



**English Language Arts  
English Language  
Development  
Standards Correlation Matrix**

**AWARD Reading Grade 2**

Award Reading		
Listening and Speaking		
Comprehension		
Grade 2		
Beginning ELD level	ELA SubStrand	
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases	<b>Comprehension</b>	Opportunities exist daily for practice during Independent and Small Group Learning, Vocabulary, Oral Language, Phonics, After the Reading, Link to Curriculum Content, Celebrate Literacy; and answering instructional questions.
Answer simple questions with one-to two-word responses.	<b>Comprehension</b>	<p>Week 1; Day 3: Shared Learning, Comprehension, Orange Level, p. 75</p> <p>Week 1; Day 4: Shared Learning, Comprehension, Orange Level, p. 79</p> <p>Week 1; Session 1: Guided Learning, After the Reading, Orange Level, p. 86</p> <p>Week 1; Session 3: Guided Learning, After the Reading, Orange Level, p. 90</p> <p>Week 2; Day 3: Shared Learning, Comprehension, Orange Level, p. 107</p> <p>Week 2; Day 4: Shared Learning, Comprehension, Orange Level, p. 111</p> <p>Week 2; Session 1: Guided Learning, After the Reading, Orange Level, p. 119</p> <p>Week 2; Session 3: Guided Learning, After the Reading, Orange Level, p. 122</p> <p>Week 3; Day 3: Shared Learning, Comprehension, Orange Level, p. 139</p> <p>Week 3; Day 4: Shared Learning, Comprehension, Orange Level, p. 143</p> <p>Week 3; Session 1: Guided Learning, After the Reading, Orange Level, p. 150</p> <p>Week 3; Session 3: Guided Learning, After the Reading, Orange Level, p. 154</p> <p>Week 4; Day 3: Shared Learning, Comprehension, Orange Level, p. 169</p> <p>Week 4; Day 4: Shared Learning, Comprehension, Orange Level, p. 173</p> <p>Week 5; Day 3: Shared Learning, Comprehension, Orange Level, p. 193</p> <p>Week 5; Day 4: Shared Learning, Comprehension, Orange Level, p. 197</p> <p>Week 5; Session 1: Guided Learning, After the Reading, Orange Level, p. 204</p> <p>Week 5; Session 3: Guided Learning, After the Reading, Orange Level, p. 208</p> <p>Week 6; Day 3: Shared Learning, Comprehension, Orange Level, p. 225</p> <p>Week 6; Day 4: Shared Learning, Comprehension, Orange Level, p. 229</p> <p>Week 6; Session 1: Guided Learning, After the Reading, Orange Level, p. 236</p>

		<p>Week 6; Session 3: Guided Learning, After the Reading, Orange Level, p. 240</p> <p>Week 7; Day 3: Shared Learning, Comprehension, Orange Level, p. 255</p> <p>Week 7; Day 4: Shared Learning, Comprehension, Orange Level, p. 259</p> <p>Week 8; Day 3: Shared Learning, Comprehension, Orange Level, p. 279</p> <p>Week 8; Day 4: Shared Learning, Comprehension, Orange Level, p. 283</p> <p>Week 8; Session 1: Guided Learning, After the Reading, Orange Level, p. 290</p> <p>Week 8; Session 3: Guided Learning, After the Reading, Orange Level, p. 294</p> <p>Week 9; Day 3: Shared Learning, Comprehension, Orange Level, p. 311</p> <p>Week 9; Day 4: Shared Learning, Comprehension, Orange Level, p. 315</p> <p>Week 9; Session 3: Guided Learning, After the Reading, Orange Level, p. 326</p> <p>Week 10; Day 3: Shared Learning, Comprehension, Orange Level, p. 341</p> <p>Week 10; Day 4: Shared Learning, Comprehension, Orange Level, p. 345</p> <p>Week 11; Day 3: Shared Learning, Comprehension, Orange Level, p. 365</p> <p>Week 11; Day 4: Shared Learning, Comprehension, Orange Level, p. 369</p> <p>Week 11; Session 1: Guided Learning, After the Reading, Orange Level, p. 376</p> <p>Week 11; Session 3: Guided Learning, After the Reading, Orange Level, p. 380</p> <p>Week 12; Day 3: Shared Learning, Comprehension, Orange Level, p. 397</p> <p>Week 12; Day 4: Shared Learning, Comprehension, Orange Level, p. 401</p> <p>Week 12; Session 1: Guided Learning, After the Reading, Orange Level, p. 408</p> <p>Week 12; Session 3: Guided Learning, After the Reading, Orange Level, p. 412</p>
Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<b>Comprehension</b>	Daily opportunities exist daily during Independent and Small Group Learning using the CD-ROM, Computer, Letters and Words, Visual Literacy, and Writing.
Independently use common social greetings and simple repetitive phrases (e.g., “Thank you,” “You’re welcome”).	<b>Comprehension and Organization and Delivery of Oral Communication</b>	Daily opportunities exist daily during Independent and Small Group Learning.

Early Intermediate ELD level	ELA SubStrand	
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).		Opportunities exist daily for practice during Independent and Small Group Learning, Vocabulary, Oral Language, Phonics, After the Reading, Link to Curriculum Content, Celebrate Literacy; and answering instructional questions.
Ask and answer questions by using phrases or simple sentences.		Week 13; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 75 Week 16; Day 4: Shared Learning, Comprehension, Lt. Blue Level, p. 173 Week 19; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 255 Week 22; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 341
Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.	<b>Comprehension and Organization and Delivery of Oral Communication</b>	Week 14; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 107 Week 26; Day 4: Shared Learning, Comprehension, Purple Level, p.111
Orally communicate basic needs (e.g., “May I get a drink?”).	<b>Comprehension and Organization and Delivery of Oral Communication</b>	Opportunities exist daily during instructional sessions.
Recite familiar rhymes, songs, and simple stories.	<b>Comprehension and Organization and Delivery of Oral Communication</b>	Opportunities exist daily to use rhymes and songs on the audio CDs. Week 14; Day 1: Shared Learning, Shared Reading , Lt. Blue Level, p. 98 Week 14; Day 2: Shared Learning, Shared Reading , Lt. Blue Level, p. 102 Week 14; Day 3: Shared Learning, Shared Reading , Lt. Blue Level, p. 106 Week 14; Day 4: Shared Learning, Shared Reading , Lt. Blue Level, p. 110 Week 15; Day 1: Shared Learning, Shared Reading , Lt. Blue Level, p. 130 Week 15; Day 2: Shared Learning, Shared Reading , Lt. Blue Level, p. 134 Week 15; Day 3: Shared Learning, Shared Reading , Lt. Blue Level, p. 138 Week 15; Day 4: Shared Learning, Shared Reading , Lt. Blue Level, p. 142 Week 16; Day 1: Shared Learning, Shared Reading , Lt. Blue Level e, p. 164 Week 16; Day 3: Shared Learning, Shared Reading , Lt. Blue Level, p. 168 Week 16; Day 4: Shared Learning, Shared Reading , Lt. Blue Level, p. 172 Week 18; Day 1: Shared Learning, Shared Reading , Lt. Blue Level, p. 216 Week 18; Day 2: Shared Learning, Shared Reading , Lt.

		<p>Blue Level, p. 220  Week 16; Day 3: Shared Learning, Shared Reading , Lt. Blue Level, p. 224  Week 16; Day 4: Shared Learning, Shared Reading , Lt. Blue Level, p. 228  Week 19; Day 1: Shared Learning, Shared Reading , Lt. Blue Level, p. 250  Week 19; Day 2: Shared Learning, Shared Reading , Lt. Blue Level, p. 254  Week 19; Day 3: Shared Learning, Shared Reading , Lt. Blue Level, p. 224  Week 19; Day 4: Shared Learning, Shared Reading , Lt. Blue Level, p. 258</p>
<b>Intermediate ELD level</b>		
Ask and answer instructional questions by using simple sentences.	Comprehension	<p>(Opportunities exist to answer in sentences)</p> <p>Week 13; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 75  Week 16; Day 4: Shared Learning, Comprehension, Lt. Blue Level, p. 173  Week 19; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 255  Week 22; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 341</p>
Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.	Comprehension	<p>Every lesson provides opportunities in these sections:  Read the Big Book, Shared Reading, Comprehension, Guided Reading</p>
<b>Intermediate ELD level</b>		
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	<b>Comprehension and Organization and Delivery of Oral Communication</b>	<p>Opportunities exist daily for practice during Independent and Small Group Learning, Vocabulary, Oral Language, Phonics, After the Reading, Link to Curriculum Content, Celebrate Literacy; and answering instructional questions.</p>
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<b>Comprehension and Organization and Delivery of Oral Communication</b>	<p>Week 13; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 83  Week 14; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 115  Week 15; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 147  Week 17; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 201  Week 18; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 233  Week 23; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 373</p>

Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<b>Comprehension and Organization and Delivery of Oral Communication</b>	Week 14; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 107
<b>Early Advanced ELD level</b>	<b>ELA Substrand</b>	
Listen attentively to stories and information and orally identify key details and concepts.	Comprehension	Every lesson provides opportunities in these sections: Read the Big Book, Shared Reading, Comprehension, Guided Reading
Retell stories in greater detail by including the characters, setting, and plot.	<b>Comprehension and Organization and Delivery of Oral Communication</b>	Week 26; Day 4: Shared Learning, Comprehension, Purple Level, p.111
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	<b>Comprehension and Organization and Delivery of Oral Communication</b>	Week 25; Day 4: Shared Learning, Fluency, Purple, Level, p. 78 Week 25; Sessions 4: Guided Learning, Fluency, Purple, Level, p. 92 Week 26; Day 4: Shared Learning, Fluency, Purple, Level, p. 110 Week 26; Sessions 4: Guided Learning, Fluency, Purple, Level, p. 124 Week 27; Sessions 4: Guided Learning, Fluency, Purple, Level, p. 156 Week 28; Day 4: Shared Learning, Fluency, Purple, Level, p. 172 Week 29; Day 4: Shared Learning, Fluency, Purple, Level, p. 196 Week 29; Sessions 4: Guided Learning, Fluency, Purple, Level, p. 210
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	<b>Comprehension and Organization and Delivery of Oral Communication</b>	Week 25; Day 5: Shared Learning, Link to Curriculum, Oral Language, Purple Level, p. 83 Week 26; Day 5: Shared Learning, Link to Curriculum, Oral Language, Purple Level, p. 115 Week 27; Day 5: Shared Learning, Link to Curriculum, Oral Language, Purple Level, p. 147 Week 29; Day 5: Shared Learning, Link to Curriculum, Oral Language, Purple Level, p. 201 Week 30; Day 5: Shared Learning, Link to Curriculum, Oral Language, Purple Level, p. 233 Week 33; Day 5: Shared Learning, Link to Curriculum, Oral Language, Purple Level, p. 287 Week 33; Day 5: Shared Learning, Link to Curriculum, Oral Language, Purple Level, p. 319 Week 35; Day 5: Shared Learning, Link to Curriculum, Oral Language, Purple Level, p. 373

<p>Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p>	<p><b>Comprehension and Organization and Delivery of Oral Communication</b></p>	<p>Week 28; Day 5: Small Group Learning,, Research and Inquiry, Oral Language, Celebrate Literacy Learning, Purple Level, p. 171  Week 31; Session 4:: Guided Learning,, Oral Language,, Purple Level, p.. 211  Week 31; Day 5: Small Group Learning, Oral Language, Celebrate Literacy Learning, Purple Level, p. 257  Week 31; Independent and Small Group Learning, Letters and Words, Celebrate Literacy Learning, Purple Level, p. 321  Week 34; Day 5: Small Group Learning,, Oral Language, Celebrate Literacy Learning, Purple Level, p. 343  Week 35; Independent and Small Group Learning, Oral Language, Celebrate Literacy Learning, Purple Level, p. 374  Week 35; Session 2: Guided Learning, , Oral Language, Celebrate Literacy Learning, Purple Level, p. 379  Week 35; Session 2: Guided Learning, , Oral Language, Celebrate Literacy Learning, Purple Level, p. 383</p>
<p>Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?")</p>	<p><b>Comprehension and Organization and Delivery of Oral Communication</b></p>	<p>Week 27; Day 3: Shared Learning, Comprehension, Purple Level, p. 139  Week 28; Day 4: Shared Learning, Comprehension, Purple Level, p. 173  Week 29; Day 4: Shared Learning, Comprehension, Purple Level, p. 197  Week 31; Day 4: Shared Learning, Comprehension, Purple Level, p. 259</p>
<p>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p>	<p><b>English-Language Arts Content Standards Grade Two</b> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.5 Identify and correctly use regular plurals (e.g., <i>-s</i>, <i>-es</i>, <i>-ies</i>) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p>Every lesson provides opportunities to use letters sounds to read in sections;  Guided Learning, Phonics,  Independent and Small Group Learning, CD-Rom,  Letters and Words, Computer, Fluency</p> <p>Week 32; Independent and Small Group Learning, Letters and Words, Purple Level, p. 380  Week 34; Small Group Learning, Letters and Words, Purple Level, p. 335, Orange Level, p. 135  Week 32; Session 1: Guided Learning, Letters and Words, Purple Level p. 280</p>

<b>Fluency and Systematic Vocabulary Development</b>		
<b>Beginning ELD level</b>		
<b>Vocabulary and Concept Development</b> <i>(The standards are also addressed in "Listening and Speaking.")</i>	<b>ELA Strand</b>	
Demonstrate comprehension of simple vocabulary with an appropriate action.		Opportunities exist daily for practice during Independent and Small Group Learning.
Retell simple stories by using drawings, words, or phrases.		Week 7; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 255 Week 9; Day 4: Shared Learning, Comprehension, Orange Level, p. 315
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).		Opportunities exist daily to communicate about academic settings.  Week 1; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 83 Week 2; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 115 Week 2; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 201 Week 8; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 287 Week 9; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 319 Week 9; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 373
<b>Early Intermediate ELD level</b>		
Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.		Week 13; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 83 Week 14; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 115 Week 15; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 147 Week 17; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 201 Week 18; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 233 Week 23; Day 5: Shared Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p. 373
Read simple vocabulary, phrases, and sentences independently.		Every lesson provides opportunities in these sections; Guided Learning, Shared Learning,: Read the Big Book, Read the Text, Independent and Small Group Learning: I Can Read, Letters and Words, Computer, Fluency

Read aloud an increasing number of English words.		Every lesson provides opportunities in these sections; Guided Learning, Shared Learning,: Read the Big Book, Read the Text, Independent and Small Group Learning: I Can Read, Letters and Words, Computer, Fluency
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	<b>Vocabulary and Concept Development</b>	Opportunities to demonstrate exist daily in all the activities.
<b>Early Advanced ELD level</b>		
Recognize simple antonyms and synonyms (e.g., good, bad; blend, mix) in stories or games.		Week 24; Day 1: Letters and Words, Lt. Blue Level, p. 391 Week 26; Day 2: Shared Learning, Vocabulary, Purple Level, p. 99
Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., remove, jumping).	<b>English-Language Arts Content Standards Grade Two</b> 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	Week 26; Day 2: Shared Learning, Vocabulary, Phonics Purple Level, p.102-103 Week 26; Day 2: Independent and Small Group Learning, Letters and Words, Purple Level, p.105 Week 27; Day 1: Shared Learning, Phonics Purple Level, p.185 Week 30; Day 1: Independent and Small Group Learning, CD-ROM, Purple Level, p.218 Week 31; Day 2: Shared Learning, Phonics, Purple Level, p.251
<b>Advanced ELD level</b>		
Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	<b>Vocabulary and Concept Development</b>	Week 25; Day 1: Shared Learning, Phonics, Purple Level, p.67 Week 25; Day 2: Independent and Small Group Learning, Letters and Words, Purple Level, p.71 Week 25; Day 1: Session 1, Guided Learning, Phonics, Letters and Words, Purple Level, p.87 Week 26; Day 1: Shared Learning, Phonics, Purple Level, p.99 Week 26; Day 2: Independent and Small Group Learning, Letters and Words, Purple Level, p.103 Week 26; Day 3: Independent and Small Group Learning, Letters and Words, Purple Level, p.109 Week 26; Day 1: Session 1, Guided Learning, Phonics, Letters and Words, Purple Level, p.119 Week 26; Day 1: Session 2, Guided Learning, CD-ROM, Purple Level, p.121 Week 26; Day 1: Session 3 Guided Learning, CD-ROM, Purple Level, p.123 Week 27; Day 1: Shared Learning, Phonics, Purple Level, p.131 Week 27; Day 2: Independent and Small Group Learning, Letters and Words, Purple Level, p.135 Week 27; Day 4: Independent and Small Group Learning, Letters and Words, Purple Level, p.27

		<p>Week 27; Day 1: Session 1, Guided Learning, Phonics, Letters and Words, Purple Level, p.151</p> <p>Week 28; Day 1: Shared Learning, Phonics, Purple Level, p.161</p> <p>Week 28; Day 1: Small Group Learning, Letters and Words, Purple Level, p.163</p> <p>Week 28; Day 1: Shared Learning, Phonics, Purple Level, p.165</p> <p>Week 28; Day 2: Small Group Learning, Letters and Words, Purple Level, p.167</p> <p>Week 29; Day 1: Shared Learning, Phonics, Purple Level, p.185</p> <p>Week 29; Day 2: Independent and Small Group Learning, Letters and Words, Purple Level, p.187</p> <p>Week 29; Day 2: Shared Learning, Phonics, Purple Level, p.189</p> <p>Week 29; Day 1: Session 1, Guided Learning, Phonics, Letters and Words, Purple Level, p.205</p> <p>Week 29; Day 1: Session 3, Guided Learning, Letters and Words, Purple Level, p.209</p> <p>Week 30; Day 1: Shared Learning, Phonics, Purple Level, p.217</p> <p>Week 30; Day 1: Independent and Small Group Learning, Letters and Words, CD-ROM Purple Level, p.219</p> <p>Week 29; Day 2: Shared Learning, Phonics, Purple Level, p.221</p> <p>Week 30; Day 1: Session 1, Guided Learning, Phonics, Letters and Words, Purple Level, p.237</p> <p>Week 31; Day 1: Shared Learning, Phonics, Purple Level, p.247</p> <p>Week 31; Day 2: Independent and Small Group Learning, Letters and Words, Purple Level, p.187</p> <p>Week 31; Day 2: Shared Learning, Phonics, Purple Level, p.189</p> <p>Week 31; Day 1: Session 1, Guided Learning, Phonics, Letters and Words, Purple Level, p.205</p> <p>Week 31; Day 1: Session 3, Guided Learning, Letters and Words,, Purple Level, p.209</p> <p>Week 31; Day 1: Shared Learning, Phonics, Purple Level, p.185</p> <p>Week 32; Day 1: Shared Learning, Phonics, Purple Level, p.271</p> <p>Week 32; Day 1: Independent and Small Group Learning, Letters and Words, Purple Level, p.272</p> <p>Week 32; Day 2: Shared Learning, Phonics, Purple Level, p.275</p> <p>Week 32; Day 2: Independent and Small Group Learning, Letters and Words, Purple Level, p. 276</p> <p>Week 32; Day 4: Independent and Small Group Learning, Letters and Words, Purple Level, p. 285</p> <p>Week 32; Day 5: Independent and Small Group Learning, Letters and Words, Purple Level, p. 289</p> <p>Week 33; Day 1: Independent and Small Group Learning, Letters and Words, CD-ROM Purple Level, p.305</p>
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		<p>Week 33; Day 2: Shared Learning, Phonics, Purple Level, p.307</p> <p>Week 33; Day 2: Independent and Small Group Learning, Letters and Words, Fluency, Purple Level, p. 309</p> <p>Week 33; Day 1: Session 1, Guided Learning, Phonics, Purple Level, p.323</p> <p>Week 34; Day 2: Shared Learning, Phonics, Purple Level, p.333</p> <p>Week 34; Day 1: Independent and Small Group Learning, Letters and Words, Purple Level, p.335</p> <p>Week 34; Day 2: Shared Learning, Phonics, Purple Level, p.337</p> <p>Week 35; Day 2: Shared Learning, Phonics, Purple Level, p.357</p> <p>Week 35; Day 2: Shared Learning, Phonics, Purple Level, p.361</p> <p>Week 35; Day 2: Independent and Small Group Learning, Fluency, Purple Level, p. 363</p> <p>Week 35; Day 1: Session 1, Guided Learning, Phonics, Purple Level, p.377</p>
<b>Reading Comprehension</b>		
<b>Beginning ELD level</b>	<b>ELA SubStandards</b>	
Respond appropriately to some social and academic interactions (e.g., simple question/ answer, negotiate play).		<p>Week 1; Day 3: Shared Learning, Comprehension, Orange Level, p. 75</p> <p>Week 1; Day 4: Shared Learning, Comprehension, Orange Level, p. 79</p> <p>Week 1; Session 1:Guided Learning, After the Reading, Orange Level, p. 86</p> <p>Week 1; Session 3:Guided Learning, After the Reading, Orange Level, p. 90</p> <p>Week 2; Day 3: Shared Learning, Comprehension, Orange Level, p. 107</p> <p>Week 2; Day 4: Shared Learning, Comprehension, Orange Level, p. 111</p> <p>Week 2; Session 1:Guided Learning, After the Reading, Orange Level, p. 119</p> <p>Week 2; Session 3:Guided Learning, After the Reading, Orange Level, p. 122</p> <p>Week 3; Day 3: Shared Learning, Comprehension, Orange Level, p. 139</p> <p>Week 3; Day 4: Shared Learning, Comprehension, Orange Level, p. 143</p> <p>Week 3; Session 1:Guided Learning, After the Reading, Orange Level, p. 150</p> <p>Week 3; Session 3:Guided Learning, After the Reading, Orange Level, p. 154</p> <p>Week 4; Day 3: Shared Learning, Comprehension, Orange Level, p. 169</p> <p>Week 4; Day 4: Shared Learning, Comprehension, Orange Level, p. 173</p> <p>Week 5; Day 3: Shared Learning, Comprehension, Orange Level, p. 193</p> <p>Week 5; Day 4: Shared Learning, Comprehension, Orange Level, p. 197</p> <p>Week 5; Session 1:Guided Learning, After the Reading,</p>

		<p>Orange Level, p. 204  Week 5; Session 3:Guided Learning, After the Reading,  Orange Level, p. 208  Week 6; Day 3: Shared Learning, Comprehension,  Orange Level, p. 225  Week 6; Day 4: Shared Learning, Comprehension,  Orange Level, p. 229  Week 6; Session 1:Guided Learning, After the Reading,  Orange Level, p. 236  Week 6; Session 3:Guided Learning, After the Reading,  Orange Level, p. 240  Week 7; Day 3: Shared Learning, Comprehension,  Orange Level, p. 255  Week 7; Day 4: Shared Learning, Comprehension,  Orange Level, p. 259  Week 8; Day 3: Shared Learning, Comprehension,  Orange Level, p. 279  Week 8; Day 4: Shared Learning, Comprehension,  Orange Level, p. 283  Week 8; Session 1:Guided Learning, After the Reading,  Orange Level, p. 290  Week 8; Session 3:Guided Learning, After the Reading,  Orange Level, p. 294  Week 9; Day 3: Shared Learning, Comprehension,  Orange Level, p. 311  Week 9; Day 4: Shared Learning, Comprehension,  Orange Level, p. 315  Week 9; Session 3:Guided Learning, After the Reading,  Orange Level, p. 326  Week 10; Day 3: Shared Learning, Comprehension,  Orange Level, p. 341  Week 10; Day 4: Shared Learning, Comprehension,  Orange Level, p. 345  Week 11; Day 3: Shared Learning, Comprehension,  Orange Level, p. 365  Week 11; Day 4: Shared Learning, Comprehension,  Orange Level, p. 369  Week 11; Session 1:Guided Learning, After the Reading,  Orange Level, p. 376  Week 11; Session 3:Guided Learning, After the Reading,  Orange Level, p. 380  Week 12; Day 3: Shared Learning, Comprehension,  Orange Level, p. 397  Week 12; Day 4: Shared Learning, Comprehension,  Orange Level, p. 401  Week 12; Session 1:Guided Learning, After the Reading,  Orange Level, p. 408  Week 12; Session 3:Guided Learning, After the Reading,  Orange Level, p. 412</p>
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Demonstrate comprehension of simple vocabulary with an appropriate action		Nonverbal communication responses are available during daily during Independent and Small Group Learning using the CD-ROM, Computer, Letters and Words, Visual Literacy, and Writing.
Retell simple stories by using drawings, words, or phrases.		Week 9; Day 4: Shared Learning, Comprehension, Orange Level, p. 315 Week 14; Day 3: Shared Learning, Comprehension, Lt. Blue Level, p. 107 Week 26; Day 4: Shared Learning, Comprehension, Purple Level, p.111
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).		Opportunities exist daily to communicate in academic settings. Week 1; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 83 Week 2; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 115 Week 2; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 201 Week 8; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 287 Week 9; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 319 Week 9; Day 5: Shared Learning, Link to Curriculum, Oral Language, Orange Level, p. 373
Read aloud an increasing number of English words.		Every lesson provides opportunities in these sections; Guided Learning, Shared Learning,: Read the Big Book, Read the Text, Independent and Small Group Learning: I Can Read, Letters and Words, Computer, Fluency
<b>Intermediate ELD</b>	<b>ELA SubStrand</b>	
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	<b>Vocabulary and Concept Development</b>	Every lesson provides opportunities in these sections; Guided Learning, Shared Learning,: Read the Big Book, Read the Text, Independent and Small Group Learning: I Can Read, Letters and Words, Computer, Fluency
Use decoding skills to read more complex words independently.		Week 13; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.67 Week 13; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.71 Week 13; Day 4: Independent and Small Group Learning, Letters and Words, Lt. Blue Week 14; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.99 Week 14; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.103 Fluency, Lt. Blue Level, p. Week 14; Day 3: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p. 109 Week 14; Day 4: Independent and Small Group

		<p>Learning, Letters and Words, Lt. Blue Level, p. 113  Week 14; Day 4: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p. 117  Week 14; Session 1: Guided Learning, Phonics, CD-ROM, Lt. Blue Level, p. 119  Week 15; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.131  Week 15; Day 1: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.133  Week 15; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.135  Week 15; Day 4: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p. 145  Week 15; Session 1: Guided Learning, Phonics, CD-ROM, Lt. Blue Level, p. 151  Week 16; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.161  Week 16; Day 1: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.163  Week 16; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.165  Week 16; Day 4: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p. 175  Week 17; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.185  Week 17; Day 2: Shared Learning, Letters and Words, Lt. Blue Level, p.187  Week 17; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.189  Week 17; Day 4: Independent and Small Group Learning, CD-ROM, Letters and Words, Lt. Blue Level, p. 198-199  Week 17; Day 1: Session 1, Guided Learning, Phonics, CD-ROM, Letters and Words Lt. Blue Level, p.205  Week 18; Day 1: Shared Learning, Phonics, Lt. Blue Level, p. 217  Week 18; Day 1: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.219  Week 18; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.221  Week 18; Day 2: Independent and Small Group Learning, Writing in a Group, Letters and Words, Lt. Blue Level, p 222-223  Week 18; Day 3: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p 227  Week 18; Day 4: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.231  Week 18; Day 5: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.235  Week 18; Day 1: Session 1, Guided Learning, Phonics, Letters and Words Lt. Blue Level, p.237  Week 19; Day 1: Shared Learning, Phonics, Lt. Blue Level, p. 247  Week 19; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.251  Week 19; Day 4: Independent and Small Group</p>
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		<p>Learning, Letters and Words, Lt. Blue Level, p.261  Week 20; Day 1: Shared Learning, Phonics, Lt. Blue Level, p. 271  Week 20; Day 1: Independent and Small Group Learning, CD-ROM, Lt. Blue Level, p.272  Week 20; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.275  Week 20; Day 4: Independent and Small Group Learning, CD-ROM, Lt. Blue Level, p.284  Week 21; Day 1: Shared Learning, Phonics, Lt. Blue Level, p. 303  Week 21; Day 1: Independent and Small Group Learning, CD-ROM, Lt. Blue Level, p.304  Week 21; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.307  Week 22; Day 1: Session 1, Guided Learning, Phonics, Letters and Words Lt. Blue Level, p.323  Week 22; Day 1: Session 4, Guided Learning, CD-ROM, Lt. Blue Level, p.329  Week 22; Day 1: Shared Learning, Phonics, Lt. Blue Level, p. 333  Week 22; Day 1: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.335  Week 22; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.337  Week 23; Day 1: Shared Learning, Phonics, Lt. Blue Level, p. 357  Week 23; Day 1: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.358  Week 23; Day 2: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.363  Week 23; Day 4: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.371  Week 23; Day 1: Session 1, Guided Learning, Phonics, Letters and Words Lt. Blue Level, p.377  Week 23; Day 1: Session 4, Guided Learning, CD-ROM, Lt. Blue Level, p.383  Week 24; Day 1: Shared Learning, Phonics, Lt. Blue Level, p. 389  Week 24; Day 2: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.393  Week 24; Day 4: Independent and Small Group Learning, Letters and Words, Lt. Blue Level, p.403  Week 24; Day 1: Session 1, Guided Learning, Phonics, Letters and Words Lt. Blue Level, p.409  Week 24; Day 1: Session 4, Guided Learning, CD-ROM, Lt. Blue Level, p.415</p>
<p>Apply knowledge of content-related vocabulary to discussions and reading.</p>		<p>Week 13; Day 5: Sharing Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.83  Week 14; Day 5: Sharing Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.115  Week 15; Day 5: Sharing Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.115  Week 16; Day 5: Sharing Learning, Link to Curriculum, Celebrate Learning, Lt. Blue Level, p.177</p>

		<p>Week 17; Day 5: Sharing Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.201</p> <p>Week 18; Day 5: Sharing Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.233</p> <p>Week 19; Day 5: Sharing Learning, Link to Curriculum, Celebrate Learning, Lt. Blue Level, p.263</p> <p>Week 20; Day 5: Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.287</p> <p>Week 21; Day 5: Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.319</p> <p>Week 22; Day 5: Sharing Learning, Link to Curriculum, Celebrate Learning, Lt. Blue Level, p.349</p> <p>Week 23; Day 5: Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.373</p> <p>Week 24; Day 5: Learning, Link to Curriculum, Oral Language, Lt. Blue Level, p.405</p>
<p>Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).</p>	<p><b>Vocabulary and Concept Development and Decoding and Word Recognition</b></p>	<p>Week 13; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.70</p> <p>Week 14; Day 1: Shared Learning, Vocabulary, Lt. Blue Level, p.99</p> <p>Week 14; Day 2: Shared Learning, Vocabulary, Lt. Blue Level, p.102</p> <p>Week 14; Day 2: Independent and Small Group Learning Letters and Words, Lt. Blue Level, p.104</p> <p>Week 15; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.131</p> <p>Week 15; Day 2: Shared Learning, Vocabulary, Lt. Blue Level, p.134</p> <p>Week 16; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.161</p> <p>Week 17; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.189</p> <p>Week 21; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.307</p> <p>Week 23; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.357</p> <p>Week 24; Day 1: Shared Learning, Phonics, Lt. Blue Level, p.389</p> <p>Week 24; Day 2: Shared Learning, Phonics, Lt. Blue Level, p.393</p> <p>Week 24; Day 4: Shared Learning, Phonics, Review, Lt. Blue Level, p.104</p> <p>Week 24; Day 2: Independent and Small Group Learning Letters and Words, Lt. Blue Level, p.403</p>
<p><b>Early Advanced ELD Level</b></p>		
<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p>	<p><b>English–Language Arts Content Standards Grade Two</b> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p>	<p>Opportunities exist daily during Independent and Small Group Learning and also during Small Group Reading.</p>

<b>Reading Comprehension</b>	<b>Beginning</b>	
Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<b>Comprehension</b>	Each lesson begins with oral reading. On Day 4 of each week Comprehension questions are asked about the Shared Reading stories.  Nonverbal communication responses are available during daily during Independent and Small Group Learning using the CD-ROM, Computer, Letters and Words, Visual Literacy, and Writing.
Respond orally to stories read aloud, giving one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.		Every lesson begins with oral reading of the Big Book and Shared Reading. On Day 4 of each week Comprehension questions are asked about the reading
Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies).		Week 2; Session 1: Guided Learning, Visual Literacy, Orange Level, p. 123 Week 5; Session 1: Guided Learning, Visual Literacy, Orange Level, p. 205 Week 6; Day 1: Independent and Small Group Learning, Visual Literacy, Orange Level, p.219 Week 6; Session 3: Guided Learning, Visual Literacy, Orange Level, p. 241 Week 8; Day 1: Independent and Small Group Learning, Visual Literacy, Orange Level, p.273 Week 9; Day 1: Independent and Small Group Learning, Visual Literacy, Orange Level, p.305 Week 12; Day 1: Independent and Small Group Learning, Visual Literacy, Computer, Orange Level, p.391
Understand and follow simple one-step directions for classroom activities.		Each lesson provides opportunities daily.
Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	Week 2; Day 4: Sharing Learning, Comprehension, Orange Level, p.111 Week 5; Session 3: Guided Learning, Comprehension, Orange Level, p.208 Week 9; Session 3: Guided Learning, Comprehension, Orange Level, p.327 Week 11; Day 3: Sharing Learning, Comprehension, Orange Level, p.365
<b>Early Intermediate ELD level</b>		
Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.		Every lesson begins with oral reading of the Big Book and Shared Reading. On Day 4 of each week Comprehension questions are asked about the reading
Draw and label pictures related to a story topic or one’s own experience.		Week 13; Day 5: Sharing Learning, Link to Curriculum Content, Visual Literacy, Lt. Blue, p. 82 Week 17; Day 5: Sharing Learning, Link to Curriculum Content, Visual Literacy, Lt. Blue, p. 200

Understand and follow simple two-step directions for classroom activities.		Week 13; Day 5: Sharing Learning, Link to Curriculum Content, Visual Literacy, Lt. Blue, p. 82 Week 17; Day 5: Sharing Learning, Link to Curriculum Content, Visual Literacy, Lt. Blue, p. 200
Orally identify, using key words or phrases, the basic sequence of events in text read aloud.	<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	Week 14; Day 4: Sharing Learning, Comprehension, Lt. Blue, Level, p.111 Week 14; Session 3: Guided Learning, Comprehension, Lt. Blue, Level, p.122 Week 14; Day 4: Sharing Learning, Comprehension, Lt. Blue, Level, p.143 Week 18; Session 3: Guided Learning, Comprehension, Lt. Blue, Level, p.240 Week 20; Session 3: Guided Learning, Comprehension, Lt. Blue, Level, p.294
Draw logical inferences from a story read aloud.		Week 15; Session 3: Guided Learning, Comprehension, Lt. Blue Level, p. 154 Week 18; Day 4: Sharing Learning, Comprehension, Lt. Blue Level, p. 229 Week 20; Day 4: Sharing Learning, Comprehension, Lt. Blue Level, p.283
<b>Intermediate ELD level</b>		
Read stories and respond orally in simple sentences to factual comprehension questions about the stories.	<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	Every lesson begins with oral reading of the Big Book and Shared Reading. On Day 4 of each week Comprehension questions are asked about the reading. Opportunities exist to answer in sentences.
While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.		Every lesson addresses this skill on Day 1 during Shared Reading and again in Session 1.
Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.		Opportunities exist to answer in sentences. Week 15; Session 3: Guided Learning, Comprehension, Lt. Blue Level, p. 154 Week 18; Day 4: Sharing Learning, Comprehension, Lt. Blue Level, p. 229 Week 20; Day 4: Sharing Learning, Comprehension, Lt. Blue Level, p.283
Write captions or phrases for drawings related to a story.	<b>Comprehension</b>	Week 13; Day 5: Sharing Learning, Link to Curriculum Content, Visual Literacy, Lt. Blue, p. 82
Understand and follow some multiple-step directions for classroom-related activities.		Week 13; Day 5: Sharing Learning, Link to Curriculum Content, Visual Literacy, Lt. Blue, p. 82 Week 17; Day 5: Sharing Learning, Link to Curriculum Content, Visual Literacy, Lt. Blue, p. 200

<b>Early Advanced ELD level</b>		
Read text and use detailed sentences to identify orally the <b>main idea</b> and use the idea to draw inferences about the text.		Opportunities exist during Shared Reading and Small Group Reading.
Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.		Many opportunities exist to answer comprehension questions, but not using cause/effect..
Write a brief summary (three or four complete sentences) of a story.		Week 26 Day 3: Sharing Learning, Comprehension Week 26 Day 3: Sharing Learning, Comprehension, Purple, p. 107 Week 26 Day 3: Sharing Learning, Comprehension, Purple, p.283 Week 26; Day 3: Independent and Small Group Learning, Comprehension, Purple Level, p. 369
Read and use basic text features, such as the title, table of contents, and chapter headings.	<b>Comprehension</b>	Every lesson addresses this skill on Day 1 during Shared Reading and again in Session 1.
Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.	<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>	Week 25; Day 5: Learning, Link to Curriculum, Oral Language, Purple Level, p.83 Week 26; Day 5: Learning, Link to Curriculum, Oral Language, Purple Level, p.115 Week 27; Day 5: Learning, Link to Curriculum, Oral Language, Purple Level, p.147 Week 28; Day 5: Sharing Learning, Link to Curriculum, Celebrate Learning, Purple Level, p.177 Week 29; Day 5: Learning, Link to Curriculum, Oral Language, Purple Level, p.201 Week 30; Day 5: Learning, Link to Curriculum, Oral Language, Purple Level, p.233 Week 31; Day 5: Sharing Learning, Link to Curriculum, Celebrate Learning, Purple Level, p.263 Week 32; Day 5: Learning, Link to Curriculum, Oral Language, Purple Level, p.287 Week 33; Day 5: Learning, Link to Curriculum, Oral Language, Purple Level, p.319 Week 34; Day 5: Sharing Learning, Link to Curriculum, Celebrate Learning, Purple Level, p.349 Week 35; Day 5: Sharing Learning, Link to Curriculum, Celebrate Learning, Purple Level, p.373

<b>Writing</b>	<b>Beginning</b>	
Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	<b>Penmanship and Organization and Focus</b>	Week 6; Session 2, Vocabulary, Orange Level, p. 238 Week 4; Day 1: Small Group Learning, Orange Level, p. 163 Week 10; Day 3: Small Group Learning, Orange Level, p. 342
Write a few words or phrases about an event or _from a story read by the teacher.	<b>Organization and Focus</b>	Week 1; Day 2: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 72 Week 1; Day 3: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 76 Week 2; Day 5: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 116 Week 3; Day 3: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 132 Week 5; Day 2: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 190 Week 5; Day 5: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 202 Week 6; Day 4: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 230 Week 7; Day 2: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 252 Week 7; Day 3: Shared Learning: Shared Writing , Orange Level, p. 252 Week 8; Day 1: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 272 Week 8; Day 3: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 280 Week 12; Day 1: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 390 Week 12; Day 5: Independent and Small Group Learning: Writing in a Group, Orange Level, p. 406
Write a phrase or simple sentence about an experience generated from a group story.	<b>Organization and Focus</b>	Week 7; Day 3: Shared Learning: Shared Writing , Orange Level, p.252
<b>Writing</b>	<b>Intermediate</b>	
Write simple sentences about events or characters from familiar stories read aloud by the teacher.		These lessons provide opportunities to write sentences. Week 17; Day 3: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p. 194 Week 18; Day 5: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p. 234 Week 20; Day 1: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p. 272 Week 20; Day 2: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p. 276 Week 20; Day 3: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p. 280 Week 21; Day 4: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p. 316

		<p>Week 23; Day 3: Shared Learning: Shared Writing, Lt. Blue Level, p. 364</p> <p>Week 24; Day 1: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p. 364</p>
<p>Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months_ (e.g., “Today is Tuesday”).</p>		<p>Opportunities exist to write sentences.</p> <p>Week 10; Day 3: Small Group Learning, Orange Level, p. 342</p> <p>Week 16; Day 1: Shared Learning, Vocabulary, Lt. Blue, p. 161</p> <p>Week 16; Day 2: Shared Learning, Vocabulary, Lt. Blue, p. 165</p> <p>Week 17; Day 1: Shared Learning, Vocabulary, Lt. Blue, p. 185</p> <p>Week 21; Session 2: Guided Learning, Vocabulary, Lt. Blue p. 324</p> <p>Week 17; Day 1: Shared Learning, Vocabulary, Lt. Blue, p. 185</p> <p>Week 22; Session 2: Shared Learning, Vocabulary, Lt. Blue p. 327</p> <p>Week 27; Day 2: Shared Learning, Vocabulary, Lt. Blue p. 134</p> <p>Week 32; Day 2: Shared Learning, Vocabulary, Lt. Blue p. 274</p> <p>Week 3; Day 1: Shared Learning, Vocabulary, Lt. Blue p. 333</p>
<p>Write one to two simple sentences_ (e.g., “I went to the park”).</p>	<p><b>Organization and Focus, Evaluation and Revision</b></p>	<p>Opportunities exist to write sentences in lesson during the Independent and Small Group Writing sections.</p>
<p>Write short narrative stories that include the elements of setting and characters.</p>	<p><b>Organization and Focus</b></p>	<p>Week 25; Day 4: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 68</p>
<p>Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>		<p>Opportunities exist during Shared Writing and Independent and Small Group Learning.</p>
<p>Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</p>		<p>Week 18; Day 3: Shared Learning: Shared Writing p, Lt. Blue Level, p.224</p> <p>Week 19; Day 2: Shared Learning: Writing in a Group, Lt. Blue Level, p.252</p> <p>Week 19; Day 3: Shared Learning: Shared Writing p, Lt. Blue Level, p.254</p> <p>Week 21; Day 3: Shared Learning: Shared Writing p, Lt. Blue Level, p.310</p> <p>Week 11; Day 2: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p. 312</p> <p>Week 22; Day 1: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p.334</p> <p>Week 22; Day 3: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p.342</p>

		<p>Week 22; Day 4: Small Group Learning: Writing in a Group, Lt. Blue Level, p.346</p> <p>Week 23; Day 3: Shared Learning: Shared Writing p, Lt. Blue Level, p.366</p> <p>Week 24; Day 3: Independent and Small Group Learning: Writing in a Group, Lt. Blue Level, p.396</p>
Write simple sentences appropriate for language arts and other content areas_(e.g., math, science, social studies).		<p>Week 15; Day 3: Shared Learning, Shared Writing, Lt. Blue Level, p. 138</p> <p>Week 18; Day 3: Shared Learning, Shared Writing, Lt. Blue Level, p. 224</p> <p>Week 23; Day 3: Shared Learning, Shared Writing, Lt. Blue Level, p. 364</p>
Write a friendly letter of a few lines	<b>Organization and Focus</b>	Week 20; Day 3: Shared Learning, Shared Writing, Purple Level, p.278
<b>Early Advanced</b>		
Write short narratives that include elements offsetting, characters, and events.		Week 25; Day 4: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 68
Proceed through the writing process to write short paragraphs that maintain a consistent focus.		<p>Different parts of the writing process are taught individually.</p> <p>Week 29; Day 5: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 202</p> <p>Week 31; Day 1: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 248</p> <p>Week 31; Day 12: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 252</p> <p>Week 31; Day 3: Shared Learning: Shared Writing, Purple Level, p. 252</p>
Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).		<p>Week 27; Day 3: Independent and Small Group Learning, Writing, Purple Level, p. 133</p> <p>Week 28; Day 3: Small Group Learning, Writing, Purple Level, p. 171</p> <p>Week 29; Day 2: Independent and Small Group Learning, Writing, Purple Level, p. 190</p> <p>Week 30; Day 3: Independent and Small Group Learning, Writing, Purple Level, p. 226</p>
Write a formal letter.		Opportunities Exist during Shared Writing and Independent and Small Group Learning.

<b>Advanced ELD</b>		
Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)	<b>Organization and Focus, Evaluation and Revision</b>	Opportunities Exist during Shared Writing and Independent and Small Group Learning.
Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).		Week 35; Day 3: Independent and Small Group Learning: Writing in a Group, Purple Level, p.364
Write short narratives that describe the setting, characters, objects, and events.		Week 25; Day 4: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 68
Produce independent writing by using correct grammatical forms.	<b>Organization and Focus, Evaluation and Revision</b>	Week 31; Day 12: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 252 Week 31 Day 3: Small Group Learning: Writing in a Group, Purple Level, p. 256 Week 32; Day 1: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 272 Week 32; Day 2: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 276 Week 32; Day 3: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 280 Week 33; Day 1: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 304 Week 33; Day 2: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 308 Week 32; Day 4: Independent and Small Group Learning: Writing in a Group, Purple Level, p. 316 Week 34; Day 2: Small Group Learning: Writing in a Group, Purple Level, p. 338 Week 34; Day 3: Small Group Learning: Writing in a Group, Purple Level, p. 342 Week 34; Day 4: Small Group Learning: Writing in a Group, Purple Level, p. 346 Week 34; Day 5: Small Group Learning: Writing in a Group, Purple Level, p. 350 Week 35; Day 1: Independent and Small Group Learning: Writing in a Group, Purple Level, p.358 Week 35; Day 2: Independent and Small Group Learning: Writing in a Group, Purple Level, p.362 Week 35; Day 4: Independent and Small Group Learning: Writing in a Group, Purple Level, p.370

<b>Writing</b>		
<b>Beginning ELD level</b>		
Use capitalization when writing one's own name.	<b>Capitalization</b>	Opportunities Exist during Shared Writing and Independent and Small Group Learning.
<b>Intermediate ELD level</b>		
Use capitalization to begin sentences and for proper nouns.		<p>Week 13; Day 1: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 68</p> <p>Week 15; Day 3: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 68</p> <p>Week 16; Day 2: Small Group Learning, Writing in a Group, Lt. Blue Level, p. 166</p>
Use a period or question mark at the end of a sentence.		<p>Week 13; Session 4: Guided Learning: Writing, Lt. Blue Level, p.93</p> <p>Week 20; Day 2: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 276</p> <p>Week 20; Day 4: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 284</p> <p>Week 21; Day 3: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 312</p> <p>Week 21; Day 5: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 320</p> <p>Week 22; Day 4: Small Group Learning, Writing in a Group, Lt. Blue Level, p. 346</p> <p>Week 23; Day 5: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 358</p> <p>Week 23; Day 5: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 374</p>
Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.		<p>Week 14; Day 1: Independent and Small Group Learning, CD-ROM, Orange Level, p.100</p> <p>Week 15; Day 1: Independent and Small Group Learning, CD-ROM, Lt. Blue, p.132</p> <p>Week 18; Day 1: Independent and Small Group Learning, CD-ROM, Lt. Blue, p.218</p> <p>Week 21; Day 5: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p.320</p> <p>Week 23; Day 1: Independent and Small Group Learning, CD-ROM, Lt. Blue, p.359</p> <p>Week 23; Day 5: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level,</p>

		p.374
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<b>Capitalization, Punctuation, and Spelling</b>	<p>Week 13; Session 1: Guided Learning: Letters and Words, Lt.Blue Level, p. 87</p> <p>Week 13; Session 4: Guided Learning: Writing, Lt. Blue Level, p.93</p> <p>Week 20; Day 2: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 276</p> <p>Week 20; Day 4: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 284</p> <p>Week 21; Day 3: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 312</p> <p>Week 21; Day 5: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 320</p> <p>Week 22; Day 4: Small Group Learning, Writing in a Group, Lt. Blue Level, p. 346</p> <p>Week 23; Day 5: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 358</p> <p>Week 23; Day 5: Independent and Small Group Learning, Writing in a Group, Lt. Blue Level, p. 374</p>
Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<b>Sentence Structure, Grammar, and Spelling</b>	<p>Week 14; Day 4: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p. 112</p> <p>Week 15; Day 1: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p. 132</p> <p>Week 15; Day 4: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p. 144</p> <p>Week 18; Day 3: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p.226</p> <p>Week 20; Day 5: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p.288</p> <p>Week 21; Day 1: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p.304</p> <p>Week 21; Day 4: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p.316</p> <p>Week 24; Day 1: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, 390</p> <p>Week 24; Day 4: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p.402</p> <p>Week 24; Day 5: Independent and Small Group Learning,, Writing in a Group, Lt. Blue, p.406</p>

Early advanced ELD level		
Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.	<b>Capitalization, Punctuation, and Spelling</b>	Opportunities exist during Independent and Small Group Learning.
Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	<b>Sentence Structure, Grammar, and Spelling</b>	<p>Week 27; Day 1: Independent and Small Group Learning,, Writing in a Group, Purple, p. 132</p> <p>Week 27; Day 2: Independent and Small Group Learning,, Writing in a Group, Purple, p.136</p> <p>Week 29; Day 1: Independent and Small Group Learning,, Writing in a Group, Purple, p.186</p> <p>Week 30; Day 4: Independent and Small Group Learning,, Writing in a Group, Purple, p. 230</p> <p>Week 33; Day 1: Independent and Small Group Learning,, Writing in a Group, Purple, p. 304</p> <p>Week 34; Day 4: Independent and Small Group Learning,, Writing in a Group, Purple, p.346</p>
Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).	<b>English–Language Arts Content Standards Grade Two</b> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ).	<p>Week 25; Session 1: Guided Learning, CD-ROM, Purple Level, p. 87</p> <p>Week 26; Day 1: Independent and Small Group Learning, CD-ROM, Purple Level, p. 100</p> <p>Week 27; Day2, Letters and Words, Purple Level, p. 137</p> <p>Week 29; Day 1: Independent and Small Group Learning, CD-ROM, Purple Level, p. 186</p> <p>Week 30; Day 1: Independent and Small Group Learning, Letters and Words, Purple Level, p. 231</p> <p>Week 31; Day 1: Small Group Learning, Letters and Words, Purple Level, p. 249</p> <p>Week 32; Session 1: Guided Learning, CD-ROM, Purple Level, p. 291</p> <p>Week 33; Day 3: Independent and Small Group Learning, CD-ROM, Purple Level, p. 313</p> <p>Week 32; Session 1: Guided Learning, CD-ROM, Purple Level, p. 377</p>