>	<ul style="list-style-type: none"> <li>• Have students distinguish <u>initial</u> sounds such as (<u>s/a/t</u>).</li> <li>• Have students distinguish <u>medial</u> sounds such as (<u>s/a/t</u>).</li> <li>• Have students distinguish <u>final</u> sounds such as (<u>s/a/t</u>).</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 4.</b> Distinguish between initial, medial, and final sounds in single-syllable words.</p>

	single-syllable words.		
<b>4. Move sequentially from sound to sound and represent the number, order, and similarity or difference of isolated phonemes.</b>	<p>Move sequentially from sound to sound.</p> <p>Represent the number, order, and similarity or difference of <u>two</u> and <u>three</u> isolated phonemes.</p>	<ul style="list-style-type: none"> <li>• Use manipulatives to mark phonemes</li> <li>• Have students identify <u>similarities</u> between isolated phonemes.</li> <li>• Have students identify <u>differences</u> between isolated phonemes.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 8.</b> 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>
<b>5. Orally blend English phonemes (letter sounds) into recognizable words.</b>	<p>Blend English phonemes to form single syllable words.</p> <p>Blend English short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables.</p> <p>Blend <u>two to four</u> phonemes orally into recognizable words.</p>	<ul style="list-style-type: none"> <li>• Have students blend English phonemes to form single syllable words such as /m/a/n/ <i>makes man</i>.</li> <li>• Have students blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllable such as <i>an, man</i>.</li> <li>• Have students blend two to four phonemes into recognizable words such as /c/a/t= <i>cat</i>; /fl/a/t= <i>flat</i>.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 6.</b> 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><b>PO 7.</b> Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = <i>find</i>; /fl/a/t/ = <i>flat</i>).</p>

<p><b>6. Pronounce English graphemes.</b></p>	<p>Pronounce <u>many</u> English graphemes <u>with general accuracy</u> while reading aloud.</p>	<ul style="list-style-type: none"> <li>• Have students pronounce graphemes corresponding to sounds <u>that relate to their letter names</u> such as /m/, /n/, /p.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1)</b>  <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 6.</b> 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><b>Strand 1: Reading Process (Grade 2)</b>  <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 2.</b> Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).  <b>PO 3.</b> 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><b>7. Recognize and name upper and lower case letters of the alphabet.</b></p>	<p>Identify <u>all</u> letters of the alphabet (upper and lower case).</p>	<ul style="list-style-type: none"> <li>• Have students practice letter recognition using upper and lower case letters that are <u>similar</u> (<i>Pp, Ss, Cc</i>).</li> <li>• Have students practice letter recognition using upper and lower case letters that are <u>dissimilar</u> (<i>Dd, Aa, Ee</i>).</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 3: Phonics</b></p> <p><b>PO 1.</b> Identify letters of the alphabet (upper and lower case).</p>

<p><b>8. Recognize the new spoken word when a specified phoneme is added, changed, or removed.</b></p>	<p>Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p>	<ul style="list-style-type: none"> <li>• Example: change <i>hat</i> to <i>cat</i>, <i>pan</i> to <i>an</i>.</li> </ul>	<p><b>Strand 1: Reading Process (Kindergarten)</b>  <b>Concept 3: Phonics</b></p> <p><b>PO 2.</b> Recognize that a new word is created when a specific letter is changed, added, or removed.</p>
<p><b>9. Generate a series of rhyming words.</b></p>	<p>Identify rhyming words in response to an oral prompt, including consonant blends.</p> <p>Produce rhyming words in response to an oral prompt, including consonant blends.</p>		<p><b>Strand 1: Reading Process (Grade 1)</b>  <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 1.</b> Generate a series of rhyming words, including consonant blends.</p>
<p><b>10. Comprehend that as letters of words change, so do the sounds.</b></p>	<p>Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p>Comprehend that as letters of words change, so do the sounds.</p>		<p><b>Strand 1: Reading Process (Grade 1)</b>  <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 3.</b> 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><b>11. Segment spoken phonemes into individual phoneme sounds.</b></p>	<p>Segment spoken phonemes contained in <u>one-syllable words of two to five phonemes</u> into individual phoneme sounds.</p> <p>Segment spoken phonemes contained in <u>two-syllable words</u> into individual phoneme sounds.</p>	<ul style="list-style-type: none"> <li>• Have students segment grade appropriate one-syllable words into their phonemes, using manipulatives to mark each phoneme such as “dog” makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme.</li> <li>• Have students segment grade appropriate two-syllable words into their phonemes such as “tiger” makes /t/.../i/.../g/.../er/.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 8.</b> 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><b>Strand 1: Reading Process (Grade 2)</b> <b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 3.</b> 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><b>12. Recognize inflectional forms of words.</b></p>	<p>Recognize inflectional forms of words.</p> <p>Recognize irregular plurals.</p>	<ul style="list-style-type: none"> <li>• Have students use their knowledge of inflectional endings such as -s, -ed, -ing, to identify base words (e.g., look, looks, looked, looking).</li> <li>• Use the DSI irregular nouns list for grade-appropriate irregular noun plurals.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 2.</b> Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p> <p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 1.</b> Recognize base words and their inflections (e.g., look, looks, looked, looking).</p> <p><b>Strand 1: Reading Process (Grade 2)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 3.</b> Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p>

<p><b>13. Identify the words that comprise compound words and their meaning.</b></p>	<p><u>Often</u> identify the words that comprise compound words and their meaning.</p>		<p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 3.</b> Use knowledge of base words to identify compound words.</p> <p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 4.</b> Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).</p> <p><b>Strand 1: Reading Process (Grade 2)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 7.</b> Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>
<p><b>14. Read common regular contractions.</b></p>	<p>Read <u>most</u> common regular contractions.</p>		<p><b>Strand 1: Reading Process (Grade 2)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 7.</b> Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p><b>Strand 1: Reading Process (Grade 2)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 6.</b> Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).</p>

<p><b>15. Read common abbreviations.</b></p>	<p><u>Often</u> read common abbreviations.</p>		<p><b>Strand 1: Reading Process (Grade 2)</b>  <b>Concept 3: Phonics</b></p> <p><b>PO 5.</b> Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p> <p><b>Strand 1: Reading Process (Grade 2)</b>  <b>Concept 4: Vocabulary</b></p> <p><b>PO 5.</b> Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p>
<p><b>16. Use knowledge of word order (syntax) and context to confirm decoding.</b></p>	<p><u>Often</u> use knowledge of word order (syntax) and context to confirm decoding.</p>		<p><b>Strand 1: Reading Process (Grade 1)</b>  <b>Concept 3: Phonics</b></p> <p><b>PO 7.</b> Use knowledge of word order (syntax) and context to confirm decoding.</p>

## ELL II Vocabulary

**Standard: The student will acquire English language vocabulary and use it in relevant contexts.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Recognize common high frequency sight words.</b></p>	<p>Recognize <u>many</u> (26 to 50) common high frequency sight words.</p>		<p><b>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</b></p> <p><b>PO6.</b> Recognize high frequency words and irregular sight words.</p>
<p><b>2. Comprehend with the aid of picture cues content-area words.</b></p>	<p>Comprehend with the aid of picture cues <u>many simple</u> content-area grade-level words.</p> <p>Comprehend with the aid of picture cues <u>a few more complex</u> content-area grade-level words</p>	<ul style="list-style-type: none"> <li>• Use picture cues.</li> <li>• Have student point, label, or name common grade level words when read aloud.</li> <li>• Examples of simple content-area words are: <i>sphere, cube, perimeter, body parts, and mountain.</i></li> <li>• Examples of more complex content-area words are: <i>symmetry, equivalent, adaptation, continent, revolution, volcano, centimeter, pioneer, government.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</b></p> <p><b>PO 7.</b> Use knowledge of word order (syntax) and context to confirm decoding.</p>
<p><b>3. Determine the meaning of compound words.</b></p>	<p><u>Sometimes</u> determine the meaning of compound words by using knowledge of the two words that make up a compound word.</p>	<ul style="list-style-type: none"> <li>• Have students determine the meaning of compound words by using their knowledge of the individual words that form the compound words.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</b></p> <p><b>PO 3.</b> Use knowledge of base words to identify compound words.</p> <p><b>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</b></p> <p><b>PO 7.</b> Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>



<p><b>4. Recognize the meaning of common prefixes and suffixes when attached to known vocabulary.</b></p>	<p>Recognize the meaning of <u>a</u> few common prefixes and suffixes when attached to known vocabulary.</p>	<ul style="list-style-type: none"> <li>Prefix examples: <i>un-</i>, <i>re-</i>, <i>dis-</i>.</li> <li>Suffix examples: <i>-ful</i>, <i>-ly</i>, <i>-less</i>.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 2)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 1.</b> Identify simple prefixes (e.g., <i>un-</i>, <i>re-</i>) to determine the meaning of words.</p> <p><b>PO 2.</b> Use knowledge of simple prefixes (e.g., <i>un-</i>, <i>re-</i>) to determine the meaning of words.</p> <p><b>PO 3.</b> Identify simple suffixes (e.g., <i>-ful</i>, <i>-ly</i>) to determine the meaning of words.</p> <p><b>PO 4.</b> Use knowledge of simple suffixes (e.g., <i>-ful</i>, <i>-ly</i>) to determine the meaning of words.</p>
<p><b>5. Understand key words that signal grade-specific mathematical operations.</b></p>	<p>Understand <u>some</u> key words that signal grade-specific mathematical operations.</p>	<ul style="list-style-type: none"> <li>Introduce simple math vocabulary such as <i>plus</i>, <i>add to</i>, <i>sum</i>, <i>combine</i>, <i>decrease</i>, <i>minus</i>, <i>gives</i>.</li> <li>Introduce more complex math vocabulary such as <i>total of</i>, <i>increase by</i>, <i>fewer than</i>, <i>more than</i>, <i>less than</i>.</li> </ul>	<p>no correlation</p>
<p><b>6. Use picture dictionary to find the meanings of known vocabulary.</b></p>	<p>Use picture dictionary to find the meanings of known vocabulary.</p>	<ul style="list-style-type: none"> <li>Use word walls with pictures to find the meaning of known vocabulary.</li> <li>Use personal dictionaries with pictures to find the meaning of known vocabulary.</li> </ul>	<p>no correlation</p>
<p><b>7. Know what homophones are.</b></p>	<p>Know what homophones are.</p>	<ul style="list-style-type: none"> <li>Use examples of homophones such as <i>here</i>, <i>hear</i>, <i>to</i>, <i>too</i>, <i>two</i>; <i>hole</i>, <i>whole</i>.</li> </ul>	<p>no correlation</p>
<p><b>8. Know what idiomatic expressions are.</b></p>	<p>Know what idiomatic expressions are.</p>	<ul style="list-style-type: none"> <li>Use examples of idiomatic expressions such as <i>last straw</i>, <i>cold feet</i>, <i>in hot water</i>.</li> </ul>	<p>no correlation</p>

## ELL II Fluency

***Standard: The student will read with fluency and accuracy.***

<b>Language Skills</b> The student is able to:	<b>Performance Objectives</b> The student is able to:	<b>Themes, Topics, and Teaching Strategies</b>	<b>Correlating Academic Language Arts Content Objectives</b>
<p><b>1. Read aloud grade-level text with fluency.</b></p>	<p><u>Sometimes</u> read aloud familiar grade-level text with fluency.</p> <p><u>Sometimes</u> read aloud grade-level text with at least 90 percent accuracy.</p>	<ul style="list-style-type: none"> <li>• Have students read aloud short, easy, familiar passages with accuracy.</li> <li>• Have students read aloud familiar grade-level text with accuracy and expression.</li> <li>• Have students read aloud familiar grade-level text with appropriate phrasing and attention to punctuation.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1)</b> <b>Concept 5: Fluency</b></p> <p><b>PO 1.</b> Consistently read grade-level text with at least 90 percent accuracy. <b>PO 2.</b> Read aloud with fluency in a manner that sounds like natural speech.</p> <p><b>Strand 1: Reading Process (Grade 2)</b> <b>Concept 5: Fluency</b></p> <p><b>PO 1.</b> Consistently read grade-level text with at least 90 percent accuracy. <b>PO 2.</b> Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p>

## ELL II Comprehending Text

**Standard: The student will analyze text for expression, enjoyment, and response to other related content areas.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Retell a simple story, placing events in sequence and including details about the events, characters, and setting.</b></p>	<p>Retell a simple story, placing events in sequence.</p> <p>Include details about the events, characters, and setting.</p>		<p><b>Strand 2: Comprehending Literary Text (Grade 1)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 3.</b> Sequence a series of events in a literary selection, heard or read.</p>
<p><b>2. Respond to stories by answering questions.</b></p>	<p>Answer questions about cause and effect (in stories).</p> <p>Answer questions about other relationships (in stories).</p>		<p><b>Strand 2: Comprehending Literary Text (Grade 2)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 4.</b> Identify cause and effect of specific events in a literary selection.</p>
<p><b>3. Predict what might happen next in a reading selection.</b></p>	<p>Predict what might happen next in a reading selection.</p>	<ul style="list-style-type: none"> <li>• Have students make predictions about the content of a reading selection based on the book title and illustrations.</li> <li>• Have students make predictions about the content based on the text of the reading selection.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 1)</b>  <b>Concept 6: Comprehension Strategies</b></p> <p><b>PO 1.</b> Predict what might happen next in a reading selection.</p>
<p><b>4. Compare a prediction about an action or event to what actually occurs in the reading selection.</b></p>	<p>Compare a prediction about an action or event to what actually occurs in the reading selection.</p>		<p><b>Strand 1: Reading Process (Grade 2)</b>  <b>Concept 6: Comprehension Strategies</b></p> <p><b>PO2.</b> Compare a prediction about an action or event to what actually occurred within a text.</p>

<p><b>5. Identify rhyme, rhythm, and repetition in poetry.</b></p>	<p>Identify rhyming pairs in poetry.</p> <p>Identify rhyme, rhythm, and repetition in poetry.</p>	<ul style="list-style-type: none"> <li>• Have students participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud.</li> <li>• Have students participate in the reading of poetry by clapping and chanting to rhythms and rhymes.</li> </ul>	<p><b>Strand 2: Comprehending Literary Text (Grade 1)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 5.</b> Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.</p> <p><b>Strand 2: Comprehending Literary Text (Grade 2)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 6.</b> Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</p>
<p><b>6. Respond to basic comprehension questions about expository text read independently.</b></p>	<p>Respond to basic comprehension questions about expository text read <u>independently</u>.</p> <p>Use key words, short phrases, and simple sentences.</p>	<ul style="list-style-type: none"> <li>• Have students restate information from expository text read aloud, with teacher support.</li> <li>• Have students answer basic comprehension questions about expository text read aloud.</li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 1)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 2.</b> Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p>
<p><b>7. Identify the main idea of expository or functional text read independently.</b></p>	<p>Identify the main idea of expository text or functional text read <u>independently</u>.</p> <p>Use key words, short phrases, and simple sentences.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 1)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 1.</b> Identify the topic of expository text, heard or read.</p>

<p><b>8. Indicate the meaning of common signs, graphics, and symbols.</b></p>	<p>Indicate the meaning of common signs, graphics, and symbols.</p>	<ul style="list-style-type: none"> <li>Use common signs, graphics, and symbols such as <i>traffic, safety, warning signs, computer icons, map features, mathematical symbols, simple charts, and graphs.</i></li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 1)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 3.</b> State the meaning of specific signs (e.g., traffic, safety, warning signs).</p> <p><b>Strand 3: Comprehending Informational Text (Grade 2)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 3.</b> State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts, and graphs).</p>
<p><b>9. Comprehend simple mathematics word problems.</b></p>	<p><u>Sometimes</u> demonstrate comprehension of <u>some</u> simple mathematics word problems.</p>	<ul style="list-style-type: none"> <li>Have students identify specific details, such as <i>numbers, letters, a few key words, and short expressions</i> of mathematical text read to them.</li> </ul>	<p>no correlation</p>
<p><b>10. Follow written directions for classroom activities.</b></p>	<p>Follow <u>up to five-step</u> written directions for <u>classroom activities</u> using a few picture cues to assist.</p> <p>Follow <u>up to five-step</u> written directions for lab investigations in <u>science</u> using a few picture cues to assist.</p> <p>Follow <u>up to five-step</u> written directions for solving a <u>math</u> problem using a few picture cues to assist.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 1)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 1.</b> Follow a set of written multi-step directions with picture cues to assist.</p> <p><b>Strand 3: Comprehending Informational Text (Grade 2)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 1.</b> Follow a set of written multi-step directions.</p>

<p><b>11. Comprehend content area words.</b></p>	<p>Comprehend <u>most</u> content area words.</p> <p>Comprehend <u>most</u> grade-level <u>math</u> vocabulary.</p> <p>Comprehend <u>most</u> grade-level <u>science</u> vocabulary.</p> <p>Comprehend <u>most</u> grade-level <u>social studies</u> vocabulary.</p>		<p>no correlation</p>
<p><b>12. Extract information from graphic organizers to comprehend text.</b></p>	<p>Demonstrate the ability to extract information from graphic organizers to comprehend text.</p>	<ul style="list-style-type: none"> <li>• Have students use various graphic organizers such as <i>webs</i>, <i>Venn diagrams</i>, and <i>flow charts</i>.</li> </ul>	<p>no correlation</p>

# ELP Standards Teachers' Guide

## Reading

### ELL III (Correlates to Grades 3-5)

#### ELL III Print Concepts

*Standard: The student will demonstrate understanding of print concepts of the English language.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Identify organizational features of a book.</b></p>	<p>Identify <u>many</u> organizational features of a book such as:</p> <ul style="list-style-type: none"> <li>• title,</li> <li>• author,</li> <li>• table of contents,</li> <li>• chapter titles, and</li> <li>• glossary.</li> </ul>		<p><b>Strand 3: Informational Text (Grade 3)</b> <b>Concept 1: Expository Text</b></p> <p><b>PO 3.</b> 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><b>2. Locate specific information by using organizational features of text.</b></p>	<p>Locate specific information by using organizational features of text such as:</p> <ul style="list-style-type: none"> <li>• title,</li> <li>• table of contents,</li> <li>• headings,</li> <li>• captions,</li> <li>• bold print,</li> <li>• italics,</li> <li>• key words,</li> <li>• glossary,</li> <li>• indices.</li> </ul>		<p><b>Strand 3: Informational Text (Grade 4)</b> <b>Concept 1: Expository Text</b></p> <p><b>PO 4.</b> 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><b>3. Alphabetize a series of words.</b></p>	<p>Alphabetize a series of words to the <u>second</u> letter.</p> <p>Alphabetize a series of words to the <u>third</u> letter.</p>		<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 1: Print Concepts</b></p> <p><b>PO 1.</b> Alphabetize a series of words to the third letter.</p>
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## ELL III Phonemic Awareness and Decoding

***Standard: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.***

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Recognize common English morphemes in phrases and sentences.</b></p>	<p>Recognize <u>most</u> common English morphemes in phrases and <u>simple</u> sentences.</p>	<ul style="list-style-type: none"> <li>• Have students decode and correctly pronounce English phonemes while reading aloud.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 1.</b> Read multi-syllabic words fluently, using letter-sound knowledge. <b>PO 2.</b> 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><b>2. Generate sounds from letters and letter patterns, and blend those sounds into recognizable words.</b></p>	<p>Generate sounds from <u>all</u> letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms).</p> <p>Blend those sounds into recognizable words.</p>		<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 1.</b> Read multi-syllabic words fluently, using letter-sound knowledge.</p>

<p><b>3. Pronounce English graphemes when reading multi-syllabic words aloud.</b></p>	<p>Pronounce English graphemes <u>with general accuracy</u> when reading multi-syllabic words aloud.</p>		<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 1.</b> Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p><b>PO 3.</b> Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> <li>• that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable)</li> <li>• with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)</li> <li>• that require changing the final y to i (e.g., baby/babies)</li> <li>• that end in –tion, -sion, (e.g., election, vision)</li> <li>• with complex word families (e.g., ight, -ought); and</li> <li>• that include common prefixes, suffixes and root words.</li> </ul>
<p><b>4. Apply knowledge of basic syllabication rules when decoding.</b></p>	<p>Apply knowledge of basic syllabication rules when decoding <u>four- or five-syllable written words</u>.</p>	<ul style="list-style-type: none"> <li>• Have students orally segment two or three syllable words such as <i>sup/per</i>, or <i>family</i> into syllables.</li> <li>• Have students count the number of sounds in the syllables and the number of syllables in the words.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 2.</b> 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><b>5. Read words from word families.</b></p>	<p>Read words from <u>common</u> word families.</p> <p>Read words from <u>complex</u> word families.</p>	<ul style="list-style-type: none"> <li>• Have students read inflectional forms of words including irregular plural such as <i>wife/wives</i>.</li> <li>• Use common word families such as <i>-ite, -ate., -ab, -ail, -ake, -an</i>.</li> <li>• Use complex word families such as <i>-ought, -ight</i>.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 3.</b> Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> <li>• that drop the final e and add endings such as: <i>-ing, -ed, or -able</i> (e.g., <i>use/using/used/usable</i>)</li> <li>• with final consonants that need to be doubled when adding an ending (e.g., <i>hop/hopping</i>)</li> <li>• that require changing the final y to i (e.g., <i>baby/babies</i>)</li> <li>• that end in <i>-tion, -sion</i>, (e.g., <i>election, vision</i>)</li> <li>• with complex word families (e.g., <i>ight, -ought</i>); and</li> <li>• that include common prefixes, suffixes and root words.</li> </ul>
<p><b>6. Identify the words that comprise compound words and their meaning.</b></p>	<p><u>Consistently</u> identify the words that comprise compound words and their meaning.</p>		<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 5.</b> Determine the meaning of compound words, using knowledge of individual words (e.g., <i>lunchtime, daydream, everyday</i>).</p>
<p><b>7. Read common abbreviations.</b></p>	<p><u>Consistently</u> read common abbreviations.</p>		<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 4.</b> Read common abbreviations (e.g., <i>Wed., Sept.</i>) fluently.</p> <p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 3.</b> Recognize words represented by common abbreviations (e.g., <i>Mr. Ave., Oct.</i>).</p>

<b>8. Use knowledge of word order (syntax) and context to confirm decoding.</b>	<u>Consistently</u> use knowledge of word order and context to confirm decoding.		<b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 3: Phonics</b> <b>PO 6.</b> Use knowledge of word order (syntax) and context to confirm decoding.
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## ELL III Vocabulary

**Standard: The student will acquire English language vocabulary and use it in relevant contexts.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Use knowledge of root words and affixes to determine the meaning of words.</b></p>	<p>Use knowledge of root words and affixes to determine the meaning of <u>many unknown</u> grade-level words.</p>	<ul style="list-style-type: none"> <li>• Have students practice recognizing the meaning of many common prefixes and suffixes.</li> <li>• By recognizing the meaning of common affixes, have students use their knowledge of affixes to determine the meaning of unfamiliar words such as <i>wonderful, washable, pre-game, misbehavior, radius, diameter, revolution, circumference, prehistoric, legislative, ecosystem, judicial, quadrilateral polygon, parallel, isosceles, confederation, phenomena, civilization, equilateral, perpendicular, scalene.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</b></p> <p><b>PO 1.</b> Use knowledge of prefixes (e.g., un-, re-, in-, dis-) to determine the meaning of words.  <b>PO 2.</b> Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.  <b>PO 3.</b> Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).  <b>PO 4.</b> Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).</p> <p><b>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</b></p> <p><b>PO 1.</b> Use knowledge of root words and affixes to determine the meaning of unknown words.</p>
<p><b>2. Determine the intended meaning of grade-level words with multiple meanings using word, sentence, and paragraph clues.</b></p>	<p>Determine the intended meaning of <u>many</u> grade-level words with multiple meanings using word, sentence, and paragraph clues.</p>	<ul style="list-style-type: none"> <li>• Have students use their knowledge of word order and context to confirm the meaning of words such as <i>present</i> meaning <i>gift</i>, or <i>time</i>.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</b></p> <p><b>PO 2.</b> Use context to determine the relevant meaning of a word.</p> <p><b>Strand 1: Reading Process (Grade 5) Concept 4: Vocabulary</b></p> <p><b>PO 2.</b> 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><b>3. Recognize the meaning of grade-appropriate antonyms and synonyms.</b></p>	<p><u>Sometimes</u> recognize the meaning of grade-appropriate antonyms and synonyms in stories or games.</p>	<ul style="list-style-type: none"> <li>• Start by having students use picture cues to assist them in determining the meaning of antonyms and synonyms.</li> <li>• Have students recognize the meaning of grade-appropriate antonyms such as <i>beginning/end</i> and <i>start/finish</i> and grade-appropriate synonyms such as (<i>end/finish</i> and <i>start/begin</i>) in stories or games.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 6.</b> Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p><b>Strand 1: Reading Process (Grade 4)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 6.</b> Identify antonyms, synonyms, and homonyms for given words within text.</p>
<p><b>4. Use a standard dictionary.</b></p>	<p>Use standard dictionary to determine <u>meanings</u> of <u>some</u> unknown words.</p> <p>Use standard dictionary to determine the <u>pronunciations</u> of <u>some</u> unknown words.</p> <p>Comprehend what <u>kinds of information</u> a dictionary contains.</p>	<ul style="list-style-type: none"> <li>• Have students practice using a picture dictionary to locate the meaning of words.</li> <li>• Have students use a standard dictionary to find multiple meanings of words.</li> <li>• Have students use a standard dictionary to find definitions of idioms.</li> <li>• Have students locate and identify the various kinds of information that a dictionary contains.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 7.</b> 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><b>Strand 1: Reading Process (Grade 4)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 5.</b> 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><b>5. Develop a sight word vocabulary.</b></p>	<p>Recognize <u>51 to 75</u> common regular and irregular sight words.</p> <p>Develop a basic sight word vocabulary of <u>76 to 100</u> words.</p>	<ul style="list-style-type: none"> <li>• Examples of sight words: <i>the, have, said, of.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 3: Phonics</b></p> <p><b>PO 5.</b> Recognize high frequency words and irregular sight words.</p>

<p><b>6. Recognize the difference between figurative and literal language.</b></p>	<p>Recognize the difference between figurative and literal language.</p>	<ul style="list-style-type: none"> <li>Examples of figurative language: <i>(break the ice, bury the hatchet.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 4)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 3.</b> Determine the difference between figurative language and literal language.</p>
<p><b>7. Recognize analogies and similes in literature and texts in content areas.</b></p>	<p>Recognize <u>simple</u> analogies and similes in literature and texts in content areas.</p>		<p><b>Strand 1: Reading Process (Grade 4)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 4.</b> Identify figurative language, including similes, personification, and idioms.</p>
<p><b>8. Demonstrate understanding of grade-appropriate idiomatic expressions.</b></p>	<p>Demonstrate understanding of grade-appropriate idiomatic expressions by <u>responding</u> to such expressions appropriately.</p> <p>Demonstrate understanding of grade-appropriate idiomatic expressions by <u>using</u> such expressions appropriately.</p>	<ul style="list-style-type: none"> <li>Have students practice defining idioms such as <i>on its last legs, touch and go.</i></li> <li>Have students practice responding appropriately to idioms such as <i>give me a hand, scared silly, piece of cake.</i></li> <li>Have students practice using idioms appropriately.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 4)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 3.</b> Determine the difference between figurative language and literal language. <b>PO 4.</b> Identify figurative language, including similes, personification, and idioms.</p>
<p><b>9. Know the correct usage of problematic homophones.</b></p>	<p>Understand what homophones are.</p> <p>Demonstrate the correct usage of <u>many</u> problematic homophones.</p>	<ul style="list-style-type: none"> <li>Examples of homophones: <i>here, hear; to, too, two; hole, whole, here, hear; bear, bare, there, their, they're; your, you're.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 6.</b> Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p><b>Strand 1: Reading Process (Grade 4)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 6.</b> Identify antonyms, synonyms, and homonyms for given words within text.</p>

<p><b>10. Understand words that signal grade-specific mathematical operations.</b></p>	<p>Understand <u>most</u> words that signal grade-specific mathematical operations.</p>	<ul style="list-style-type: none"> <li>Examples of math vocabulary: <i>plus, add, sum, combine, decrease, minus, gives, total of, increase by, fewer than, more than, less than, difference between, increase, subtract, product, times, yields, divide, multiply, double, triple, per, ratio.</i></li> </ul>	<p>no correlation</p>
<p><b>11. Know the meaning of multiple-meaning words that have a different meaning in mathematics.</b></p>	<p>Know the meaning of <u>a few</u> multiple-meaning words that have a different meaning in mathematics.</p>	<ul style="list-style-type: none"> <li>Examples: <i>acute, obtuse.</i></li> </ul>	<p>no correlation</p>



## ELL III Fluency

***Standard: The student will read with fluency and accuracy.***

<b>Language Skills</b> The student is able to:	<b>Performance Objectives</b> The student is able to:	<b>Themes, Topics, and Teaching Strategies</b>	<b>Correlating Academic Language Arts Content Objectives</b>
<p><b>1. Read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners.</b></p>	<p>Read aloud familiar grade-level text with expression.</p> <p>Read aloud familiar grade-level text with appropriate phrasing and attention to punctuation.</p> <p><u>Often</u> read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners.</p>	<ul style="list-style-type: none"> <li>• Have students read aloud many familiar passages.</li> <li>• Have students read aloud familiar grade-level text.</li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 5: Fluency</b></p> <p><b>PO 2.</b> Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p> <p><b>Strand 1: Reading Process (Grade 4)</b> <b>Concept 5: Fluency</b></p> <p><b>PO 1.</b> Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>
<p><b>2. Read grade level text.</b></p>	<p><u>Often</u> read grade level text with at least 90 percent accuracy.</p>		<p><b>Strand 1: Reading Process (Grade 3)</b> <b>Concept 5: Fluency</b></p> <p><b>PO 1.</b> Consistently read grade-level text with at least 90 percent accuracy.</p>

## ELL III Comprehending Text

**Standard: The student will analyze text for expression, enjoyment, and response to other related content areas.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Identify story elements in a literary selection.</b></p>	<p>Identify the <u>basic</u> sequence of events.</p> <p>Make relevant predictions.</p> <p>Describe character traits (e.g. <i>honest, courageous</i>).</p> <p>Describe the setting, plot, and narrator of a story.</p> <p>Identify the components and main problem of a plot and its resolution.</p> <p>Identify <u>basic</u> story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme.</p>		<p><b>Strand 2: Comprehending Literary Text (Grade 3)</b> <b>Concept 1: Elements of Literature</b></p> <p><b>PO 4.</b> Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.</p> <p><b>Strand 2: Comprehending Literary Text (Grade 4)</b> <b>Concept 1: Elements of Literature</b></p> <p><b>PO 1.</b> Identify the main problem or conflict of a plot. <b>PO 2.</b> Identify the resolution of a problem or conflict in a plot. <b>PO 3.</b> Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends). <b>PO 4.</b> Distinguish between major characters and minor characters. <b>PO 5.</b> Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). <b>PO 6.</b> Identify the speaker or narrator in a literary selection. <b>PO 7.</b> Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation). <b>PO 8.</b> Compare (and contrast) the characters, events, and setting in a literary selection.</p>

<p><b>2. Identify structural elements of poetry.</b></p>	<p>Identify rhyme, rhythm, and repetition in poetry.</p> <p>Identify sensory images in poetry.</p> <p>Identify <u>many</u> structural elements of poetry including verse and meter.</p>		<p><b>Strand 2: Comprehending Literary Text (Grade 3)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 6.</b> Identify rhyme, rhythm, repetition, and sensory images in poetry.</p> <p><b>Strand 2: Comprehending Literary Text (Grade 4)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 9.</b> Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</p>
<p><b>3. Identify the purpose, main ideas, key words, and important details in text that requires inference.</b></p>	<p>Respond to basic comprehension questions about expository text.</p> <p>Identify the main idea of expository or functional text.</p> <p>Identify the main ideas, key words, and important details in short expository text on a familiar topic.</p> <p>Identify the purpose, main ideas, key words, and important details in text that requires <u>some level of</u> inference.</p>	<ul style="list-style-type: none"> <li>• Have students use phrases and simple sentences to respond to basic comprehension questions.</li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 3)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 1.</b> Identify the main idea and supporting details in expository text.</p> <p><b>Strand 3: Comprehending Informational Text (Grade 4)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 1.</b> Identify the main idea and supporting details in expository text.  <b>PO 3.</b> Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p>

<p><b>4. Locate information from graphic features.</b></p>	<p>Locate various facts in response to questions about basic, short text.</p> <p><u>Often</u> locate specific information from graphic features or functional text.</p>	<ul style="list-style-type: none"> <li>• Examples of graphic features: <i>charts, maps, diagrams, illustrations, tables, timelines.</i></li> <li>• Examples of functional text: <i>maps, schedules, pamphlets.</i></li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 3)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 3.</b> 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. <u>(Connected to Research Strand in Writing)</u></p> <p><b>Strand 3: Comprehending Informational Text (Grade 4)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 6.</b> 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><b>5. Interpret information from functional documents.</b></p>	<p>Indicate the meaning of common signs, graphics, and symbols.</p> <p>Interpret information from <u>a broader range of</u> functional documents.</p>	<ul style="list-style-type: none"> <li>• Examples of common signs, graphics, and symbols: <i>computer icons, map features, mathematical symbols, simple charts, graphs.</i></li> <li>• Examples of functional text: <i>maps, schedules, pamphlets, instructions, forms.</i></li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 3)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 4.</b> Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.</p> <p><b>Strand 3: Comprehending Informational Text (Grade 4)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 2.</b> Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>

<p><b>6. Identify cause and effect relationships in text.</b></p>	<p>Respond to stories by answering questions about cause and effect and other relationships between events.</p> <p>Distinguish cause from effect in expository text.</p> <p>Identify <u>stated or implied</u> cause and effect relationships in text.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 4)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 7.</b> Distinguish cause and effect.</p> <p><b>Strand 3: Comprehending Informational Text (Grade 5)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 7.</b> Identify cause and effect relationships (stated and implied).</p>
<p><b>7. Follow written multiple-step instructions to perform routine procedures or answer questions.</b></p>	<p>Follow <u>a set of</u> written multiple-step instructions to perform routine procedures.</p> <p>Follow <u>a set of</u> written multiple-step instructions to answer questions.</p> <p>Follow <u>a set of</u> written multiple-step instructions including directions for lab investigations in <u>science</u>.</p> <p>Follow <u>a set of</u> written multiple-step instructions including <u>math</u> instructions for problem solving.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 3)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 1.</b> Follow a set of written multi-step directions.</p> <p><b>Strand 3: Comprehending Informational Text (Grade 4)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 2.</b> Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>

<p><b>8. Identify persuasive strategies in text intended to influence readers' opinions and actions.</b></p>	<p>Distinguish fact from opinion in persuasive text.</p> <p>Identify persuasive <u>words</u> in text intended to influence readers' opinions and actions.</p> <p>Identify persuasive <u>strategies</u> in text intended to influence readers' opinions and actions.</p>	<ul style="list-style-type: none"> <li>Examples of persuasive texts: <i>ads, product labels.</i></li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 3)</b>  <b>Concept 3: Persuasive Text</b></p> <p><b>PO 1.</b> Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).</p> <p><b>Strand 3: Comprehending Informational Text (Grade 4)</b>  <b>Concept 3: Persuasive Text</b></p> <p><b>PO 2.</b> Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.</p>
<p><b>9. Access and locate information through table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, and headings.</b></p>	<p>Use graphic organizers in order to <u>clarify</u> the meaning of text.</p> <p>Use graphic organizers to <u>organize</u> information in text.</p> <p>Access and locate information through table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, and headings.</p>	<ul style="list-style-type: none"> <li>Examples of graphic organizers: <i>webs, Venn diagrams, flow charts, Herringbone Pattern, concept mapping.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 3)</b>  <b>Concept 6: Comprehension Strategies</b></p> <p><b>PO 5.</b> Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.</p> <p><b>Strand 3: Comprehending Informational Text (Grade 3)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 3.</b> 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. <u>(Connected to Research Strand in Writing)</u></p> <p><b>Strand 3: Comprehending Informational Text (Grade 4)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 4.</b> 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><b>10. Comprehend grade-level mathematics word problems.</b></p>	<p>Comprehend <u>many</u> grade-level mathematics word problems.</p>		<p>no correlation</p>
<p><b>11. Comprehend content area words.</b></p>	<p>Comprehend <u>many</u> content area words.</p> <p>Comprehend <u>many</u> content area words including <u>grade-level math</u> vocabulary.</p> <p>Comprehend <u>many</u> content area words including <u>grade-level science</u> vocabulary.</p> <p>Comprehend <u>many</u> content area words including <u>grade-level social studies</u> vocabulary.</p>		<p>no correlation</p>
<p><b>12. Restate mathematical symbolic representations into words or sentences.</b></p>	<p><u>Often</u> restate mathematical symbolic representations into words or sentences.</p>		<p>no correlation</p>

# ELP Standards Teachers' Guide

## Reading

### ELL IV (Correlates to Grades 6-8)

#### ELL IV Vocabulary

**Standard: The student will acquire English language vocabulary and use it in relevant contexts.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</b></p>	<p>Determine the effect of affixes on root words.</p> <p><u>Sometimes</u> apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</p>	<ul style="list-style-type: none"> <li>Examples of affixes: <i>anti, bene, auto, populous, astro, theo.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 6)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 1.</b> Determine the effect of affixes on root words.</p>
<p><b>2. Distinguish between the denotative and connotative meanings of grade-level words.</b></p>	<p>Know the difference between the denotative and connotative meanings of grade-level words.</p> <p><u>Sometimes</u> distinguish between the denotative and connotative meanings of grade-level words.</p>		<p><b>Strand 1: Reading Process (Grade 6)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 3.</b> Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>
<p><b>3. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms.</b></p>	<p>Recognize simple analogies and similes in literature and texts in content areas.</p> <p><u>Sometimes</u> determine the meaning of figurative language, including similes, metaphors, personification, and idioms</p>	<ul style="list-style-type: none"> <li>Example of a simile: <i>fly like a bird.</i></li> <li>Example of a metaphor: <i>The doctor inspected the injury with an eagle eye.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 6)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 4.</b> Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p>



<p><b>4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms.</b></p>	<p>Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms.</p>	<ul style="list-style-type: none"> <li>• Have students use standard dictionary to determine meanings and pronunciations of <u>unknown</u> words.</li> <li>• Examples of unknown words: <i>words with multiple meanings, idioms</i>).</li> </ul>	<p><b>Strand 1: Reading Process (Grade 6)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 5.</b> 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><b>5. Interpret the intended meaning of grade-level words with multiple meanings.</b></p>	<p>Interpret the intended meaning of <u>many</u> grade-level words with multiple meanings <u>using word, sentence, and paragraph clues</u>.</p> <p>Interpret the intended meaning of <u>many</u> grade-level words with multiple meanings <u>using text structures</u> such as <u>definition, and example</u>.</p>		<p><b>Strand 1: Reading Process (Grade 6)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 2.</b> Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). <b>PO 3.</b> Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast)., example, restatement, or contrast).</p>
<p><b>6. Know the meaning of multiple-meaning grade-level words that have a different meaning in mathematics.</b></p>	<p>Know the meaning of <u>some</u> multiple-meaning grade-level words that have a different meaning in mathematics.</p>	<ul style="list-style-type: none"> <li>• Examples: <i>acute, obtuse, table, variable, similarity, factor, plane, function</i>.</li> </ul>	<p>no correlation</p>

<p><b>7. Recognize words that signal the following text organizational structures:</b></p> <ul style="list-style-type: none"> <li>• <b>cause and effect</b></li> <li>• <b>chronological sequences</b></li> <li>• <b>comparison and contrast</b></li> <li>• <b>description</b></li> <li>• <b>problem and solution</b></li> </ul>	<p><u>Sometimes</u> recognize words that signal the following text organizational structures:</p> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• chronological sequences</li> <li>• comparison and contrast</li> <li>• description</li> <li>• problem and solution</li> </ul>	<ul style="list-style-type: none"> <li>• Example of words signaling cause and effect: <i>because, if...then, for this reason, consequently, due to, accordingly.</i></li> <li>• Example of words signaling chronological sequence: <i>first, after, following, during, when, then.</i></li> <li>• Example of words signaling comparison and contrast: <i>but, however, similar to, in common, on the other hand, less than.</i></li> <li>• Example of words signaling description: <i>as in, such as, appears to be, above, under.</i></li> <li>• Example of words signaling problem and solution: <i>one answer, a resolution, therefore, in order to.</i></li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 6)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 8.</b> 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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## ELL IV Comprehending Text

**Standard: The student will analyze text for expression, enjoyment, and response to other related content areas.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Identify the theme and point of view of a literary selection.</b></p>	<p>Follow the sequence of narration in text.</p> <p>Describe the plot and its components, and the setting of a literary selection.</p> <p>Identify the theme and point of view of a literary selection.</p>	<ul style="list-style-type: none"> <li>• Examples of text: <i>popular newspaper, magazine articles, and popular easy fiction.</i></li> <li>• Examples of themes in a literacy selection: <i>moral, lesson, meaning, message, view or comment on life.</i></li> </ul>	<p><b>Strand 2: Comprehending Literary Text (Grade 6)</b> <b>Concept 1: Elements of Literature</b></p> <p><b>PO 2.</b> Identify the theme in works of prose, poetry, and drama.</p> <p><b>PO 4.</b> Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p>
<p><b>2. Describe a character's traits using textual evidence.</b></p>	<p>Identify major and minor characters in literary works.</p> <p>Distinguish between major and minor characters and identify qualities of key characters.</p> <p>Describe a character's traits using textual evidence.</p>	<ul style="list-style-type: none"> <li>• Examples of textual evidence: <i>dialogue, actions, narrations.</i></li> </ul>	<p><b>Strand 2: Comprehending Literary Text (Grade 6)</b> <b>Concept 1: Elements of Literature</b></p> <p><b>PO 3.</b> Describe the motivations of major and minor characters.</p>
<p><b>3. Describe the structural elements of poetry.</b></p>	<p>Identify the structural elements of poetry.</p> <p>Describe the structural elements of poetry.</p>	<ul style="list-style-type: none"> <li>• Examples of structural elements of poetry: <i>imagery, rhyme, verse, rhythm, meter, stanza, scheme, line breaks.</i></li> </ul>	<p><b>Strand 2: Comprehending Literary Text (Grade 6)</b> <b>Concept 1: Elements of Literature</b></p> <p><b>PO 7.</b> 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><b>4. Draw valid conclusions about the purpose and main ideas of text and the author’s position regarding the subject of that text.</b></p>	<p>Identify the purpose, main ideas, key words, and important details in text that requires <u>some level of inference</u>.</p> <p>Draw valid conclusions about the purpose and main ideas of text and the author’s position regarding the subject of that text.</p>	<ul style="list-style-type: none"> <li>• Have students identify the main ideas, key words, and important details in short expository text on a familiar topic.</li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 6)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 9.</b> Draw valid conclusions about expository text, supported by text evidence.</p>
<p><b>5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</b></p>	<p>Follow <u>a set of</u> written multiple-step instructions to perform routine and less routine procedures.</p> <p>Follow <u>a set of</u> written multiple-step instructions including directions for lab investigations in <u>science</u>.</p> <p>Follow <u>a set of</u> written multiple-step instructions including <u>math</u> instructions for problem solving.</p> <p>Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 6)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 1.</b> Use information from text and text features to determine the sequence of activities needed to carry out a procedure.  <b>PO 3.</b> Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</p>

<p><b>6. Distinguish fact from opinion in persuasive text by providing supporting evidence from text.</b></p>	<p>Identify persuasive words in text intended to influence readers' opinions and actions.</p> <p>Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions.</p> <p>Distinguish fact from opinion in persuasive text by providing supporting evidence from text.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 6)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 3.</b> Distinguish fact from opinion in expository text, providing supporting evidence from text.</p>
<p><b>7. Access and locate specific information from informational and functional text.</b></p>	<p>Access and locate specific information from informational and functional text by using organizational structures of text, including:</p> <ul style="list-style-type: none"> <li>• table of contents,</li> <li>• indexes,</li> <li>• glossaries,</li> <li>• titles,</li> <li>• diagrams,</li> <li>• graphics,</li> <li>• appendixes,</li> <li>• headings,</li> <li>• captions,</li> <li>• key words,</li> <li>• cause and effect,</li> <li>• chronological order,</li> <li>• comparison and contrast,</li> <li>• and logical order.</li> </ul>		<p><b>Strand 3: Comprehending Informational Text (Grade 6)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 8.</b> Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p>
<p><b>8. Navigate text that includes factual information with unfamiliar names and events.</b></p>	<p>Navigate text that includes factual information with <u>many</u> unfamiliar names and events.</p>		<p>no correlation</p>

<p><b>9. Interpret graphic sources of information.</b></p>	<p>Interpret <u>many</u> graphic sources of information.</p>	<ul style="list-style-type: none"> <li>• Examples of graphic sources: <i>charts, timelines, tables, maps, graphs, and diagrams.</i></li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 6)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 7.</b> Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.  <u>(Connected to Research Strand in Writing)</u></p>
<p><b>10. Translate a sentence written in context into an algebraic equation.</b></p>	<p>Translate a sentence written in context into an algebraic equation involving <u>one</u> operation.</p>	<ul style="list-style-type: none"> <li>• Have students practice translating a written phrase into a simple mathematical <i>statement</i>.</li> <li>• Have students practice translating a written phrase into a simple mathematical <i>expression</i>.</li> </ul>	<p>no correlation</p>
<p><b>11. Comprehend grade-level mathematics word problems.</b></p>	<p>Comprehend <u>some</u> grade-level mathematics word problems.</p>		<p>no correlation</p>
<p><b>12. Comprehend content area words.</b></p>	<p>Comprehend <u>some</u> content area words.</p> <p>Comprehend <u>some</u> grade-level math vocabulary.</p> <p>Comprehend <u>some</u> grade-level science vocabulary.</p> <p>Comprehend <u>some</u> grade-level social studies vocabulary.</p>		<p>no correlation</p>

# ELP Standards Teachers' Guide

## Reading

### ELL V (Correlates to Grades 9-12)

#### ELL V Vocabulary

***Standard: The student will acquire English language vocabulary and use it in relevant contexts.***

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>1. Apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</b></p>	<p><u>Consistently</u> apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</p>	<ul style="list-style-type: none"> <li>Examples of affixes: <i>anti, bene, auto, populous, astro, theo, equation, congruence, recursive, complementary, symbiotic, hypothesis, lithosphere, renaissance, anarchy, suffrage.</i></li> </ul>	<p><b>Strand 1: Reading Process (Grade 9)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 1.</b> Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p>
<p><b>2. Define the denotative and connotative meanings of grade-level words.</b></p>	<p>Distinguish between the denotative and connotative meanings of grade-level words.</p> <p><u>Consistently</u> define the denotative and connotative meanings of grade-level words.</p>		<p><b>Strand 1: Reading Process (Grade 9)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 3.</b> Distinguish between the denotative and connotative meanings of words.</p>
<p><b>3. Determine the meaning of figurative language and how the writer's word choice affects the meaning of the text.</b></p>	<p><u>Consistently</u> determine the meaning of figurative language, including similes, metaphors, personification, and idioms.</p> <p>Determine how the writer's word choice affects the meaning of the text.</p>		<p><b>Strand 1: Reading Process (Grade 8)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 4.</b> Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p>

<p><b>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.</b></p>	<p>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.</p>		<p><b>Strand 1: Reading Process (Grade 9)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 5.</b> 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><b>5. Interpret the intended meaning of grade-level words with multiple meanings.</b></p>	<p>Interpret the intended meaning of <u>some</u> grade-level words with multiple meanings using word, sentence, and paragraph clues.</p> <p>Interpret the intended meaning of <u>some</u> grade-level words with multiple meanings using text structures such as definition, example, restatement, comparison/contrast, and cause/effect.</p>		<p><b>Strand 1: Reading Process (Grade 8)</b> <b>Concept 4: Vocabulary</b></p> <p><b>PO 2.</b> Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). <b>PO 3.</b> Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>
<p><b>6. Know the meaning of multiple-meaning grade-level words that have a different meaning in mathematics.</b></p>	<p>Know the meaning of <u>some</u> multiple-meaning grade-level words that have a different meaning in mathematics.</p>	<ul style="list-style-type: none"> <li>• Examples: <i>factor, plane, function.</i></li> </ul>	<p>no correlation</p>



## ELL V Comprehending Text

**Standard: The student will analyze text for expression, enjoyment, and response to other related content areas.**

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
<p><b>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.</b></p>	<p>Identify the theme (e.g., <i>moral, lesson, meaning, message, view or comment on life</i>) and point of view of a literary selection.</p> <p>Recognize and describe <u>multiple</u> themes in literary works from various cultures.</p> <p>Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood of the text.</p>		<p><b>Strand 2: Comprehending Literary Text (Grade 8)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 1.</b> Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p><b>PO 5.</b> Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p> <p><b>PO 6.</b> Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p>
<p><b>2. Compare and contrast characters' key qualities and points of view across a variety of literary works.</b></p>	<p>Describe a character's <u>traits</u> using textual evidence (e.g., <i>dialogue, actions, narrations</i>).</p> <p>Describe characters' <u>motivations</u> and how a character's traits influence a character's actions.</p> <p>Compare and contrast characters' key qualities and points of view across a variety of literary works.</p>		<p><b>Strand 2: Comprehending Literary Text (Grade 8)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 2.</b> Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p><b>PO 3.</b> Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</p> <p><b>PO 4.</b> Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p>

<p><b>3. Describe the meaning and characteristics of various forms of poetry.</b></p>	<p>Describe the <u>structural elements</u> of poetry.</p> <p>Identify various <u>characteristics</u> of poetry, including alliteration, assonance, and figurative language.</p> <p>Describe the meaning and characteristics of <u>various forms</u> of poetry.</p>	<ul style="list-style-type: none"> <li>• Examples of structural elements: <i>stanza, verse, rhyme scheme, rhythm, line breaks.</i></li> <li>• Examples of various forms of poetry: <i>epic, lyric, sonnet, free verse.</i></li> </ul>	<p><b>Strand 2: Comprehending Literary Text (Grade 8)</b>  <b>Concept 1: Elements of Literature</b></p> <p><b>PO 7.</b> 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><b>4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence.</b></p>	<p>Draw valid conclusions about the purpose and main ideas of text and the author’s position regarding the subject of that text.</p> <p>Summarize the essential elements of text in logically connected sentences, including the organization of text and logical links between and among paragraphs.</p> <p>Make relevant inferences by synthesizing concepts about expository text, supported by text evidence.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 8)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 10.</b> Make relevant inferences about expository text, supported by text evidence.</p>

<p><b>5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question.</b></p>	<p>Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>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.</p> <p>Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 8)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 1.</b> Use information from text and text features to determine the sequence of activities needed to carry out a procedure.  <b>PO 3.</b> 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><b>6. Evaluate the adequacy, effectiveness, and accuracy of the supporting facts and details, including identifying instances of author propaganda and bias.</b></p>	<p>Distinguish fact from opinion in persuasive text by providing supporting evidence from text.</p> <p>Determine author’s perspective; distinguish between sound generalizations and oversimplifications or bias.</p> <p>Evaluate the adequacy, effectiveness, and accuracy of the supporting facts and details, including identifying instances of author propaganda and bias.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 8)</b>  <b>Concept 2: Functional Text</b></p> <p><b>PO 4.</b> Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p> <p><b>Strand 3: Comprehending Informational Text (Grade 8)</b>  <b>Concept 3: Persuasive Text</b></p> <p><b>PO 2.</b> Evaluate the effectiveness of the facts used to support an author’s argument regarding a particular idea, subject, concept, or object.  <b>PO 3.</b> Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.  <b>PO 4.</b> Identify specific instances of bias in persuasive text.</p>

<p><b>7. Compare and contrast the organizational structures of text.</b></p>	<p>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.</p> <p>Compare and contrast the organizational structures of text, including cause/effect, chronological order, comparison/contrast, logical order, description, and problem/solution.</p>		<p><b>Strand 3: Comprehending Informational Text (Grade 8)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 9.</b> 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><b>8. Interpret a variety of graphic sources of information.</b></p>	<p>Interpret <u>components</u> of various graphic sources of information such as legends, keys, scales, and captions.</p> <p>Interpret <u>a wide variety</u> of graphic sources of information including political cartoons and other types of illustrations.</p>	<ul style="list-style-type: none"> <li>• Examples of graphic sources of information: <i>charts, timelines, tables, maps, graphs, and diagrams.</i></li> </ul>	<p><b>Strand 3: Comprehending Informational Text (Grade 8)</b>  <b>Concept 1: Expository Text</b></p> <p><b>PO 8.</b> Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.  <u>(Connected to Research Strand in Writing)</u></p>

<p><b>9. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa.</b></p>	<p>Translate a sentence written in context into an algebraic equation involving <u>one</u> operation.</p> <p>Translate a sentence written in context into an algebraic equation involving <u>two</u> operations.</p> <p>Translate a written sentence or phrase into an algebraic equation or expression, and vice versa.</p>		<p>no correlation</p>
<p><b>10. Comprehend grade-level mathematics word problems.</b></p>	<p>Comprehend <u>some</u> grade-level mathematics word problems.</p>		<p>no correlation</p>
<p><b>11. Comprehend content area words.</b></p>	<p>Comprehend <u>some</u> content area words.</p> <p>Comprehend <u>some</u> grade-level math vocabulary.</p> <p>Comprehend <u>some</u> grade-level science vocabulary.</p> <p>Comprehend <u>some</u> grade-level social studies vocabulary.</p>		<p>no correlation</p>