

ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

READING

INTRODUCTION

Teaching the English language to students who are new to the language is perhaps one of our toughest challenges as educators. Paradoxically, students at lower levels of English competence represent an opportunity for teachers to see dramatic gains in language ability. From one day to the next, students new to English can expand their language skills at a rapid rate, as a result of both their classroom instruction in the language and their English language interactions with others. Increasingly, educators are recognizing that students new to English are motivated to “jump in” and try using the language, and, when given well-planned instruction, they can understand and speak key English words and sentences more quickly than once theorized. English language learners at pre-emergent and emergent English levels require strategically balanced instruction that provides immediate and practical communication skills as well as grammar and vocabulary necessary for students to express themselves accurately. The teacher’s role for this group of English language learners is one of facilitating the active use of the English language in the classroom, presenting the best possible model of the language, delivering focused lessons on foundational grammar skills, and providing feedback, guidance, and reinforcement that supplements the natural language learning abilities of students.

PROMISING PRACTICES

Current research on how English learners learn to read and comprehend text shows many similarities with how native English speaking children learn to read. Fundamental practices, such as the provision of these three things, are basic to helping English learners learn to read: (1) a strong grounding in phonemic awareness; (2) interactive opportunities to process text; and, (3) reading materials at a student’s reading level. Particularly important to helping ELLs learn to read is the development of foundational syntax patterns that help them to derive meaning from text. For example, if a new student is to successfully read *The Three Little Pigs*, a teacher should teach some of the key language structures of that text beforehand, which could include common verb tense structures, adjective usage, or transition words. Reading instruction for English learners at the lowest levels should be highly interactive, with multiple opportunities for them to hear text, to read along with text, and to decode text individually. Of course, the key focus should always be comprehension. English learners must learn early in their studies that people read for meaning, and that mere word calling is not the same as understanding. Teachers should make extensive use of story re-tells both to help students make sense of the text and also to assist them to use increasingly complex language structures that come from the text itself. Many prevalent reading series present a systematic, explicit approach to teaching reading that supports English language learners’ needs for predictability, consistent language structures, and clear skills instruction. Key strategies for students who are moving beyond the basics include teaching vocabulary in advance of the reading, familiarizing students with the language structures common to the text, and helping them to begin using a range of reading strategies more competently. For example, the use of advance organizers can significantly help students to understand text, as can various methods that include surveying, predicting, and summarizing. The direct teaching of English language morphemes to English language learners can help them to more independently analyze words to derive meaning. A useful strategy for higher-level readers is to generate word families (i.e., *democrat*, *democracy*, *democratic*, *democratize*, *democratically*) to make more explicit the units of words that can be used as clues to deriving meaning. There is no reason to postpone the direct teaching of reading to English language learners at any level, and the rich array of research-based strategies for doing so should make the task enjoyable and productive for students and teachers alike.

ELL I (Correlates to Kindergarten)

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

Print Concepts	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will demonstrate understanding of print concepts of the English language.</i></p>	<p>The student will:</p> <p>1. Demonstrate appropriate book handling skills (e.g., <i>hold a book right side up and turn pages in the correct direction</i>).</p>	<p>The student will:</p> <p>1. Demonstrate appropriate book handling skills (e.g., <i>identify the front cover, back cover, and title page of a book</i>).</p>	<p>The student will:</p> <p>1. Demonstrate appropriate book handling skills (e.g., <i>recognize left to right and top to bottom directionality of English reading</i>). (KR 1-1: PO2, PO3)</p> <p>2. Recognize that print represents spoken language and conveys meaning (e.g., <i>his/her own name, Exit and Danger signs</i>). (KR 1-1: PO1)</p>	<p>The student will:</p> <p>1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books. (KR 1-1: PO2, PO3)</p> <p>2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters. (KR 1-1: PO7)</p>	<p>The student will:</p> <p>1. Distinguish between printed letters and words. (KR 1-1: PO5)</p> <p>2. Demonstrate the one-to-one correlation between a spoken word and a printed word. (KR 1-1: PO8)</p> <p>3. Identify letters, words, and sentences. (KR 1-1: PO5, PO6, PO7)</p> <p>* On-grade Kindergarten</p>

* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide* for Reading.

ELL I (Correlates to Kindergarten)

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as <i>k, l, m, n, p</i>). 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language, including initial and final consonants (e.g., use words such as <i>libro</i> and <i>clase</i> or sentences such as <i>El libro esta en la clase</i> to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences). 2. Distinguish spoken rhyming words from non-rhyming words. (KR 1-2: PO1) 3. Identify the initial sounds (not letters) of a spoken word. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language, including long and short vowels (e.g., for students whose first language is Spanish, sounds such as <i>th, ll, b</i>). 2. Identify rhyming words in response to an oral prompt. (KR 1-2: PO2) 3. Identify the initial and final sounds (not letters) of a spoken word. (KR 1-2: PO7) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language. 2. Produce rhyming words in response to an oral prompt. (KR 1-2: PO2) 3. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes. (KR 1-2: PO8) 4. Orally produce groups of words that begin with the same initial sound. (KR 1-2: PO3) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Produce English graphemes represented by all the single-lettered consonants and vowels. (KR 1-3: PO3) 2. Recognize that a new word is created when a specific letter is changed, added, or removed. (KR 1-3: PO2) 3. Move sequentially from sound to sound and represent the number, order, and similarity or difference of two and three isolated phonemes. (KR 1-2: PO8) 4. Orally blend many English phonemes (letter sounds) to form single syllable words (e.g., <i>/m/a/n/ makes man</i>). (KR 1-2: PO4, PO5, PO6) <p>* On-grade Kindergarten</p>

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ELL I (Correlates to Kindergarten)

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p> <p>(continued)</p>	<p>The student will:</p>	<p>The student will:</p>	<p>The student will:</p> <p>4. Recognize and name some upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as <i>Ss, Pp, Cc</i>).</p>	<p>The student will:</p> <p>5. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., <i>D d</i>).</p>	<p>The student will:</p> <p>5. Recognize and name all upper and lower case letters of the alphabet. (KR 1-3: PO1)</p> <p>* On-grade Kindergarten</p>

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ELL I (Correlates to Kindergarten)

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>The student will:</p> <p>1. Sort a few common objects or pictures into basic categories (e.g., <i>colors, foods, animals, shapes</i>). (s) (m)</p> <p>2. Identify a few common signs, symbols, and labels in the environment, including traffic signs. (s) (m) (ss)</p>	<p>The student will:</p> <p>1. Sort some common objects into basic categories (e.g., <i>colors, foods, animals, shapes</i>). (s) (m)</p> <p>2. Identify some common signs, symbols, and labels in the environment. (s) (m) (ss)</p>	<p>The student will:</p> <p>1. Sort many common objects into basic categories (e.g., <i>colors, foods, animals, shapes</i>). (s) (m)</p> <p>2. Identify many common signs, symbols, and labels in the environment. (s) (m) (ss) (KR 3-2: PO2)</p>	<p>The student will:</p> <p>1. Sort most common objects into basic categories (e.g., <i>colors, foods, animals, shapes</i>). (s) (m)</p> <p>2. Comprehend (point, label, name) with the aid of picture cues one or two simple grade-level words, when heard or read aloud. (s) (m) (ss) (KR 1-4: PO1)</p>	<p>The student will:</p> <p>1. Sort common objects into basic categories (e.g., <i>colors, foods, animals, shapes</i>). (s) (m) (KR 1-4: PO2)</p> <p>2. Comprehend (point, label, name) with the aid of picture cues a few simple grade-level words, when heard or read aloud. (s) (m) (ss) (KR 1-4: PO1)</p> <p>* On-grade Kindergarten</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL I (Correlates to Kindergarten)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>The student will:</p> <p>1. Respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., <i>matching objects, pointing to an answer</i>), and by drawing pictures. (ss)</p> <p>2. Arrange a series of familiar pictures in sequence. (s) (m) (ss)</p> <p>3. Follow simple one-word written directions for classroom activities that are accompanied by picture cues.</p>	<p>The student will:</p> <p>1. Respond orally to stories dramatized or read to him or her by answering simple questions, using isolated words or strings of two- to three-word responses. (ss)</p> <p>2. Arrange a series of familiar pictures in sequence and occasionally use key words and physical actions. (s) (m) (ss)</p> <p>3. Follow simple one-step (two to three words) written directions for classroom activities that are accompanied by picture cues.</p>	<p>The student will:</p> <p>1. Respond orally to stories dramatized or read to him or her by answering factual comprehension questions, using short patterns of words and phrases. (ss)</p> <p>2. Arrange a series of pictures in sequence and use key words and physical actions. (s) (m) (ss)</p> <p>3. Follow simple one- to two-step (two to five words) written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p>	<p>The student will:</p> <p>1. Respond orally to stories read to him or her by answering factual comprehension questions, using key words, short phrases, and some simple sentences. (ss) (KR 2-1: PO2)</p> <p>2. Identify basic sequences of events in stories read aloud. (s) (m) (ss)</p> <p>3. Follow short two- to three-step written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m) (KR 3-2: PO1)</p>	<p>The student will:</p> <p>1. Identify the characters, setting, and key events of stories read to him or her, using key words, short phrases, and simple sentences. (ss) (K 2-1: PO2)</p> <p>2. Retell simple stories, placing events in sequence. (s) (m) (ss) (KR 2-1: PO3; LS-R1)</p> <p>3. Follow short two- to three-step written directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m) (KR 3-2: PO1)</p> <p>* On-grade Kindergarten</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL I (Correlates to Kindergarten)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>4. Sometimes participate in choral reading by acting out its meaning.</p>	<p>The student will:</p> <p>4. Often participate in choral reading by acting out its meaning. (KR 2-1: PO1)</p>	<p>The student will:</p> <p>4. Consistently participate in choral reading by acting out its meaning. (KR 2-1: PO1)</p>	<p>The student will:</p> <p>4. Sometimes participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud. (KR 2-1: PO1)</p> <p>5. Restate information from expository text read aloud by the teacher, using key words, short phrases, and some simple sentences, with teacher support. (s) (m) (ss) (KR 3-1: PO2, PO3)</p> <p>6. Make predictions about content based on book title and illustrations. (s) (m) (ss) (KR 1-6: PO1)</p>	<p>The student will:</p> <p>4. Consistently participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud. (KR 2-1: PO1)</p> <p>5. Respond to basic comprehension questions about expository text read aloud by the teacher, using key words, phrases, and simple sentences. (s) (m) (ss) (KR 3-1: PO2, PO3)</p> <p>6. Make predictions about content based on book title, illustrations, and text. (s) (m) (ss) (KR 1-6: PO1)</p> <p>* On-grade Kindergarten</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL II (Correlates to Grades 1-2)

Performance Conditions: Students at this stage of proficiency understand basic narrative text and authentic materials of a variety of lengths. They use contextual and visual cues to derive meaning from texts that contain unfamiliar words and expressions although most content words are everyday words, familiar to the learner. English learners also use prior knowledge and their experiences in their first language to understand meanings in English. Students respond best to texts that are accompanied by pictures and that are familiar, predictable, and personally relevant. They read narratives that are often related to personal experiences and are learning that reading can be fun as well as instructional.

Print Concepts	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will demonstrate understanding of print concepts of the English language.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books. 2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Distinguish between printed letters and words. 2. Demonstrate the one-to-one correlation between a spoken word and a printed word. 3. Identify letters, words, and sentences. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize the distinguishing features of a sentence (e.g., <i>capitalization, ending punctuation</i>). (1R 1-1: PO3) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify a few organizational features (e.g., <i>title, author, and table of contents</i>) of a book. (s) (m) (ss) (1R 1-1: PO4; 2R 3-1: PO3) 2. Alphabetize a series of words to the first letter. (1R 1-1: PO1) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify some organizational features (e.g., <i>title, author, table of contents, glossary, headings, captions</i>) of a book. (s) (m) (ss) (2R 3-1: PO3) 2. Alphabetize a series of words to the second letter. 2R 1-1: PO1 <p>* On-grade 2nd grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL II (Correlates to Grades 1-2)

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language. 2. Identify the initial and final sounds (not letters) of a spoken word. 3. Blend some English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man). 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language. 2. Distinguish initial (e.g., <u>s/a/t</u>), medial (e.g., s/<u>a</u>/t), and final sounds (e.g., s/a/<u>t</u>) in single-syllable words. (1R 1-2: PO4) 3. Blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man). 4. Pronounce a few English graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as /m/, /n/, /p/). 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Produce English graphemes represented by all the single-lettered consonants and vowels. (KR1-3: PO3) 2. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes. (1R 1-2: PO8) 3. Blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., an, man). (1R 1-2: PO6) 4. Pronounce some English graphemes with general accuracy while reading aloud. (1R 1-2: PO6) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Generate sounds from some letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words. (1R 1-2: PO6) 2. Move sequentially from sound to sound and represent the number, order, and similarity or difference of two and three isolated phonemes. (1R 1-2: PO8) 3. Blend two to four phonemes orally into recognizable words (e.g., /c/a/t=cat; /f/l/a/t= flat). (1R 1-2: PO7) 4. Pronounce many English graphemes with general accuracy while reading aloud. (2R 1-2: PO2, PO3) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words. (1R 1-2: PO6) 2. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., “tiger” makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme). (2R 1-2: PO3) 3. Blend isolated phonemes to form two-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes “tiger”). (2R 1-2: PO2) 4. Pronounce most English graphemes with general accuracy while reading aloud. (2R 1-2: PO2, PO3) <p>* On-grade 2nd grade</p>

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ELL II (Correlates to Grades 1-2)

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>4. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., <i>D d</i>).</p> <p>5. Recognize that a new word is created when a specific letter is changed, added, or removed.</p>	<p>The student will:</p> <p>5. Recognize and name all upper and lower case letters of the alphabet.</p> <p>6. Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change <i>hat</i> to <i>cat</i>, <i>pan</i> to <i>an</i>).</p> <p>7. Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme (e.g., “dog” makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).</p> <p>8. Use knowledge of inflectional endings (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>) to identify base words (e.g., <i>look</i>, <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p>The student will:</p> <p>5. Generate a series of rhyming words, including consonant blends. (1R 1-2: PO1)</p> <p>6. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., <i>s/p/l/a/t= splat</i>; <i>r/i/ch=rich</i>). (1R 1-2: PO8)</p> <p>7. Recognize inflectional forms of words. (1R 1-3: PO2; 1R 1-4: PO1)</p>	<p>The student will:</p> <p>5. Comprehend that as letters of words change, so do the sounds. (1R 1-2: PO3)</p> <p>6. Segment spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., <i>tiger</i> makes /t/i/g/e/r/). (2R 1-2: PO3)</p> <p>7. Recognize inflectional forms of words, including irregular plurals (e.g., <i>wife/wives</i>). (2R 1-3: PO3)</p>	<p>The student will:</p> <p>5. Demonstrate sound and symbol relationships and basic word formation rules in phrases, simple sentences, or simple text. (2R 1-3: PO1)</p> <p>6. Segment two-syllable words into syllables and count the number of sounds in syllables and syllables in words. (2R 1-2: PO1, PO2; 2R 1-3: PO2)</p> <p>7. Apply knowledge of inflectional endings that drop the final e to add endings such as <i>-ing</i>, <i>-ed</i> or that require changing the final y to i (e.g., <i>baby/babies</i>). (1R 1-3: PO2; 1R 1-4: PO1; 2R 1-3: PO2)</p> <p>* On-grade 2nd grade</p>

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ELL II (Correlates to Grades 1-2)

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>6. Know that two words can make new, compound words (e.g., <i>popcorn, sailboat, classroom</i>). (s) (m) (ss)</p> <p>7. Read a few common regular contractions.</p>	<p>The student will:</p> <p>9. Occasionally identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>10. Read some common regular contractions.</p> <p>11. Occasionally read common abbreviations. (s) (m) (ss)</p> <p>12. Occasionally use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>The student will:</p> <p>8. Sometimes identify the words that comprise compound words and their meaning. (s) (m) (ss) (1R 1-3: PO3; 1R 1-4: PO4)</p> <p>9. Read many common regular contractions. (1R 1-3: PO6; 1R 1-4: PO3)</p> <p>10. Sometimes read common abbreviations. (s) (m) (ss) (2R 1-3: PO5; 2R 1-4: PO5)</p> <p>11. Sometimes use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>The student will:</p> <p>8. Often identify the words that comprise compound words and their meaning. (s) (m) (ss) (1R 1-3: PO3; 2R 1-4: PO7)</p> <p>9. Read most common regular contractions. (2R 1-3: PO7; 2R 1-4: PO6)</p> <p>10. Often read common abbreviations. (s) (m) (ss)</p> <p>11. Often use knowledge of word order (syntax) and context to confirm decoding. (1R 1-3: PO7)</p>	<p>The student will:</p> <p>8. Consistently identify the words that comprise compound words and their meaning. (s) (m) (ss) (1R 1-3: PO3, PO6; 2R 1-4: PO7)</p> <p>9. Read all common regular contractions and irregular contractions (e.g., <i>don't, shan't, can't</i>). (2R 1-3: PO7; 2R 1-4: PO6)</p> <p>10. Consistently read common abbreviations. (s) (m) (ss) (2R 1-3: PO5)</p> <p>11. Consistently use knowledge of word order (syntax) and context to confirm decoding. (2R 1-3: PO9)</p> <p>* On-grade 2nd grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL II (Correlates to Grades 1-2)

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize one to two common high frequency sight words. 2. Comprehend (point, label, name) with the aid of picture cues a couple of simple grade-level words, when heard or read aloud. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize a few (three to four) common high frequency sight words. 2. Comprehend (point, label, name) with the aid of picture cues a few simple content-area words. (s) (m) (ss) 3. Recognize that two words can make a compound word (e.g., <i>lunchtime, daydream, everyday</i>). (s) (m) (ss) (1R 1-4: PO4) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize some (five to 25) common high frequency sight words. (1R 1-3: PO5) 2. Comprehend (point, label, name) with the aid of picture cues some simple content-area words (e.g., <i>sphere, cube, perimeter, body parts, mountain</i>). (s) (m) (ss) (1R 1-3: PO7) 3. Occasionally determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss) (1R 1-3: PO3; 2R 1-4: PO7) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize many (26 to 50) common high frequency sight words. (2R 1-3: PO6) 2. Comprehend (point, label, name) with the aid of picture cues many simple content-area grade-level words and a few, more complex words (e.g., <i>symmetry, equivalent, centimeter, adaptation, volcano, continent, revolution, pioneer, government</i>). (s) (m) (ss) (1R 1-3: PO7) 3. Sometimes determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss) (1R 1-3: PO3; 2R 1-4: PO7) 4. Recognize the meaning of a few common prefixes (e.g., <i>un-, re-, dis-</i>,) and suffixes (e.g., <i>-ful, -ly, -less</i>) when attached to known vocabulary. (s) (m) (ss) (2R 1-4: PO1, PO2, PO3, PO4) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize many (51 to 75) common regular and irregular sight words (e.g., <i>the, have, said, of</i>). (2R 1-3: PO6) 2. Comprehend (name, use, define) some content-area grade-level words that are more complex, using knowledge of word order and context to confirm meaning. (s) (m) (ss) (2R 1-3: PO9) 3. Often determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss) (1R 1-3: PO3; 2R 1-4: PO7) 4. Recognize the meaning of some common prefixes and suffixes when attached to known vocabulary. (s) (m) (ss) (2R 1-4: PO1, PO2, PO3, PO4) <p>* On-grade 2nd grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide* for Reading.

ELL II (Correlates to Grades 1-2)

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(continued)</p>	<p>The student will:</p>	<p>The student will:</p> <p>4. Understand one to two key words that signal grade-specific mathematical operations (e.g., <i>plus, add to</i>). (m)</p>	<p>The student will:</p> <p>4. Understand a few key words that signal grade-specific mathematical operations (e.g., <i>sum, combine, decrease, minus, gives</i>). (m)</p> <p>5. Use personal dictionary or word walls with pictures to find the meaning of known vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Understand some key words that signal grade-specific mathematical operations (e.g., <i>total of, increase by, fewer than, more than, less than</i>). (m)</p> <p>6. Use picture dictionary to find the meanings of known vocabulary. (s) (m) (ss)</p> <p>7. Know what homophones are (e.g., <i>here, hear; to, too, two; hole, whole</i>).</p> <p>8. Know what idiomatic expressions are (e.g., <i>last straw, cold feet, in hot water</i>).</p>	<p>The student will:</p> <p>5. Understand many words that indicate grade-specific mathematical operations (e.g., <i>difference between, product, times, double, yields</i>). (m)</p> <p>6. Use picture dictionary to find the meanings of unknown vocabulary. (s) (m) (ss)</p> <p>7. Know correct usage of a few problematic homophones (e.g., <i>here, hear; bear, bare</i>).</p> <p>8. Understand a few grade-appropriate idiomatic expressions (e.g., <i>raining cats and dogs, fish out of water</i>).</p> <p>* On-grade 2nd grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL II (Correlates to Grades 1-2)

Fluency	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will read with fluency and accuracy.</i></p>	<p>The student will:</p> <p>1. Read aloud a few short, easy, familiar passages with fluency (e.g., <i>accuracy, expression, appropriate phrasing, and attention to punctuation</i>).</p>	<p>The student will:</p> <p>1. Read aloud some short, easy, familiar passages with fluency (e.g., <i>accuracy, expression, appropriate phrasing, and attention to punctuation</i>).</p>	<p>The student will:</p> <p>1. Read aloud many familiar passages and occasionally read aloud familiar grade-level text with fluency (e.g., <i>accuracy, expression, appropriate phrasing, and attention to punctuation</i>). (1R 1-5: PO2)</p> <p>2. Occasionally read grade-level text with at least 90 percent accuracy. (1R 1-5: PO1, PO2)</p>	<p>The student will:</p> <p>1. Sometimes read aloud familiar grade-level text with fluency (e.g., <i>accuracy, expression, appropriate phrasing, and attention to punctuation</i>). (2R 1-5: PO2)</p> <p>2. Sometimes read grade-level text with at least 90 percent accuracy. (2R 1-5: PO1, PO2)</p>	<p>The student will:</p> <p>1. Often read aloud familiar grade-level text with fluency (e.g., <i>accuracy, expression, appropriate phrasing, and attention to punctuation</i>). (2R 1-5: PO2)</p> <p>2. Often read grade level-text with at least 90 percent accuracy. (2R 1-5: PO1, PO2)</p> <p>* On-grade 2nd grade</p>

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ELL II (Correlates to Grades 1-2)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify basic sequences of events in stories read to him or her. (s) (m) (ss) 2. Make predictions about content based on book title and illustrations. (s) (m) (ss) 3. Participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud. 4. Restate information from expository text read aloud, using key words, short phrases, and some simple sentences, with teacher support. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Retell a simple story, placing events in sequence. (s) (m) (ss) 2. Make predictions about content based on book title, illustrations, and text. (s) (m) (ss) 3. Participate in the reading of poetry by clapping and chanting to rhythms and rhymes. 4. Respond to basic comprehension questions about expository text read aloud, using key words and phrases, and simple sentences. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Retell a simple story, placing events in sequence and including details about the events, characters, and setting. (ss) (1R 2-1: PO3) 2. Predict what might happen next in a reading selection. (s) (ss) (1R 1-6: PO1) 3. Identify rhyming pairs of words in poetry. (1R 2-1: PO5) 4. Respond to basic comprehension questions about expository text read independently, using key words and phrases, and simple sentences. (s) (m) (ss) (1 R 3-1: PO2) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Respond to stories by answering questions about cause and effect and other relationships. (s) (ss) (2R 2-1: PO4) 2. Compare a prediction about an action or event to what actually occurs in the reading selection. (s) (ss) (2R 1-6: PO2) 3. Identify rhyme, rhythm, and repetition in poetry. (2R 2-1: PO6) 4. Identify the main idea of expository or functional text read independently. (s) (m) (ss) (1R 3-1: PO1) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe character traits (e.g., <i>honesty, courage</i>), setting, plot, and narrator of a story. (ss) (2R 2-1: PO1, PO2) 2. Predict events and actions in text based upon prior knowledge and text features. (s) (ss) (2R 1-6: PO1) 3. Identify words that an author uses to create rich auditory experiences in poetry. (2R 2-1: PO6) 4. Relate the gist of expository or functional text read independently, although some rereading and clarification is needed. (s) (m) (ss) (2R 3-1: PO1) <p>* On-grade 2nd grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL II (Correlates to Grades 1-2)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>5. Indicate the meaning of common signs and symbols in the environment. (s) (m) (ss)</p> <p>6. Follow short two- to three-step written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)</p> <p>7. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Indicate the meaning of specific signs (e.g., <i>traffic, safety, warning signs</i>). (s) (m) (ss)</p> <p>6. Identify specific details (e.g., <i>numbers, letters, a few key words, short expressions</i>) of text read to him or her. (s) (m) (ss)</p> <p>7. Follow short two- to three-step written directions for classroom activities with a few picture cues to assist. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m)</p> <p>8. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Indicate the meaning of common signs and symbols (e.g., <i>computer icons, mathematical symbols</i>). (s) (m) (ss) (1R 3-2: PO3)</p> <p>6. Occasionally comprehend a few simple mathematics word problems. (m)</p> <p>7. Follow two- to three-step written directions for classroom activities with some picture cues to assist. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) (1R 3-2: PO1)</p> <p>8. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Indicate the meaning of common signs, graphics, and symbols (e.g., <i>computer icons, map features, mathematical symbols, simple charts, and graphs</i>). (s) (m) (ss) (2R 3-2: PO3)</p> <p>6. Sometimes comprehend some simple mathematics word problems. (m)</p> <p>7. Follow up to five-step written directions for classroom activities with a few picture cues to assist. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m) (2R 3-2: PO1)</p> <p>8. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Interpret information in functional documents (e.g., <i>maps, schedules, pamphlets</i>). (ss) (2R 3-2: PO3)</p> <p>6. Often comprehend many simple mathematics word problems. (m)</p> <p>7. Follow up to five-step written directions for classroom activities. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m) (2R 3-2: PO1)</p> <p>8. Comprehend content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>* On-grade 2nd grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL II (Correlates to Grades 1-2)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p> <p>(continued)</p>	The student will:	The student will:	The student will:	<p>The student will:</p> <p>9. Extract information from graphic organizers (e.g., <i>webs, Venn diagrams, flow charts</i>) to comprehend text. (s) (m) (ss)</p>	<p>The student will:</p> <p>9. Use graphic organizers (e.g., <i>webs, Venn diagrams, flow charts</i>) in order to clarify the meaning of text. (s) (m) (ss)</p> <p>10. Locate specific information from graphic features (e.g., <i>charts, maps, diagrams, illustrations, tables, timelines</i>) or functional text (e.g., <i>maps, schedules, pamphlets</i>). (s) (m) (ss) (2R 3-1: PO3, PO5)</p> <p>* On-grade 2nd grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL III (Correlates to Grades 3-5)

Performance Conditions: Students at this stage of proficiency comprehend the content of many different genres of texts independently. They are able to detect the overall tone and intent of text. Students read texts that are predominantly factual and literal, with some abstract ideas. They read narratives that are often related to personal experiences and are learning that reading can be fun as well as instructional. Students are able to read classroom textbooks, stories, poems, newspaper articles, encyclopedia entries, and reports.

Print Concepts	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will demonstrate understanding of print concepts of the English language.</i></p>	<p>The student will:</p> <p>1. Identify a few organizational features (e.g., <i>title, author, and table of contents</i>) of a book. (s) (m) (ss)</p> <p>2. Alphabetize a series of words to the second letter.</p>	<p>The student will:</p> <p>1. Identify some organizational features (e.g., <i>title, table of contents, chapter titles, glossary</i>) of a book. (s) (m) (ss)</p> <p>2. Alphabetize a series of words to the third letter.</p>	<p>The student will:</p> <p>1. Identify many organizational features (e.g., <i>title, table of contents, chapter titles, glossary</i>) of a book. (s) (m) (ss) (3R 3-1: PO3)</p>	<p>The student will:</p> <p>1. Locate specific information by using organizational features (e.g., <i>title, table of contents, headings, captions, bold print, italics, key words, glossary, indices, italics, key words</i>) of text. (s) (m) (ss) (4R 3-1: PO4)</p>	<p>The student will:</p> <p>1. Locate specific information by using organizational features (e.g., <i>table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences</i>) of expository text. (s) (m) (ss) (5R 3-1: PO4)</p> <p>* On-grade 5th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide* for Reading.

ELL III (Correlates to Grades 3-5)

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Decode and correctly pronounce most English phonemes while reading aloud. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words. Pronounce many English graphemes with general accuracy while reading aloud. Orally segment two-syllable words into syllables and count the number of sounds in syllables and syllables in words. 	<p>The student will:</p> <ol style="list-style-type: none"> Recognize many common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words. Pronounce most English graphemes with general accuracy when reading multi-syllabic words aloud. Apply knowledge of basic syllabication rules when decoding two or three-syllable written words (e.g., <i>sup/per</i>, <i>fam/i/ly</i>). 	<p>The student will:</p> <ol style="list-style-type: none"> Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). (3R 1-3: PO1, PO2) Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words. (3R 1-3: PO1) Pronounce English graphemes with general accuracy when reading multi-syllabic words aloud. (3R 1-3: PO1, PO3) Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words. (3R 1-3: PO2) 	<p>The student will:</p> <ol style="list-style-type: none"> Use common English morphemes in oral and silent reading to derive meaning from text. 	<p>The student will:</p> <ol style="list-style-type: none"> Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <p>* On-grade 5th grade</p>

* Correlations to Arizona's Academic Standards are found in the *Correlation Guide for Reading*.

ELL III (Correlates to Grades 3-5)

Phonemic Awareness & Decoding	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>5. Read inflectional forms of words, including irregular plurals (e.g., <i>wife/wives</i>).</p> <p>6. Sometimes identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>7. Sometimes read common abbreviations. (s) (m) (ss)</p> <p>8. Sometimes use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>The student will:</p> <p>5. Read words from common word families (e.g., <i>-ite, -ate</i>).</p> <p>6. Often identify the words that comprise compound words and their meaning. (s) (m) (ss)</p> <p>7. Often read common abbreviations. (s) (m) (ss)</p> <p>8. Often use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>The student will:</p> <p>5. Read words from common word families (e.g., <i>-ab, -ail, -ake, -an</i>). (3R 1-3: PO3)</p> <p>6. Consistently identify the words that comprise compound words and their meaning. (s) (m) (ss) (3R 1-4: PO5)</p> <p>7. Consistently read common abbreviations. (s) (m) (ss) (3R 1-3: PO4; 3R 1-4: PO3)</p> <p>8. Consistently use knowledge of word order (syntax) and context to confirm decoding. (3R 1-3: PO6)</p>	<p>The student will:</p> <p>2. Read words from complex word families (e.g., <i>-ought, -ight</i>). (3R 1-3: PO3)</p>	<p>The student will:</p> <p>2. Read words using knowledge of many spelling rules (e.g., inflectional endings; orthographic patterns and rules, such as <i>oil/toy, match/speech, badge/cage</i>; contractions; <i>-tion</i> and <i>-sion</i>; regular phonogram patterns). (3R 1-3: PO3)</p> <p>* On-grade 5th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL III (Correlates to Grades 3-5)

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize the meaning of many common prefixes and suffixes to determine the meaning of unfamiliar words (e.g., <i>wonderful, washable, pre-game, misbehavior</i>). (s) (m) (ss) 2. Determine the intended meaning of one to two grade-level words, using knowledge of word order and context to confirm meaning. (s) (m) (ss) 3. Recognize with the aid of picture cues the meaning of a few common grade-appropriate antonyms and synonyms. 4. Use picture dictionary to find the meanings of known vocabulary. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Use knowledge of root words (e.g., <i>like, pay, or happy</i>) and affixes (e.g., <i>dis-, pre-, un-</i>) to determine the meaning of a few unknown grade-level words (e.g., <i>radius, diameter, revolution, circumference, prehistoric</i>). (s) (m) (ss) 2. Determine the intended meaning of a few grade-level words with multiple meanings (e.g., <i>present: gift, time</i>), using word, sentence, and paragraph clues. (s) (m) (ss) 3. Recognize with the aid of picture cues the meaning of some grade-appropriate antonyms and synonyms. 4. Use picture dictionary to determine meanings of unknown words (e.g., <i>words with multiple meanings, idioms</i>). (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words (e.g., <i>quadrilateral polygon, parallel, ecosystem, judicial, legislative</i>). (s) (m) (ss) (3R 1-4: PO1, PO2, P03, PO4) 2. Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss) (4R 1-4: PO2) 3. Occasionally recognize the meaning of grade-appropriate antonyms and synonyms (e.g., <i>beginning/end; start/finish</i>) in stories or games. (3R 1-4: PO6) 4. Comprehend what kinds of information a dictionary contains. (s) (m) (ss) (3 R 1-4: PO7) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Use knowledge of root words and affixes to determine the meaning of many unknown grade-level words (e.g., <i>scalene, perpendicular, isosceles, equilateral, phenomena, civilization, confederation</i>). (s) (m) (ss) (4R 1-4: PO1) 2. Determine the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss) (5R 1-4: PO2) 3. Sometimes recognize the meaning of grade-appropriate antonyms and synonyms in stories or games. (4R 1-4: PO6) 4. Use standard dictionary to determine meanings and pronunciations of some unknown words (e.g., <i>words with multiple meanings, idioms</i>). (s) (m) (ss) (4R 1-4: PO5) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Use knowledge of root words and affixes to determine the meaning of most unknown grade-level words (e.g., <i>abolitionist, emancipation, monarchy</i>). (s) (m) (ss) (5R 1-4: PO1) 2. Determine the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss) (5R 1-4: PO2) 3. Often recognize the meaning of grade-appropriate antonyms and synonyms in stories or games. (5R 1-4: PO6) 4. Use standard dictionary to determine meanings, pronunciations, syllabication, parts of speech and antonyms and synonyms. (s) (m) (ss) (5R 1-4: PO5) <p>* On-grade 5th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL III (Correlates to Grades 3-5)

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>5. Recognize many (51 to 75) common regular and irregular sight words (e.g., <i>the, have, said, of</i>).</p> <p>6. Demonstrate understanding of some grade-appropriate idiomatic expressions (e.g., <i>touch and go; on its last legs</i>).</p> <p>7. Know what homophones are (e.g., <i>here, hear; to, too, two; hole, whole</i>).</p> <p>8. Understand a few key words that signal grade-specific mathematical operations (e.g., <i>total of, increase by, fewer than, more than, less than</i>). (m)</p>	<p>The student will:</p> <p>5. Develop basic sight vocabulary (76 to 100 words). (3R 1-3: PO2)</p> <p>6. Recognize the difference between figurative and literal language (e.g., <i>break the ice, bury the hatchet</i>). (ss)</p> <p>7. Know correct usages of a few problematic homophones (e.g., <i>here, hear; bear, bare</i>).</p> <p>8. Understand some key words that signal grade-specific mathematical operations (e.g., <i>total of, increase by, fewer than, more than, less than</i>). (m)</p>	<p>The student will:</p> <p>5. Recognize simple analogies and similes in literature and texts in content areas (e.g., <i>fly like a bird</i>). (ss) (4R 1-4: PO4)</p> <p>6. Know correct usage of some problematic homophones (e.g., <i>there, their, they're; your, you're</i>). (3 R 1-4: PO6)</p> <p>7. Understand many words that indicate grade-specific mathematical operations (e.g., <i>plus, minus, difference between, increase, decrease, add, subtract, product, times, double, yields</i>). (m)</p>	<p>The student will:</p> <p>5. Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., <i>give me a hand, scared silly, piece of cake</i>). (ss) (4R 1-4: PO3, PO4)</p> <p>6. Know the correct usage of many problematic homophones. (4R 1-4: PO6)</p> <p>7. Understand most words that indicate grade-specific mathematical operations (e.g., <i>divide, multiply, double, triple, per, ratio</i>). (m)</p> <p>8. Know the meaning of a few multiple-meaning words that have a different meaning in mathematics (e.g., <i>acute, obtuse</i>). (m)</p>	<p>The student will:</p> <p>5. Determine the meaning of figurative and metaphorical use of words in context, including idiomatic expressions (e.g., <i>make a mountain out of a molehill</i>). (ss) (5R 1-4: PO3, PO4)</p> <p>6. Use problematic homophones correctly in writing. (5R 1-4: PO6)</p> <p>7. Use and apply correctly words that indicate mathematical operations (e.g., <i>product, one-half, round, estimate</i>). (m)</p> <p>8. Know the meaning of some multiple-meaning words that have a different meaning in mathematics (e.g., <i>acute, obtuse</i>). (m)</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide* for Reading.

ELL III (Correlates to Grades 3-5)

Fluency	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will read with fluency and accuracy.</i></p>	<p>The student will:</p> <p>1. Read aloud many familiar passages and occasionally read aloud familiar grade level text with fluency (e.g., <i>accuracy, expression, appropriate phrasing, and attention to punctuation</i>).</p>	<p>The student will:</p> <p>1. Occasionally read aloud grade level texts in ways that reflect understanding of the text and engage the listeners.</p> <p>2. Occasionally read grade level text with at least 90 percent accuracy.</p>	<p>The student will:</p> <p>1. Sometimes read aloud grade level texts in ways that reflect understanding of the text and engage the listeners. (3R 1-5: PO2)</p> <p>2. Sometimes read grade level text with at least 90 percent accuracy. (3R 1-5: PO1)</p>	<p>The student will:</p> <p>1. Often read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners. (4R 1-5: PO1)</p> <p>2. Often read grade level text with at least 90 percent accuracy.</p>	<p>The student will:</p> <p>1. Consistently read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners. (5R 1-5: PO1)</p> <p>2. Consistently read grade level text with at least 90 percent accuracy.</p> <p>* On-grade 5th grade</p>

* Correlations to Arizona's Academic Standards are found in the *Correlation Guide* for Reading.

ELL III (Correlates to Grades 3-5)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the basic sequence of events and make relevant predictions about stories. (s) (ss) 2. Identify rhyme, rhythm, and repetition in poetry. 3. Respond to basic comprehension questions about expository text, using phrases and simple sentences. (s) (m) (ss) 4. Locate various facts in response to questions about basic, short text. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe character traits (e.g., <i>honesty, courage</i>), setting, plot, and narrator of a story. (ss) 2. Identify rhyme, rhythm, repetition, and sensory images in poetry. 3. Identify the main idea of expository or functional text. (s) (m) (ss) 4. Occasionally locate specific information from graphic features (e.g., <i>charts, maps, diagrams, illustrations, tables, timelines</i>) or functional text (e.g., <i>maps, schedules, pamphlets</i>). (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the components and main problem or conflict of a plot and its resolution. (ss) (3R 2-1: PO 4; 4R 2-1: PO1, PO2) 2. Identify some structural elements of poetry (e.g., <i>imagery, rhyme, verse, rhythm, meter</i>). (3R 2-1: PO6) 3. Identify the main ideas, key words, and important details in short expository text on a familiar topic. (s) (m) (ss) (3R 3-1: PO1) 4. Sometimes locate specific information from graphic features (e.g., <i>charts, maps, diagrams, illustrations, tables, timelines</i>) or functional text (e.g., <i>maps, schedules, pamphlets</i>). (s) (m) (ss) (3R 3-1: PO3) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify basic story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme. (4R 2-1: PO1-PO8) 2. Identify many structural elements of poetry (e.g., <i>imagery, rhyme, verse, rhythm, meter</i>). (4R 2-1: PO9) 3. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference. (s) (m) (ss) (4R 3-1: PO1, PO3) 4. Often locate specific information from graphic features (e.g., <i>charts, maps, diagrams, illustrations, tables, timelines</i>) or functional text (e.g., <i>maps, schedules, pamphlets</i>). (s) (m) (ss) (4R 3-1: PO6) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast the plot, setting, characters, narration, theme, and author's techniques in a story to another selection and to the reader's experiences. (5R 2-1: PO1-PO7) 2. Describe meaning and characteristics of various forms of poetry (e.g., <i>limerick, haiku, free verse</i>). (5R 2-1: PO8) 3. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss) (5R 3-1: PO1, PO3, PO8; 5R 3-3: PO1) 4. Consistently locate specific information from graphic features (e.g., <i>charts, maps, diagrams, illustrations, tables, timelines</i>) or functional text (e.g., <i>maps, schedules, pamphlets</i>). (s) (m) (ss) (5R 3-1: PO6) <p>* On-grade 5th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona's Academic Standards are found in the *Correlation Guide* for Reading.

ELL III (Correlates to Grades 3-5)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>5. Indicate the meaning of common signs and symbols (e.g., <i>computer icons, mathematical symbols</i>). (s) (m) (ss)</p> <p>6. Respond to stories by answering questions about cause and effect and other relationships between events. (s) (ss)</p> <p>7. Follow up to five-step written directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p>	<p>The student will:</p> <p>5. Indicate the meaning of common signs, graphics, and symbols (e.g., <i>computer icons, map features, mathematical symbols, simple charts, and graphs</i>). (s) (m) (ss)</p> <p>6. Distinguish cause from effect in expository text. (s) (ss)</p> <p>7. Follow a short set of written multiple-step directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p> <p>8. Distinguish fact from opinion in persuasive text (e.g., ads, product labels). (s) (ss) (3R 3-2: PO1)</p>	<p>The student will:</p> <p>5. Interpret information in functional documents (e.g., <i>maps, schedules, pamphlets</i>). (ss) (3R 3-2: PO4)</p> <p>6. Identify stated cause and effect relationships in text. (s) (ss) (4R 3-1: PO7)</p> <p>7. Follow a set of written multiple-step instructions to perform routine procedures. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m) (3R 3-2: PO1)</p> <p>8. Identify persuasive words in text intended to influence readers' opinions and actions. (s) (ss) (3R 3-3: PO2)</p>	<p>The student will:</p> <p>5. Interpret information from a broader range of functional documents (e.g., <i>maps, schedules, pamphlets, instructions, forms</i>). (ss) (4R 3-2: PO2)</p> <p>6. Identify stated or implied cause and effect relationships in text. (s) (ss) (5R 3-1: PO7)</p> <p>7. Follow a set of written multiple-step instructions to perform routine procedures or answer questions. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m) (4R 3-2: PO2)</p> <p>8. Identify persuasive strategies in text intended to influence readers' opinions and actions. (s) (ss) (4R 3-3: PO2)</p>	<p>The student will:</p> <p>5. Interpret details from functional documents for a specific purpose (e.g., <i>to follow directions, to solve problems, to perform procedure</i>). (ss) (5R 3-2: PO2)</p> <p>6. Identify stated or implied cause and effect and other relationships in text (e.g., <i>connections between events, correlation</i>). (s) (ss) (5R 3-1: PO7)</p> <p>7. Follow a set of written multiple-step instructions to perform routine procedures, answer questions, or solve problems. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m) (5R 3-2: PO2)</p> <p>8. Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions. (s) (ss) (5R 3-3: PO2, PO3)</p> <p>* On-grade 5th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

ELL III (Correlates to Grades 3-5)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>8. Use graphic organizers (e.g., <i>webs, Venn diagrams, flow charts</i>) in order to clarify the meaning of text. (s) (m) (ss)</p> <p>9. Comprehend one or two simple grade-level mathematics word problems. (m)</p> <p>10. Comprehend one or two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>9. Use graphic organizers to organize information in text (e.g., <i>Herringbone Pattern, Venn diagram, concept mapping</i>). (s) (m) (ss) (3R 1-6: PO5)</p> <p>10. Comprehend a few of grade-level mathematics word problems. (m)</p> <p>11. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>12. Occasionally restate mathematical symbolic representations into words or sentences. (m)</p>	<p>The student will:</p> <p>9. Access and locate information through table of contents, indexes, and glossaries. (s) (m) (ss) (3R 3-1: PO3)</p> <p>10. Comprehend some grade-level mathematics word problems. (m)</p> <p>11. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>12. Sometimes restate mathematical symbolic representations into words or sentences. (m)</p>	<p>The student will:</p> <p>9. Access and locate information through table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, and headings. (s) (m) (ss) (4R 3-1: PO4)</p> <p>10. Comprehend many grade-level mathematics word problems. (m)</p> <p>11. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>12. Often restate mathematical symbolic representations into words or sentences. (m)</p>	<p>The student will:</p> <p>9. Access and locate specific information from informational and functional text by using organizational features of text, including table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, headings, captions, and key words. (s) (m) (ss) (5R 3-1: PO4; 5R 3-2: PO1)</p> <p>10. Comprehend most grade-level mathematics word problems. (m)</p> <p>11. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>12. Consistently restate mathematical symbolic representations (e.g., <i>numerals, operations, simple equations, graphs</i>) into words or sentences. (m)</p> <p>* On-grade 5th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide* for Reading.

ELL IV (Correlates with Grades 6-8)

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

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> Determine the effect of affixes on root words. (s) (m) (ss) Know the difference between the denotative and connotative meanings of grade-level words. Recognize simple analogies and similes in literature and texts in content areas (e.g., <i>fly like a bird</i>). (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> Occasionally apply knowledge of common Greek and Latin roots and affixes (e.g., <i>anti, bene, auto, populous, astro, theo.</i>) to understand content area vocabulary. (s) (m) (ss) Occasionally distinguish between the denotative and connotative meanings of grade-level words. Occasionally determine the meaning of figurative language, including similes (e.g., <i>fly like a bird</i>), metaphors, (e.g., <i>The doctor inspected the injury with an eagle eye</i>) and personification. (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> Sometimes apply knowledge of common Greek and Latin roots and affixes (e.g., <i>anti, bene, auto, populous, astro, theo.</i>) to understand content area vocabulary. (s) (m) (ss) (6R 1-4: PO1) Sometimes distinguish between the denotative and connotative meanings of grade-level words. (6R 1-4: PO3) Sometimes determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss) (6R 1-4: PO4) 	<p>The student will:</p> <ol style="list-style-type: none"> Often apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary (e.g., <i>equation, congruence, recursive, complementary, symbiotic, hypothesis, lithosphere, renaissance, anarchy, suffrage</i>). (s) (m) (ss) (7R 1-4: PO1) Often distinguish between the denotative and connotative meanings of grade-level words. (7R 1-4: PO3) Often determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss) (7R 1-4: PO4) 	<p>The student will:</p> <ol style="list-style-type: none"> Consistently apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. (s) (m) (ss) (8R 1-4: PO1) Consistently distinguish between the denotative and connotative meanings of grade-level words. (8R 1-4: PO3) Consistently determine the meaning of figurative language, including similes, metaphors, personification, and idioms, and how the writer’s word choice affects the meaning of the text. (ss) (8R 1-4: PO4) <p>* On-grade 8th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide* for Reading.

ELL IV (Correlates to Grades 6-8)

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>4. Use standard dictionary to determine meanings and pronunciations of some unknown words (e.g., <i>words with multiple meanings, idioms</i>). (s) (m) (ss)</p> <p>5. Determine the intended meaning of a few grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)</p> <p>6. Know the meaning of one or two multiple meaning grade-level words that have a different meaning in mathematics (e.g., <i>acute, obtuse</i>). (m)</p>	<p>The student will:</p> <p>4. Use standard dictionary to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms. (s) (m) (ss)</p> <p>5. Interpret the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)</p> <p>6. Know the meaning of a few multiple-meaning grade-level words that have a different meaning in mathematics (e.g., <i>table, variable, similarity</i>). (m)</p>	<p>The student will:</p> <p>4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms. (s) (m) (ss) (6R 1-4: PO5)</p> <p>5. Interpret the intended meaning of many grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition and example. (s) (m) (ss) (6R 1-4: PO2, PO3)</p> <p>6. Know the meaning of some multiple-meaning grade-level words that have a different meaning in mathematics (e.g., <i>factor, plane, function</i>). (m)</p>	<p>The student will:</p> <p>4. Use multiple reference aids, (e.g., <i>thesaurus, synonym/antonym finder, dictionary, software</i>) to determine various word meanings, pronunciations, syllabication, parts of speech, antonyms and synonyms, and correct spellings of words. (s) (m) (ss) (7R 1-4: PO5)</p> <p>5. Interpret the intended meaning of many grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition, example, and restatement. (s) (m) (ss) (7R 1-4: PO2, PO3)</p> <p>6. Know the meaning of many multiple-meaning grade-level words that have a different meaning in mathematics (e.g., <i>expression, rational, domain, range, chord</i>). (m)</p>	<p>The student will:</p> <p>4. Use general and specific dictionaries and other reference aids to determine the meanings, pronunciations, syllabication, synonyms and antonyms, parts of speech, and correct spellings of words. (s) (m) (ss) (8R 1-4: PO5)</p> <p>5. Interpret the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, and contrast. (s) (m) (ss) (8R 1-4: PO2, PO3)</p> <p>6. Know the meaning of most multiple-meaning grade-level words that have a different meaning in mathematics. (m)</p> <p>* On-grade 8th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide* for Reading.

ELL IV (Correlates to Grades 6-8)

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>7. Identify chronology or cause and effect relationships in text from the signal words. (s) (m) (ss)</p>	<p>The student will:</p> <p>7. Occasionally recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)</p>	<p>The student will:</p> <p>7. Sometimes recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)</p>	<p>The student will:</p> <p>7. Often recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)</p>	<p>The student will:</p> <p>7. Consistently recognize words that signal the following text organizational structures:</p> <ul style="list-style-type: none"> • cause and effect (e.g., <i>because, if...then, for this reason, consequently, due to, accordingly</i>), (s) (m) (ss) • chronological sequences (e.g., <i>first, after, following, during, when, then</i>), (s) (m) (ss) • comparison and contrast (e.g., <i>but, however, similar to, in common, on the other hand, less than</i>), (s) (m) (ss) • description (e.g., <i>as in, such as, appears to be, above, under</i>), and (s) (m) (ss) • problem and solution (e.g., <i>one answer, a resolution, therefore, in order to</i>). (s) (m) (ss) <p>(6R 3-1: PO8)</p> <p>* On-grade 8th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona’s Academic Standards are found in the *Correlation Guide* for Reading.

ELL IV (Correlates to Grades 6-8)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> Follow the sequence of narration in text (e.g., <i>popular newspaper, magazine articles, and popular easy fiction</i>). (s) (ss) Identify major and minor characters in literary works. (ss) Identify some structural elements of poetry (e.g., <i>imagery, rhyme, verse, rhythm, meter</i>). Identify the main ideas, key words, and important details in short expository text on a familiar topic. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> Describe the plot and its components, and the setting of a literary selection. (ss) Distinguish between major and minor characters and identify qualities of key characters. (ss) Identify many structural elements of poetry (e.g., <i>imagery, rhyme, verse, rhythm, meter</i>). Identify the purpose, main ideas, key words, and important details in text that requires some level of inference. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> Identify the theme (e.g., <i>moral, lesson, meaning, message, view or comment on life</i>) and point of view of a literary selection. (ss) (6R 2-1: PO2, PO4) Describe a character's traits using textual evidence (e.g., <i>dialogue, actions, narrations</i>). (ss) (6R 2-1: PO3) Describe the structural elements of poetry (e.g., <i>stanza, verse, rhyme scheme, rhythm, line breaks</i>). (6R 2-1: PO7) Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss) (6R 3-1: PO9) 	<p>The student will:</p> <ol style="list-style-type: none"> Recognize and describe multiple themes in literary works from various cultures. (ss) (7R 2-1: PO2) Describe characters' motivations and how a character's traits influence a character's actions. (ss) (7R 2-1: PO3) Identify various characteristics of poetry, including alliteration, assonance, and figurative language. (7R 2-1: PO7) Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss) (6R 3-1: PO9; 7R 3-3: PO1, PO2) 	<p>The student will:</p> <ol style="list-style-type: none"> Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood and tone of the text. (ss) (8R 2-1: PO1, PO5, PO6) Compare and contrast characters' key qualities, points of view, and themes across a variety of literary works from different cultures. (ss) (8R 2-1: PO 2, PO3, PO4) Describe meaning and characteristics of various forms of poetry (e.g., <i>epic, lyric, sonnet, free verse</i>). (8R 2-1: PO7) Make relevant inferences by synthesizing concepts about expository text, supported by text evidence. (s) (m) (ss) (8R 3-1: PO10) <p>* On-grade 8th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL IV (Correlates to Grades 6-8)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, information, and understanding.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>5. Follow a set of written multiple-step instructions to perform routine procedures, answer questions, or solve problems. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)</p> <p>6. Identify persuasive words in text intended to influence readers' opinions and actions. (s) (ss)</p> <p>7. Access and locate specific information from informational and functional text by using organizational features of text, including table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, headings, captions, and key words. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Follow a set of written multiple-step instructions to perform routine and less routine procedures. (s) (m)</p> <p>6. Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions. (s) (ss)</p> <p>7. Access and locate specific information from informational and functional text by using organizational structures of text, including chronological order, comparison and contrast. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. (s) (m) (6R 3-2: PO1, PO3)</p> <p>6. Distinguish fact from opinion in persuasive text by providing supporting evidence from text. (s) (ss) (6R 3-1: PO3)</p> <p>7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order. (s) (m) (ss) (6R 3-1: PO8)</p>	<p>The student will:</p> <p>5. Evaluate the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous. (s) (m) (7R 3-2: PO2; 8R 3-2: PO4)</p> <p>6. Determine author's perspective; distinguish between sound generalizations and oversimplifications or bias. (s) (ss) (7R 3-3: PO1, PO3; 8R 3-3: PO4)</p> <p>7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order, description and problem-solution. (s) (m) (ss) (7R 3-1: PO9)</p>	<p>The student will:</p> <p>5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question. (s) (m) (ss) (8R 3-2: PO3)</p> <p>6. Evaluate the adequacy and effectiveness of the supporting facts and details, including identifying instances of propaganda and bias. (s) (ss) (8R 3-2: PO4; 8R 3-3: PO2, PO3, PO4)</p> <p>7. Compare and contrast the organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order, description and problem/solution to aid comprehension. (s) (m) (ss) (8R 3-1: PO9)</p> <p>* On-grade 8th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

* Correlations to Arizona's Academic Standards are found in the *Correlation Guide* for Reading.

ELL IV (Correlates to Grades 6-8)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, information, and understanding.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>8. Navigates text that includes factual information with a few unfamiliar names and events. (ss)</p> <p>9. Interpret a few graphic sources of information such as charts, timelines, and simple tables. (s) (m) (ss)</p> <p>10. Translate a written phrase to a simple mathematical statement. (m)</p> <p>11. Comprehend one or two grade-level mathematics word problems. (m)</p> <p>12. Comprehend one or two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>8. Navigates text that includes factual information with some unfamiliar names and events. (ss)</p> <p>9. Interpret some graphic sources of information such as charts, timelines, tables, and simple maps and graphs. (s) (m) (ss)</p> <p>10. Translate a written phrase to a simple algebraic expression. (m)</p> <p>11. Comprehend a few grade-level mathematics word problems. (m)</p> <p>12. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>8. Navigates text that includes factual information with many unfamiliar names and events. (ss)</p> <p>9. Interpret many graphic sources of information such as charts, timelines, tables, maps, graphs, and diagrams. (s) (m) (ss) (6R 3-1: PO 7)</p> <p>10. Translate a sentence written in context into an algebraic equation involving one operation. (m)</p> <p>11. Comprehend some grade-level mathematics word problems. (m)</p> <p>12. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>8. Navigates text that includes factual information with many unfamiliar names, events, and concepts. (ss)</p> <p>9. Interpret the components of various graphic sources of information such as legends, keys, scales, and captions. (s) (m) (ss) (7R 3-1: PO 8)</p> <p>10. Translate a sentence written in context into an algebraic equation involving two operations. (m)</p> <p>11. Comprehend many grade-level mathematics word problems. (m)</p> <p>12. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>8. Navigates text that includes a wealth of factual information replete with unfamiliar names, events, and concepts. (ss)</p> <p>9. Interpret a wide variety of graphic sources of information, including political cartoons and other types of illustrations. (s) (m) (ss) (8R 3-1: PO 8)</p> <p>10. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa. (m)</p> <p>11. Comprehend most grade-level mathematics word problems. (m)</p> <p>12. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>* On-grade 8th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL V (Correlates to Grades 9-12)

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

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(Some content also covered in Listening & Speaking)</p>	<p>The student will:</p> <p>1. Sometimes apply knowledge of common Greek and Latin roots and affixes (e.g., <i>anti, bene, auto, populous, astro, theo,</i>) to understand content area vocabulary. (s) (m) (ss)</p> <p>2. Sometimes distinguish between the denotative and connotative meanings of grade-level words.</p> <p>3. Sometimes determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss)</p>	<p>The student will:</p> <p>1. Often apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary (e.g., <i>equation, congruence, recursive, complementary, symbiotic, hypothesis, lithosphere, renaissance, anarchy, suffrage</i>). (s) (m) (ss)</p> <p>2. Often distinguish between the denotative and connotative meanings of grade-level words.</p> <p>3. Often determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss)</p>	<p>The student will:</p> <p>1. Consistently apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. (s) (m) (ss) (9R 1-4: PO1)</p> <p>2. Consistently define the denotative and connotative meanings of grade-level words. (9R1-4: PO3)</p> <p>3. Consistently determine the meaning of figurative language, including similes, metaphors, personification, and idioms and how the writer's word choice affects the meaning of the text. (ss) (8R 1-4: PO4)</p>	<p>The student will:</p> <p>1. Consistently apply knowledge an expanded range of Greek and Latin roots and affixes to understand content area vocabulary. (s) (m) (ss) (10R 1-4: PO1)</p> <p>2. Consistently define the denotative and connotative meanings of grade-level words. (9R 1-4: PO3)</p> <p>3. Comprehend sufficient key content and descriptive vocabulary, idioms, and colloquial expressions in order to interpret many stories of general interest. (ss) (10R 1-4: PO3)</p>	<p>The student will:</p> <p>1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., <i>Latin, Greek, Anglo-Saxon</i>). (s) (m) (ss)</p> <p>2. Consistently define the denotative and connotative meanings of grade-level words. (9R1-4: PO3)</p> <p>3. Interpret figurative language, idiomatic expressions, colloquialisms, culturally embedded verbal humor, and sarcasm in media and other reading presentations when delivered at a normal or rapid rate. (ss) (10R 1-4: PO3)</p> <p>* On-grade 12th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL V (Correlates to Grades 9-12)

Vocabulary	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></p> <p>(continued)</p> <p>(Some content also covered in Listening & Speaking)</p>	<p>The student will:</p> <p>4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech and antonyms and synonyms. (s) (m) (ss)</p> <p>5. Interpret the intended meaning of one or two grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)</p> <p>6. Know the meaning of one or two multiple-meaning grade-level words that have a different meaning in mathematics (e.g., <i>factor, plane, function</i>). (m)</p>	<p>The student will:</p> <p>4. Use multiple reference aids, (e.g., <i>thesaurus, synonym/antonym finder, dictionary, software</i>) to determine various word meanings, pronunciations, syllabication, parts of speech, antonyms and synonyms, and correct spellings of words. (s) (m) (ss)</p> <p>5. Interpret the intended meaning of one or two grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)</p> <p>6. Know the meaning of one or two multiple-meaning grade-level words that have a different meaning in mathematics (e.g., <i>factor, plane, function</i>). (m)</p>	<p>The student will:</p> <p>4. Use general and specific dictionaries and other reference aids to determine the meanings, pronunciations, syllabication, synonyms, and antonyms, parts of speech, and correct spellings of words. (s) (m) (ss) (8R 1-4: PO5)</p> <p>5. Interpret the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues, as well as text structures such as definition, example, restatement, comparison/contrast, and cause/effect. (s) (m) (ss) (8R 1-4: PO2, PO3)</p> <p>6. Know the meaning of some multiple-meaning grade-level words that have a different meaning in mathematics. (m)</p>	<p>The student will:</p> <p>4. Use resources such as general and specialized dictionaries, thesauri, or glossaries (and CD-Rom and the Internet when available) to determine pronunciations, parts of speech, contextually appropriate synonyms and antonyms, replacement words and phrases, and correct spellings of words. (s) (m) (ss) (9R 1-4: PO5)</p> <p>5. Infer the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues as well as text structures such as definition, example, restatement, comparison/contrast, and cause/effect. (s) (m) (ss) (9R 1-4: PO2; 10R 1-4: PO2, PO3)</p> <p>6. Know the meaning of many multiple-meaning grade-level words that have a different meaning in mathematics. (m)</p>	<p>The student will:</p> <p>4. Use multiple reference aids to determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words. (s) (m) (ss) (10R 1-4: PO5)</p> <p>5. Infer the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues, as well as text structures such as definition, example, restatement, comparison/contrast, and cause/effect. (s) (m) (ss) (11R 1-4: PO2; 12 R 1-4: PO2)</p> <p>6. Know the meaning of most multiple-meaning grade-level words that have a different meaning in mathematics. (m)</p> <p>* On-grade 12th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL V (Correlates to Grades 9-12)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, information, and understanding.</i></p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the theme (e.g., <i>moral, lesson, meaning, message, view or comment on life</i>) and point of view of a literary selection. (ss) 2. Describe a character's traits using textual evidence (e.g., <i>dialogue, actions, narrations</i>). (ss) 3. Describe the structural elements of poetry (e.g., <i>stanza, verse, rhyme scheme, rhythm, line breaks</i>). 4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize and describe multiple themes in literary works from various cultures. (ss) 2. Describe characters' motivations and how a character's traits influence a character's actions. (ss) 3. Identify various characteristics of poetry, including alliteration, assonance, and figurative language. 4. Summarize the essential elements of text in logically connected sentences, including the organization of text and logical links between and among paragraphs. (s) (m) (ss) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood of the text. (ss) (8R 2-1: PO1, PO 5, PO6) 2. Compare and contrast characters' key qualities and points of view across a variety of literary works. (ss) (8R 2-1: PO 2, PO3, PO4) 3. Describe meaning and characteristics of various forms of poetry (e.g., <i>epic, lyric, sonnet, free verse</i>) (8R 2-1: PO7) 4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence. (s) (m) (ss) (8R 3-1: PO10) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice and the author's use of point of view. (ss) (9R 2-1: PO1, PO2; 10R 2-1: PO1, PO2) 2. Compare and contrast the motivations and reactions of characters across a variety of literary works that deal with similar themes. (ss) (10R 2-1: PO3) 3. Explain different elements of figurative language in poetry, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection. (ss) (10R 2-1: PO2) 4. Evaluate the ideas and elements of text and use inferences to integrate several pieces of information across paragraphs or sections of text. (s) (m) (ss) (10R 3-1: PO7) 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Relate literary works and authors from a variety of cultures to major themes and issues of their eras. (ss) (11R 2-2: PO1, PO2; 12R 2-1: PO1, PO4) 2. Analyze interactions between characters in texts with emphasis on how the plot is revealed. (ss) (12R 2-1: PO1, PO4) 3. Analyze the author's use of figurative language in poetry and how an author's choice of words and imagery sets the tone. (ss) (10R 2-1: PO2, PO4; 12R 2-1: PO2, PO3, PO6) 4. Compare and contrast the central ideas, thematic patterns, and points of view from selected readings on a specific topic and explain how authors use elements to achieve their purposes. (s) (m) (ss) (12R 3-1: PO4)

ELL V (Correlates to Grades 9-12)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, information, and understanding.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. (s) (m)</p> <p>6. Distinguish fact from opinion in persuasive text by providing supporting evidence from text. (s) (ss)</p> <p>7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Evaluate the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous. (s) (m)</p> <p>6. Determine author’s perspective; distinguish between sound generalizations and oversimplifications or bias. (s) (ss)</p> <p>7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, logical order, description and problem-solution. (s) (m) (ss)</p>	<p>The student will:</p> <p>5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question. (s) (m) (ss) (8R 3-2: PO1, PO3)</p> <p>6. Evaluate the adequacy, effectiveness, and accuracy of the supporting facts and details, including identifying instances of author propaganda and bias. (s) (ss) (8R 3-2: PO 4; 8R 3-3: PO2, PO3, PO4)</p> <p>7. Compare and contrast the organizational structures of text, including cause/effect, chronological order, comparison/contrast, logical order, description, and problem/solution. (s) (m) (ss) (8R 3-1: PO9)</p>	<p>The student will:</p> <p>5. Complete a multiple-step, unfamiliar process or procedural task that requires integration or synthesis of several pieces of information. (s) (m) (ss) (10R 3-2: PO1, PO2)</p> <p>6. Trace the logical line of argumentation in support of a conclusion and identify an author's implicit and stated assumptions and perspectives about a subject, based upon evidence in the selection. (s) (ss) (12R 3-1: PO5)</p> <p>7. Often apply knowledge of the following organizational structures of expository text to aid comprehension: cause/effect, chronological order, comparison/contrast; logical order, description, problem/solution, classification schemes, proposition and support, analogy, definition, and narratives. (s) (m) (ss) (9R 3-1: PO6)</p>	<p>The student will:</p> <p>5. Evaluate the effectiveness of functional text to achieve its stated purpose(s). (s) (m) (ss) (11R 3-2: PO1; 12R 3-2: PO1, PO2)</p> <p>6. Evaluate the elements of the author’s argument and identify unsupported inferences or fallacious reasoning in expository or persuasive text. (s) (ss) (10R 3-3: PO1, PO2, PO3; 12R 3-3: PO1, PO2, PO3)</p> <p>7. Consistently apply knowledge of the following organizational structures of expository text to aid comprehension: cause/effect, chronological order, comparison/contrast; logical order, description, problem/solution, classification schemes, proposition and support, analogy, definition, and narratives. (s) (m) (ss) (10R 3-1: PO6)</p> <p>* On-grade 12th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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ELL V (Correlates to Grades 9-12)

Comprehending Text	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><u>Standard:</u></p> <p><i>The student will analyze text for expression, enjoyment, information, and understanding.</i></p> <p>(continued)</p>	<p>The student will:</p> <p>8. Interpret many graphic sources of information such as charts, timelines, tables, maps, graphs, and diagrams. (s) (m) (ss)</p> <p>9. Translate a sentence written in context into an algebraic equation involving one operation. (m)</p> <p>10. Comprehend one to two grade-level mathematics word problems. (m)</p> <p>11. Comprehend one to two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>8. Interpret components of various graphic sources of information such as legends, keys, scales, and captions. (s) (m) (ss)</p> <p>9. Translate a sentence written in context into an algebraic equation involving two operations. (m)</p> <p>10. Comprehend a few of grade-level mathematics word problems. (m)</p> <p>11. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>8. Interpret a wide variety of graphic sources of information, including political cartoons and other types of illustrations. (s) (m) (ss) (8R 3-1: PO8)</p> <p>9. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa. (m)</p> <p>10. Comprehend some grade-level mathematics word problems. (m)</p> <p>11. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>8. Synthesize graphic sources of information or data from multiple sources (e.g., <i>maps, illustrations, schematic diagrams</i>) to solve problems or draw conclusions. (s) (m) (ss) (10R 3-1: PO5, PO8; 10R 3-2: PO1, PO2)</p> <p>9. Translate a word problem into an algebraic inequality and restate representations in words or sentences. (m)</p> <p>10. Comprehend many grade-level mathematics word problems. (m)</p> <p>11. Comprehend many couple of content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>The student will:</p> <p>8. Use a wide variety of graphic sources of information to support ideas, solve problems, or draw conclusions. (s) (m) (ss) (11R 3-2: PO1)</p> <p>9. Translate a sentence written in context into an algebraic equation involving multiple operations. (m)</p> <p>10. Comprehend most grade-level mathematics word problems. (m)</p> <p>11. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p> <p>* On-grade 12th grade</p>

Includes linguistic skills and knowledge in the following content areas: (s) – science; (m) – math; (ss) – social studies

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