

**Scholastic**  
**READ 180 Stage C**  
 correlated to  
**English Language Development**  
**Content Standards**  
*California State Board of Education*  
**Grades 9-12**

<b>Grades 9-12</b>	
<b>Listening and Speaking</b>	
<b>Strategies and Applications</b>	
<b>Beginning ELD Level</b>	
<b>Comprehension</b>	
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	TE: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K; RDI 1: 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110; RDI 3: 21, 22, 24, 27, 33, 37, 45, 50, 54, 58, 61, 64, 66, 69, 70
Answer simple questions by using simple sentences or phrases.	TE: 8L, 32L, 56N, 82L, 106L, 130N, 162L, 186L, 210L; TS: 20, 23, 26, 29, 32, 35, 37, 40, 43, 46, 49, 52, 55, 75, 77, 79, 81, 83, 85, 87, 90-91, 94-95, 100-101, 105-107, 109, 114-115; P: 65, 75; RDI 1: 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337; RDI 2: 18, 24, 30, 36, 43, 48, 54, 60, 67, 72, 78, 84, 90, 96, 102, 108, 115, 120, 126, 132, 139, 144, 150, 156, 162, 168; RDI 3: 32, 50

Demonstrate comprehension of oral presentations and instructions through nonverbal responses.	<b>RDI 3:</b> 23, 24, 48, 67
<b>Analysis and Evaluation of Oral and Media Communications and Comprehension</b>	
Respond with simple words or phrases to questions about simple written texts.	<b>TE:</b> 29, 53, 103, 127, 159, 183, 207, 235; <b>P:</b> 65, 75; <b>RDI 1:</b> 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337; <b>RDI 2:</b> 18, 24, 30, 36, 43, 48, 54, 60, 67, 72, 78, 84, 90, 96, 102, 108, 115, 120, 126, 132, 139, 144, 150, 156, 162, 168
Orally identify types of media (e.g., magazine, documentary film, news report).	<b>TE:</b> 10, 12-14, 34, 36-38; <b>RDI 3:</b> 65, 70
<b>Early Intermediate ELD Level</b>	
<b>Comprehension</b>	
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i> ).	<b>TE:</b> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K; <b>RDI 1:</b> 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110; <b>RDI 3:</b> 21, 22, 24, 27, 33, 37, 45, 50, 54, 58, 61, 64, 66, 69, 70
Ask and answer questions by using phrases or simple sentences.	<b>TE:</b> 8L, 32L, 56N, 82L, 106L, 130N, 162L, 186L, 210L; <b>TS:</b> 20, 23, 26, 29, 32, 35, 37, 40, 43, 46, 49, 52, 55, 75, 77, 79, 81, 83, 85, 87, 90-91, 94-95, 100-101, 105-107, 109, 114-115; <b>P:</b> 65, 75; <b>RDI 1:</b> 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337; <b>RDI 2:</b> 18, 24, 30, 36, 43, 48, 54, 60, 67, 72, 78, 84, 90, 96, 102, 108, 115, 120, 126, 132, 139, 144, 150, 156, 162, 168 <b>RDI 3:</b> 32, 50
Restate and execute multiple-step oral directions.	<b>TE:</b> 11, 85, 109, 189; <b>P:</b> 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; <b>RDI 1:</b> 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446; <b>RDI 2:</b> 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165; <b>RDI 3:</b> 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70
<b>Comprehension and Organization and Delivery of Oral Communication</b>	
Restate in simple sentences the main idea of oral presentations in subject-matter content.	<b>TE:</b> 11, 13, 15, 17, 19; <b>RDI 1:</b> 172, 173
Orally communicate basic needs (e.g., "Do we have to _____?").	<b>RDI 3:</b> 45, 46

Prepare and deliver short oral presentations.	RDI 1: 172, 173, 174, 175, 176, 177, 178, 179; RDI 3: 21, 23, 45, 70
<b>Intermediate ELD Level</b>	
<b>Comprehension</b>	
Respond to messages by asking simple questions or by briefly restating the message.	TE: 53, 79, 103, 127, 159, 183, 207, 235; P: 15; <i>Gym Rats</i> ; P: 16; <i>Nascar</i> ; P: 20; <i>War of the Worlds</i> ; P: 25; <i>Escape From the Ice</i> ; P: 29; <i>The Plague</i> ; P: 33; <i>The Body Book</i> ; P: 38; <i>Rat Attacks</i> ; P: 40; <i>Stick &amp; Whittle</i> ; P: 46; <i>The Greatest</i> ; P: 48; <i>Ripley's Believe It or Not!</i> ; P: 51; <i>The Trouble With Lemons</i> ; P: 52; <i>The Worst-Case Scenario Survival Handbook</i> ; RDI 1: 172, 292, 293, 294, 295; RDI 3: 32, 50
Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	TE: 11, 13, 15, 17, 19; P: 22; <i>Young Americans</i> ; P: 38; <i>Rat Attacks</i> ; P: 48; <i>Ripley's Believe It or Not!</i> ; RDI 1: 172, 292, 293; RDI 2: 92, 93, 94, 95
<b>Comprehension and Organization and Delivery of Oral Communication</b>	
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	TE: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K; RDI 1: 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110; RDI 3: 21, 22, 24, 27, 33, 37, 45, 50, 54, 58, 61, 64, 66, 69, 70
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	TE: 29, 53, 79, 103, 127, 159, 183, 207, 235; RDI 3: 32, 34, 45, 46, 61, 64
Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.	TE: 11, 13, 15, 17, 19; P: 22; <i>Young Americans</i> ; P: 38; <i>Rat Attacks</i> ; P: 48; <i>Ripley's Believe It or Not!</i> ; RDI 1: 172, 173, 174, 175, 292, 293; RDI 2: 92, 93, 94, 95
Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages.	RDI 1: 176, 177, 178, 179; RDI 3: 65, 70
Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	RDI 1: 172, 173, 174, 175; RDI 3: 21, 23, 45, 70
Prepare and ask basic interview questions and respond to them.	RDI 2: 159; RDI 3: 32, 72
<b>Early Advanced ELD Level</b>	
<b>Comprehension and Organization and Delivery of Oral Communication</b>	
Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail.	TE: 13, 15, 17, 19; P: 22; <i>Young Americans</i> ; P: 38; <i>Rat Attacks</i> ; P: 48; <i>Ripley's Believe It or Not!</i> ; RDI 1: 294, 295; RDI 2: 44, 45, 47, 50, 51, 53
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	TE: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K; RDI 1: 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110; RDI 3: 21, 22, 24, 27, 33, 37, 45, 50, 54, 58, 61, 64, 66, 69, 70
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	TE: 29, 53, 79, 103, 127, 159, 183, 207, 235; RDI 3: 32, 34, 45, 46, 61, 64

Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	TE: 23, 47, 73, 97, 121, 153, 177, 201, 229; RDI 1: 164, 165, 166, 167, 168, 169, 170, 171; RDI 2: 134, 135; RDI 3: 25, 34, 35, 36, 45, 46, 64, 68
Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	TE: 53, 79, 103, 127, 159, 183, 207, 235; RDI 1: 172, 173, 174, 175
Use simple figurative language and idiomatic expressions (e.g., "sunshine girl," "heavy as a ton of bricks") to communicate ideas to a variety of audiences.	TE: 16, 17, 18, 67, 87, 135, 136, 137, 138, 139, 140; RDI 1: 272, 273, 274, 275; RDI 2: 55; RDI 3: 67
Prepare and deliver presentations that follow a process of organization and use various sources.	RDI 1: 172, 173; RDI 2: 39, 75, 81, 105; RDI 3: 21, 23, 45, 70
Prepare and deliver brief oral presentations/reports on historical investigations, a problem and solution, or a cause and effect.	RDI 1: 172, 173; RDI 3: 21, 23, 45, 70
<b>Advanced ELD Level</b>	
<b>Comprehension</b>	
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	TE: 16, 17, 18, 67, 87, 135, 136, 137, 138, 139, 140; RDI 1: 272, 273, 274, 275; RDI 3: 67
Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade).	TE: 8, 10, 12, 32, 34, 38; RDI 1: 322; RDI 2: 134, 135
<b>Comprehension and Organization and Delivery of Oral Communication</b>	
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	TE: 14, 86, 90, 116, 173; RDI 3: RDI 3: 32, 34, 45, 46, 61, 64
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	TE: 23, 47, 73, 97, 121, 153, 177, 201, 229; RDI 1: 164, 165, 166, 167, 168, 169, 170, 171; RDI 2: 134, 135; RDI 3: 25, 34, 35, 36, 45, 46, 64, 68
Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions.	RDI 2: 39, 75, 81, 105; RDI 3: 21, 23, 45, 70
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	TE: 81A, 237A; RDI 1: 164, 165, 166, 167, 168, 169, 170, 171; RDI 3: 25, 34, 35, 36, 45, 46, 64, 68

Reading	
Word Analysis	
Beginning ELD Level	
Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development	
Recognize and correctly pronounce most English phonemes while reading aloud.	TE: 8, 32, 56, 82, 106, 130, 162; RDI 1: 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110; RDI 3: 27, 33, 37, 40, 56, 58
Phonemic Awareness and Decoding and Word Recognition	
Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	TE: 31A, 55A, 81A, 105A, 129A, 161A, 185A, 209A, 237A; RDI 1: 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110; RDI 3: 27, 33, 37, 40, 56, 58
Early Intermediate ELD Level	
Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development	
Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.	TE: 8, 32, 56, 82, 106, 130, 162; RDI 1: 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110; RDI 3: 27, 33, 37, 40, 56, 58
Decoding and Word Recognition and Vocabulary and Concept Development	
Use common English morphemes in oral and silent reading.	TE: 10, 12-14, 16-19, 34, 37-38, 40-43, 60-65, 67-69, 84, 86-88, 90-93, 108, 110-112, 114-117, 135-149, 164, 166-168, 170-173, 188, 190-192, 194-197, 212, 214-216, 218-221, 222-225; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 3: 27, 33, 37, 40, 56, 58;
Recognize obvious cognates (e.g., <i>education, educación; actually, actualmente</i> ) in phrases, simple sentences, literature, and content area texts.	RDI 3: 55
Intermediate ELD Level	
Decoding and Word Recognition	
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	TE: 8, 32, 56, 82, 106, 130, 162; RDI 1: 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110; RDI 3: 27, 33, 37, 40, 56, 58
Identify cognates (e.g., <i>agonía, agony</i> ) and false cognates (e.g., <i>éxito, exit</i> ) in literature and texts in content areas.	RDI 3: 55

Early Advanced ELD Level	
Phonemic Awareness and Decoding and Word Recognition	
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., <i>remove, extend</i> ).	TE: 20, 94, 150; RDI 1: 134, 135, 256, 257, 258, 259, 266, 267, 268, 269
Distinguish between cognates and false cognates in literature and texts in content areas.	RDI 3: 55
Advanced ELD level	
Decoding and Word Recognition	
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	TE: 20, 94, 150; RDI 1: 134, 135, 256, 257, 258, 259, 266, 267, 268, 269
Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	RDI 3: 55
Fluency and Systematic Vocabulary Development	
Beginning ELD Level	
Vocabulary and Concept Development	
Recognize simple affixes (e.g., <i>educate, education</i> ), prefixes (e.g., <i>dislike</i> ), synonyms (e.g., <i>big, large</i> ), and antonyms (e.g., <i>hot, cold</i> ).	TE: 20, 44, 94, 150, 174; RDI 1: 134, 135, 246, 247, 248, 249, 254, 255, 256, 257, 258, 259, 266, 267, 268, 269; RDI 3: 28
Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.	TE: 9, 33, 57, 83, 107, 131, 163, 187, 211; TS: 19, 22, 25, 28, 31, 34, 39, 42, 45, 48, 51, 54, 74, 76, 78, 80, 82, 84, 86, 88-89, 92-93, 96, 98-99, 102-104, 108, 110-113; RDI 1: 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 132, 135, 138; RDI 2: 19, 25, 31, 37, 49, 55, 61, 73, 79, 85, 91, 97, 103, 109, 121, 127, 133, 145, 151, 157, 169
Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).	TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 58, 60, 62, 64, 66, 68, 84, 86, 88, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 168, 170, 172, 188, 190, 192, 194, 196, 212, 214, 216, 218, 220, 222, 224; RDI 3: 32, 45, 46, 61, 64
Use an English dictionary to find the meaning of simple known vocabulary.	TE: 118, 238; RDI 1: 244, 245
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	RDI 3: 45, 46, 61, 64

Early Intermediate ELD Level	
<b>Vocabulary and Concept Development</b>	
Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	TE: 20, 44, 94, 150, 174; RDI 1: 134, 135, 246, 247, 248, 249, 254, 255, 256, 257, 258, 259
Recognize simple idioms, analogies, and figures of speech (e.g., "the last word") in literature and subject-matter texts.	TE: 16, 87, 135, 136, 137, 138, 139, 140; RDI 1: 272, 273, 274, 275; RDI 2: 55; RDI 3: 67
Read simple paragraphs and passages independently.	TE: 10, 12-14, 16-19, 34, 37-38, 40-43, 60-65, 67-69, 84, 86-88, 90-93, 108, 110-112, 114-117, 135-149, 164, 166-168, 170-173, 188, 190-192, 194-197, 212, 214-216, 218-221, 222-225; TS: 19, 22, 25, 28, 31, 34, 39, 42, 45, 48, 51, 54, 74, 76, 78, 80, 82, 84, 86, 88-89, 92-93, 96, 98-99, 102-104, 108, 110-113; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 16, 22, 28, 34, 40-41, 46, 52, 58, 64-65, 70, 76, 82, 88, 94, 100, 106, 112-113, 118, 124, 130, 136-137, 142, 148, 166, 179-180; RDI 3: 22, 27, 29, 46, 53, 62, 65
Recognize that some words have multiple meanings and apply this knowledge to texts.	TE: 118; RDI 1: 240, 241; RDI 3: 63
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	TE: 9, 33, 57, 83, 107, 131, 163, 187, 211; RDI 1: 180, 181, 182, 183
Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.	TE: 81A; RDI 1: 164, 165, 166, 167, 168, 169, 170, 171, 180, 181, 182, 183; RDI 3: 25, 34, 35, 36, 45, 46, 64, 68
Use a standard dictionary to find the meaning of unknown vocabulary.	TE: 118, 238; RDI 1: 244, 245
Use appropriate connectors (e.g., <i>first, then, after that, finally</i> ) to sequence written text.	TE: 35, 37, 39, 41, 43; P: 26; <i>Hot Tracks</i> ; P: 41; <i>Super Jobs in Comic Books</i> ; RDI 1: 290, 291; RDI 2: 140, 141, 142, 145
Intermediate ELD Level	
<b>Vocabulary and Concept Development</b>	
Use a standard dictionary to derive the meaning of unknown vocabulary.	TE: 118, 238; RDI 1: 244, 245
Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words.	TE: 118; RDI 1: 240, 241; RDI 3: 63
Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	TE: 16, 17, 87, 138, 142; RDI 1: 272, 273, 274, 275; RDI 2: 55; RDI 3: 67
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	TE: 9, 33, 57, 83, 107, 131, 163, 187, 211; RDI 1: 180, 181, 182, 183

Use decoding skills and knowledge of both academic and social vocabulary to read independently.	TE: 10, 12-14, 16-19, 34, 37-38, 40-43, 60-65, 67-69, 84, 86-88, 90-93, 108, 110-112, 114-117, 135-149, 164, 166-168, 170-173, 188, 190-192, 194-197, 212, 214-216, 218-221, 222-225; TS: 19, 22, 25, 28, 31, 34, 39, 42, 45, 48, 51, 54, 74, 76, 78, 80, 82, 84, 86, 88-89, 92-93, 96, 98-99, 102-104, 108, 110-113; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 16, 22, 28, 34, 40-41, 46, 52, 58, 64-65, 70, 76, 82, 88, 94, 100, 106, 112-113, 118, 124, 130, 136-137, 142, 148, 166, 179-180; RDI 3: 22, 27, 29, 46, 53, 62, 65
<b>Vocabulary and Concept Development and Decoding and Word Recognition</b>	
Apply knowledge of text connectors to make inferences.	TE: Students can meet standard through lessons developed by teacher that expand on text pages, e.g., 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192; P: 13; <i>The Big Bug</i> ; P: 17; <i>The Odyssey</i> ; P: 18; <i>The Perfect Match</i> ; P: 19; <i>Survivors</i> ; P: 20; <i>War of the Worlds</i> ; P: 21; <i>Yo, Yolanda!</i> ; P: 23; <i>Dangerous Game</i> ; P: 29; <i>The Plague</i> ; P: 31; <i>Stargirl</i> ; P: 37; <i>Hope Was Here</i> ; P: 44; <i>Black Diamond</i> ; P: 47; <i>Macbeth</i> ; P: 51; <i>The Trouble With Lemons</i> ; RDI 1: 302, 303
<b>Early Advanced ELD Level</b>	
<b>Vocabulary and Concept Development</b>	
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	TE: 9, 33, 57, 83, 107, 131, 163, 187, 211; RDI 1: 254, 255, 264, 265
Recognize that some words have multiple meanings and apply this knowledge to understand texts.	TE: 118; RDI 1: 240, 241; RDI 3: 63
Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.	TE: 20, 94, 150; RDI 1: 256, 257, 258, 259, 266, 267, 268, 269
Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	TE: 118, 238; RDI 1: 244, 245
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	TE: 10, 12-14, 16-19, 34, 37-38, 40-43, 60-65, 67-69, 84, 86-88, 90-93, 108, 110-112, 114-117, 135-149, 164, 166-168, 170-173, 188, 190-192, 194-197, 212, 214-216, 218-221, 222-225; TS: 19, 22, 25, 28, 31, 34, 39, 42, 45, 48, 51, 54, 74, 76, 78, 80, 82, 84, 86, 88-89, 92-93, 96, 98-99, 102-104, 108, 110-113; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 16, 22, 28, 34, 40-41, 46, 52, 58, 64-65, 70, 76, 82, 88, 94, 100, 106, 112-113, 118, 124, 130, 136-137, 142, 148, 166, 179-180; RDI 3: 22, 27, 29, 46, 53, 62, 65
Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	TE: 18, 67, 135, 136, 137, 139, 140; RDI 1: 272, 273, 274, 275; RDI 2: 55; RDI 3: 67
Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	TE: 81A; RDI 1: 164, 165, 166, 167, 168, 169, 170, 171, 180, 181, 182, 183; RDI 3: 25, 34, 35, 36, 45, 46, 64, 68

Advanced ELD Level	
<b>Vocabulary and Concept Development</b>	
Recognize words that have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	TE: 118; RDI 1: 240, 241; RDI 3: 63
Apply knowledge of academic and social vocabulary to achieve independent reading.	TE: 10, 12-14, 16-19, 34, 37-38, 40-43, 60-65, 67-69, 84, 86-88, 90-93, 108, 110-112, 114-117, 135-149, 164, 166-168, 170-173, 188, 190-192, 194-197, 212, 214-216, 218-221, 222-225; TS: 19, 22, 25, 28, 31, 34, 39, 42, 45, 48, 51, 54, 74, 76, 78, 80, 82, 84, 86, 88-89, 92-93, 96, 98-99, 102-104, 108, 110-113; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 16, 22, 28, 34, 40-41, 46, 52, 58, 64-65, 70, 76, 82, 88, 94, 100, 106, 112-113, 118, 124, 130, 136-137, 142, 148, 166, 179-180; RDI 3: 22, 27, 29, 46, 53, 62, 65
Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	TE: 16, 87, 138, 142; RDI 1: 272, 273; RDI 2: 55; RDI 3: 67
Use a standard dictionary to determine the meaning of unknown words.	TE: 118, 238; RDI 1: 244, 245
Reading Comprehension	
Beginning ELD Level	
<b>Comprehension</b>	
Understand and follow simple multiple-step oral directions for classroom or work-related activities.	TE: 11, 85, 109; P: 135, 136, 137, 138, 139, 140; RDI 1: 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446; RDI 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165; RDI 3: 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts.	TE: 28, 52, 102, 126, 182, 206, 234; RDI 2: 146, 147, 148, 149, 158, 159, 160, 161
Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochure) by using key words or phrases.	TE: 11, 13, 15, 17, 19; RDI 1: 292, 293
Point out text features, such as the title, table of contents, and chapter headings.	TE: 18, 42, 92, 116, 172; RDI 1: 314; RDI 3: 23

<b>Structural Features of Informational Materials</b>	
Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).	TE: 29, 53, 127, 183, 207, 235; RDI 2: 146, 147, 148, 149, 158, 159, 160, 161
<b>Early Intermediate ELD level</b>	
<b>Comprehension</b>	
Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.	TE: 29, 53, 79, 103, 127, 159, 183, 207, 235; RDI 1: 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337
Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	TE: 207, 235; RDI 2: 125, 149, 161
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
Orally identify the features of simple excerpts of public documents by using key words or phrases.	TE: 207, 235
Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.	TE: 207; RDI 2: 125, 149, 161
<b>Structural Features of Informational Materials</b>	
In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	TE: Teacher can develop lessons based on exercises within text, e.g., 207, 235; RDI 2: 146, 147, 149
Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product.	TE: 207; RDI 2: 140, 141, 143
<b>Intermediate ELD level</b>	
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
In detailed sentences identify orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax.	N/A
Present a brief report that verifies and clarifies facts in two to three forms of expository text.	RDI 2: 175, 178
Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas.	TE: 61, 67, 143; P: 13; <i>The Big Bug</i> ; P: 35; <i>Emma</i> ; P: 43; <i>Aquamarine</i> ; RDI 1: 318

<b>Comprehension</b>	
Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.	TE: 207, 235; RDI 2: 140, 142
<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>	
Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences.	N/A
<b>Structural Features of Informational Materials</b>	
Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.	TE: 207, 235
Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and workplace documents and content area texts.	TE: 207, 235
<b>Early Advanced ELD level</b>	
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.	TE: 30, 54, 80, 104, 128, 160, 184, 208, 236; RDI 1: 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337
<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>	
Analyze the structure and format of work-place documents and the way in which authors use structure and format to achieve their purposes.	N/A
Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).	RDI 1: Teacher can develop lessons that expand on text pages, e.g., 324, 325; RDI 2: 178
<b>Structural Features of Informational Materials</b>	
Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	N/A
Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).	TE: 207, 235; RDI 2: 86, 92

<b>Advanced ELD level</b>	
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.	TE: 30, 54, 80, 104, 128, 160, 184, 208, 236; RDI 1: 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337
<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>	
Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and devices.	N/A
<b>Structural Features of Informational Materials</b>	
Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.	N/A
<b>Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique, and Structural Features of Informational Materials</b>	
Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.	RDI 1: Teacher can develop lesson that expands on page within text, e.g., 323; RDI 2: 178
Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography.	RDI 2: 178
<b>Literary Response and Analysis</b>	
<b>Beginning ELD Level</b>	
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Identify orally the beginning, middle, and end of a simple literary text.	TE: Teacher can develop lessons to expand on text pages, e.g., 35, 37, 39, 41, 43; RDI 1: 290, 291; RDI 2: 29
Read a simple selection and orally identify the speaker or narrator.	TE: 134; RDI 1: 319; RDI 2: 25, 31, 37
Role-play a character from a familiar piece of literature by using phrases or simple sentences.	RDI 3: 2134, 45, 46, 61, 64
Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	TE: 35, 37, 39, 41; P: 55, 75, 99, 121; RDI 1: 290, 291; RDI 2: 29

Recognize the difference in points of view between first person and third person by using phrases or simple sentences.	TE: 134; RDI 1: 319; RDI 2: 25, 37
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Recite simple poems.	TE: 67-69, 222-225; TS: 28, 84, 108; RDI 1: 403, 404, 408, 412, 415, 417; RDI 2: 166; RDI 3: 36
<b>Early Intermediate ELD Level</b>	
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy).	N/A
Read literary texts and orally identify the main events of the plot by using simple sentences.	TE: 59, 61, 63, 133, 135, 137, 139, 141, 143, 145, 147, 149; P: 24; <i>Dracula</i> ; <i>Romeo and Juliet</i> ; P: 34; <i>Driver's Ed</i> ; P: 43; <i>Aquamarine</i> ; P: 77, 103, 129; RDI 1: 310, 311; RDI 2: 20, 21, 26, 27
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences	TE: 133; P: 24; <i>Dracula</i> ; <i>Romeo and Juliet</i> ; P: 28; <i>In Your Face</i> ; P: 34; <i>Driver's Ed</i> ; P: 43; <i>Aquamarine</i> ; P: 49; <i>Romiette and Julio</i> ; P: 50; <i>Swallowing Stones</i> ; P: 77, 85, 87, 103, 115, 119, 129, 131; RDI 1: 306, 307, 308, 309, 310, 311, 312, 313; RDI 2: 20, 21, 26, 27, 32, 33, 44, 45
<b>Structural Features of Literature</b>	
Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.	RDI 1: 335
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>	
Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.	TE: 59, 61, 133, 137, 139, 143, 145, 147; RDI 1: 306, 307; RDI 2: 44, 45
Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	TE: 30, 54, 80, 104, 128, 160, 184, 208, 236; P: 135, 139, 140; RDI 1: 288, 289, 292, 293; RDI 2: 44, 45, 47, 50, 51, 53
<b>Intermediate ELD Level</b>	
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	TE: 86, 90, 116, 173; RDI 2: 44, 45, 47, 50, 51, 53
Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature.	TE: 31, 55, 81

Read literary texts and use detailed sentences to describe orally the sequence of events.	TE: 35, 37, 39, 41, 43; P: 55, 75, 99, 121; RDI 1: 290, 291; RDI 2: 26, 27
Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	TE: 30, 54, 80, 104, 128, 160, 184, 208, 236; RDI 1: 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>	
Use detailed sentences to compare and contrast orally a similar theme or topic across three genres.	N/A
Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.	TE: 59, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149; P: 24; <i>Dracula</i> ; <i>Romeo and Juliet</i> ; P: 28; <i>In Your Face</i> ; P: 34; <i>Driver's Ed</i> ; P: 43; <i>Aquamarine</i> ; P: 49; <i>Romiette and Julio</i> ; P: 50; <i>Swallowing Stones</i> ; P: 77, 85, 87, 103, 115, 119, 129, 131; RDI 1: 306, 307, 308, 309, 310, 311, 312, 313; RDI 2: 20, 21, 26, 27, 32, 33, 44, 45
Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic monologue.	TE: 59, 61, 63, 133, 137, 139, 143, 145, 147; RDI 1: 306, 307; RDI 2: 44, 45
<b>Structural Features of Literature</b>	
Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.	TE: 63, 69; RDI 1: 342, 343, 345; RDI 2: 164, 165
<b>Early Advanced ELD Level</b>	
<b>Structural Features of Literature</b>	
Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	TE: 69, 142, 145; RDI 1: 338, 339, 342, 343; RDI 2: 164, 165
Read and identify ways in which poets use personification, figures of speech, imagery, and the "sound" of language.	TE: 63, 69; RDI 1: 334; RDI 2: 164, 165
Identify the functions of dialogue, scene design, and asides in dramatic literature.	RDI 1: 335
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>	
Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.	TE: 189, 193
Identify recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends.	N/A
Identify recognized works of world literature and contrast the major literary forms and techniques.	N/A

Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres.	N/A
<b>Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text, and Literary Criticism</b>	
Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, “sound” of language).	TE: 69, 142, 143, 145; RDI 1: 338, 339
<b>Advanced ELD Level</b>	
<b>Structural Features of Literature</b>	
Describe the functions of dialogue, scene design, asides, and soliloquies in drama.	RDI 1: 335
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>	
Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	TE: 69, 142, 145; RDI 1: 338, 339, 343
Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.	RDI 1: 336
Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	TE: 139, 141, 143, 145, 147
Analyze recognized works of American literature and identify their genre to contrast major periods and trends.	N/A
Relate the literary works of authors to the major themes and issues of their eras.	TE: 59
<b>Writing</b>	
<b>Strategies and Applications</b>	
<b>Beginning ELD level</b>	
<b>Penmanship and Organization and Focus</b>	
Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.	TE: 23, 47, 73, 97, 121, 153, 177, 201, 229; P: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; RDI 1: 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446; RDI 2: 17, 23, 29, 35, 42, 47, 53, 59, 66, 71, 77, 83, 89, 95, 101, 107, 114, 119, 125, 131, 138, 143, 171, 177

<b>Organization and Focus</b>	
Create simple sentences or phrases with some assistance.	<b>TE:</b> 24, 25, 48, 49, 74, 75, 98, 99, 122, 123, 154, 155, 178, 179, 202, 203, 230, 231; <b>TS:</b> 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130; <b>P:</b> 55, 69, 77, 87, 89, 93, 99, 129; <b>RDI 1:</b> 208, 214, 217, 218, 219, 223, 224, 227; <b>RDI 2:</b> 187, 189, 191, 193, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245; <b>RDI 3:</b> 29, 32, 33, 35, 41, 43, 45, 47, 57, 59, 61, 64, 65, 69
Write a brief narrative by using a few simple sentences that include the setting and some details.	<b>TE:</b> 25, 49, 75, 99, 123, 155, 179, 203, 231; <b>TS:</b> 117, 118, 121, 123; <b>P:</b> 84, 114; <b>RDI 2:</b> 54
Use the writing process to write brief narratives with a few standard grammatical forms.	<b>TE:</b> 24, 48, 74, 98, 122, 154, 178, 202, 230; <b>TS:</b> 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130; <b>P:</b> 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134; <b>RDI 2:</b> 18, 24, 30, 36, 43; <b>RDI 3:</b> 29, 32, 33, 35, 41, 43, 45, 47, 57, 59, 61, 64, 65, 69
Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.	<b>TE:</b> 49, 75, 203, 231; <b>TS:</b> 125, 126, 127, 128, 129, 130; <b>P:</b> 60, 62, 102, 118; <b>RDI 2:</b> 48, 54, 60, 67; <b>RDI 3:</b> 29, 35, 43, 59
Complete a job application form by providing basic information, such as one's name, age, address, and education.	<b>TE:</b> 207
<b>Early Intermediate ELD level</b>	
<b>Organization and Focus</b>	
Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text.	<b>TE:</b> 24, 48, 74, 98, 122, 154, 178, 202, 230; <b>P:</b> 58, 72, 74, 136
Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	<b>TE:</b> 24, 25, 48, 49, 74, 75, 98, 99, 122, 123, 154, 155, 178, 179, 202, 203, 230, 231; <b>TS:</b> 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130; <b>P:</b> 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134; <b>RDI 1:</b> 208, 214, 217, 218, 219, 223, 224, 227; <b>RDI 2:</b> 187, 189, 191, 193, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245; <b>RDI 3:</b> 29, 32, 33, 35, 41, 43, 45, 47, 57, 59, 61, 64, 65, 69
Use simple sentences to create a draft of a short essay that follows an outline.	<b>TE:</b> 24, 25, 48, 49, 74, 75, 98, 99, 122, 123, 154, 155, 178, 179, 202, 203, 230, 231; <b>TS:</b> 69; <b>RDI 2:</b> 175
Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	<b>TE:</b> 25; <b>RDI 2:</b> 74, 75, 77, 78, 104, 105, 107, 108

Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.	TE: 25, 99; TS: 125, 126, 127, 128, 129, 130; P: 60, 72, 80, 102; RDI 2: 72, 78, 84, 90, 96, 102, 108, 115; RDI 3: 29, 35, 43, 59
Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.	P: 135, 137; RDI 2: 172, 175, 178
<b>Organization and Focus, Evaluation and Revision</b>	
Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.	TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; TS: 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130; P: 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134; RDI 2: 18, 24, 30, 36, 43, 48, 54, 60, 67, 72, 78, 84, 90, 96, 102, 108, 115, 120, 126, 132, 139, 144, 150, 156, 162, 168
<b>Organization and Focus, Research and Technology</b>	
Complete simple informational documents related to career development (e.g., bank forms and job applications).	TE: 207; RDI 2: 161
<b>Intermediate ELD level</b>	
<b>Organization and Focus</b>	
Narrate a sequence of events and communicate their significance to the audience.	TE: 35, 37, 39, 41; P: 55, 75, 99, 121; RDI 2: 140, 141, 142, 143
Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs.	N/A
Recognize elements of characterization in a piece of writing and apply the same techniques when writing.	TE: 75, 203
Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	TE: 31, 55, 81, 105, 129, 161, 185, 209, 237
Recognize structured ideas and arguments and support examples in persuasive writing.	TE: 123; TS: 122, 123, 124, 129, 130; RDI 2: 128, 129, 131, 132, 133
Fill out job applications and prepare résumés that are clear and provide all needed information.	TE: 207; RDI 2: 161
Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.	RDI 2: 32, 33, 35, 36

<b>Organization and Focus, Research and Technology</b>	
Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)	TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; TS: 69; P: 135, 137; RDI 2: 175, 177
Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	RDI 2: 178
<b>Early Advanced ELD level</b>	
<b>Organization and Focus</b>	
Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).	TE: 23, 47, 73, 97, 121, 153, 177, 201, 229
Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	TE: 25, 49, 75, 99, 123, 155, 179, 203, 231
Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	TE: 123; TS: 122, 123, 124, 129, 130; RDI 2: 128, 129, 131, 132, 133
Use appropriate language variations and genres in writing for language arts and other content areas.	TE: 25; RDI 2: 74, 75, 77, 78, 104, 105, 107, 108
Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately.	TE: 207; RDI 2: 161
<b>Organization and Focus, Evaluation and Revision</b>	
Write reflective compositions that explore the significance of events.	TE: 49, 75, 179, 231
Write detailed fictional biographies or autobiographies.	RDI 2: 36
<b>Organization and Focus, Research and Technology, Evaluation and Revision</b>	
Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.	TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; TS: 69; P: 135, 137; RDI 2: 177, 178
<b>Organization and Focus, Research and Technology</b>	
Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice for the purpose, audience, and subject matter.	TE: 25, 99

<b>Advanced ELD level</b>	
<b>Organization and Focus</b>	
Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.	N/A
Produce writing that establishes a controlling impression or thesis.	TE: 25, 49, 75, 99, 123, 155, 179, 203, 231
Structure ideas and arguments in a given context by giving supporting and relevant examples.	TE: 31, 55, 81, 105, 129, 161, 185, 209, 237; RDI 2: 128, 129, 131, 132, 133
Complete job applications and write résumés that fit the purpose and audience and follow the conventional format for the type of document.	TE: 207; RDI 2: 161
<b>Organization and Focus, Evaluation and Revision</b>	
Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.	TE: 25, 49, 99, 123, 179, 203, 231
Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.	N/A
<b>Organization and Focus, Research and Technology</b>	
Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.	TE: 24, 25, 48, 49, 74, 75, 98, 99, 122, 123, 154, 155, 178, 179, 202, 203, 230, 231; TS: 69; RDI 2: 177, 178
Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims.	TE: 25
Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.	N/A
<b>English-Language Conventions</b>	
<b>Beginning ELD level</b>	
<b>Punctuation</b>	
Edit one's own work and correct the punctuation.	TE: 27, 51, 250; TS: 140; RDI 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 187

<b>Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling</b>	
Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.	<b>TE:</b> 26, 27, 50, 51, 76, 77, 100, 101, 124, 125, 156, 157, 180, 181, 204, 205, 232, 233; <b>TS:</b> 140; <b>P:</b> 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; <b>RDI 2:</b> 189, 191, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 223, 225, 227
Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.	<b>TE:</b> 27, 51, 77, 101, 125, 157, 181, 205, 233; <b>TS:</b> 140; <b>RDI 2:</b> 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 187
<b>Early Intermediate ELD level</b>	
<b>Punctuation, Capitalization, and Spelling</b>	
Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	<b>TE:</b> 27, 51, 77, 101, 125, 157, 181, 205, 233; <b>TS:</b> 140; <b>RDI 2:</b> 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 187
<b>Sentence Structure, Grammar, Punctuation, and Capitalization</b>	
Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.	<b>TE:</b> 27, 51, 77, 101, 125, 157, 181, 205, 233
Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	<b>TE:</b> 26, 50, 76; <b>P:</b> 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; <b>RDI 2:</b> 189, 191, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 223, 225, 227
<b>Intermediate ELD level</b>	
<b>Sentence Structure, Grammar, and Spelling</b>	
Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	<b>TE:</b> 26, 50, 76, 204; <b>RDI 2:</b> 192, 193
<b>Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling</b>	
Edit and correct basic grammatical structures and usage of the conventions of writing.	<b>TE:</b> 27, 51, 77, 101, 125, 157, 181, 205, 233; <b>TS:</b> 140; <b>RDI 2:</b> 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 187

<b>Early Advanced ELD level</b>	
<b>Capitalization, Punctuation, and Spelling</b>	
Create coherent paragraphs through effective transitions.	TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; TS: 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130
<b>Sentence Structure, Grammar, and Spelling</b>	
Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	TE: 26, 50, 76, 204; RDI 2: 192, 193
<b>Punctuation, Capitalization, and Spelling</b>	
Edit writing for grammatical structures and the mechanics of writing.	TE: 26, 50, 76, 100, 124, 156, 180, 204, 232; TS: 140; RDI 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 187
<b>Advanced ELD level</b>	
<b>Sentence Structure and Grammar</b>	
Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.	TE: 27, 51, 77, 101, 125, 157, 181, 205, 233; RDI 2: 192, 193
<b>Grammar</b>	
Create coherent paragraphs through effective transitions and parallel constructions.	TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; TS: 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130
<b>Capitalization, Punctuation, and Spelling</b>	
Edit writing for the mechanics to approximate standard grammatical forms.	TE: 26, 50, 76, 100, 124, 156, 180, 204, 232; TS: 140; RDI 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 187