

Scholastic  
 READ 180 Stage B  
 correlated to  
 English Language Development  
 Content Standards  
*California State Board of Education*  
 Grade 6-8

**TE**= Teacher's Edition; **TS**= Test-Taking Strategies; **P**= Paperbacks; Titles in **italics** are the actual paperback books; **RDI 1**= Reading Skills and Strategies; **RDI 2**= Writing and Grammar; **RDI 3**= Strategies for English-Language Learners

<b>Grades 6-8</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).	<b>TE:</b> 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K; <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
Answer simple questions by using simple sentences or phrases.	<b>TE:</b> 8L, 32L, 56N, 84L, 108L, 132N, 133, 158L, 159, 182L, 183, 206L, 207; <b>P:</b> 13, 14, 15, 16, 17, 18, 19, 20, 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; <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; <b>RDI 3:</b> 26, 32

Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	RDI 3: 29, 39, 62, 67
<b>Comprehension and Organization and Delivery of Oral Communication</b>	
Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	RDI 3: 34, 45, 46, 61, 64
<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> ).	TE: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K; 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; RDI 3: 22, 27, 33, 35, 37, 40, 45, 50, 54, 58, 61, 64, 66, 70
Ask and answer questions by using phrases or simple sentences.	TE: 8L, 32L, 56N, 84L, 108L, 132N, 133, 158L, 159, 182L, 183, 206L, 207; TS: 18, 21, 24, 27, 30, 33, 35, 38, 41, 44, 47, 50, 53, 57, 59, 61, 63, 70; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; 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; RDI 3: 26, 32
Restate and execute multiple-step oral directions.	TE: 11, 111, 209; P: 135, 136, 137, 138, 139, 140; RDI 1: 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415; RDI 2: 15, 20, 25, 30, 35, 41, 45, 50, 55, 60, 66, 70, 75, 80, 85, 91, 95, 100, 105, 111, 115, 120, 125, 130, 135, 149; 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 Organization and Delivery of Oral Communication</b>	
Restate in simple sentences the main idea of oral presentations in subject-matter content.	TE: 11, 13, 15, 17, 19
Orally communicate basic needs (e.g., "I need to borrow a pencil").	RDI 3: 45, 46
Prepare and deliver short oral presentations.	RDI 1: 328; RDI 3: 21, 23, 59, 62, 64, 68, 70
<b>Intermediate ELD Level</b>	
<b>Comprehension</b>	
Respond to messages by asking simple questions or by briefly restating the message.	TE: 8, 10, 12, 14, 16, 18, 32, 34, 36, 38, 40, 42, 58, 60, 62, 64, 66, 70, 86, 88, 90, 92, 94, 110, 112, 114, 116, 118, 134, 136, 138, 140, 142, 144, 160, 162, 164, 166, 168, 184, 186, 188, 190, 192, 208, 210, 212, 214, 216, 218, 220; P: 69, 83, 121, 131; RDI 1: 292, 293, 294, 295; RDI 2: 42, 71, 86; RDI 3: 32, 39, 45, 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: 13; <i>Alcatraz</i> ; P: 15, 19, 20, 21; <i>Narrative of the Life of Frederick Douglass</i> ; P: 22; <i>UFOs</i> ; P: 24; <i>Creatures Infest Local School!</i> ; P: 28, 29, 31, 32; <i>The Skull Man and Other People With Cool Jobs</i> ; P: 33, 38, 40, 41; <i>Wait Until Dark</i> ; P: 50, 51; RDI 1: 288, 289, 292, 293; RDI 2: 79; RDI 3: 59, 63, 66
<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, 84K, 108K, 132M, 158K, 182K, 206K; 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; RDI 3: 22, 27, 33, 35, 37, 40, 45, 50, 54, 58, 61, 64, 66, 70
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	TE: 17, 19, 23, 39, 41, 47, 75, 91, 99, 115, 123, 149, 165, 173, 189, 197, 213, 217, 219, 225; RDI 3: 32, 34, 45, 46, 61
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: 13; <i>Alcatraz</i> ; P: 15, 19, 20, 21; <i>Narrative of the Life of Frederick Douglass</i> ; P: 22; <i>UFOs</i> ; P: 24; <i>Creatures Infest Local School!</i> ; P: 28, 29, 31, 32; <i>The Skull Man and Other People With Cool Jobs</i> ; P: 33, 38, 40, 41; <i>Wait Until Dark</i> ; P: 50, 51; RDI 1: 288, 289, 292, 293; RDI 2: 79
Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	RDI 1: 328; RDI 3: 21, 23, 59, 62
<b>Early Advanced ELD Level</b>	
<b>Comprehension and Organization and Delivery of Oral Communication</b>	
Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	TE: 11, 13, 15, 17, 19; P: 13; <i>Alcatraz</i> ; P: 15, 19, 20, 21; <i>Narrative of the Life of Frederick Douglass</i> ; P: 22; <i>UFOs</i> ; P: 24; <i>Creatures Infest Local School!</i> ; P: 28, 29, 31, 32; <i>The Skull Man and Other People With Cool Jobs</i> ; P: 33, 38, 40, 41; <i>Wait Until Dark</i> ; P: 50, 51; RDI 1: 288, 289, 292, 293; RDI 2: 79
Retell stories in greater detail by including the characters, setting, and plot.	TE: 59, 61, 63, 65, 67, 69; P: 69, 83, 121, 131, 140; RDI 1: 294, 295
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, 84K, 108K, 132M, 158K, 182K, 206K; 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; RDI 3: 22, 27, 33, 35, 37, 40, 45, 50, 54, 58, 61, 64, 66, 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: 17, 19, 23, 39, 41, 47, 75, 91, 99, 115, 123, 149, 165, 173, 189, 197, 213, 217, 219, 225; RDI 3: 32, 34, 45, 46, 61
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; RDI 3: 36, 45, 46, 47, 50, 64, 65, 68, 70
Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	TE: 8, 10, 12, 14, 16, 18, 32, 34, 36, 38, 40, 42, 58, 60, 62, 64, 66, 70, 86, 88, 90, 92, 94, 110, 112, 114, 116, 118, 134, 136, 138, 140, 142, 144, 160, 162, 164, 166, 168, 184, 186, 188, 190, 192, 208, 210, 212, 214, 216, 218, 220; P: 71; RDI 1: 288, 292, 293, 294, 295, 301, 317

Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	TE: 10, 37, 88, 93, 170, 188, 208, 214, 216; RDI 1: 272, 273, 274, 275; RDI 3: 67
Prepare and deliver presentations that use various sources.	RDI 1: 328; RDI 3: 21, 23, 59, 62
<b>Advanced ELD Level</b>	
<b>Comprehension</b>	
Listen attentively to stories and information on topics; identify the main points and supporting details.	TE: 11, 13, 15, 17, 19; P: 13; <i>Alcatraz</i> ; P: 15, 19, 20, 21; <i>Narrative of the Life of Frederick Douglass</i> ; P: 22; <i>UFOs</i> ; P: 24; <i>Creatures Infest Local School!</i> ; P: 28, 29, 31, 32; <i>The Skull Man and Other People With Cool Jobs</i> ; P: 33, 38, 40, 41; <i>Wait Until Dark</i> ; P: 50, 51; RDI 1: 288, 289, 292, 293; RDI 2: 79
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	TE: 10, 37, 88, 93, 170, 188, 208, 214, 216; RDI 1: 272, 273, 274, 275; RDI 3: 67
<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: 17, 19, 23, 39, 41, 47, 75, 91, 99, 115, 123, 149, 165, 173, 189, 197, 213, 217, 219, 225; RDI 3: 32, 34, 45, 46, 61
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; RDI 3: 36, 45, 46, 47, 50, 64, 65, 68, 70
Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions.	N/A
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	TE: 83A; RDI 3: 32, 34, 36, 40, 45, 46, 61, 68, 70
<b>Reading</b>	
<b>Word Analysis</b>	
<b>Beginning ELD Level</b>	
<b>Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development</b>	
Recognize and correctly pronounce most English phonemes while reading aloud.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; 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; RDI 3: 27, 37, 56, 58

<b>Phonemic Awareness and Decoding and Word Recognition</b>	
Recognize the most common English morphemes in phrases and simple sentences.	TE: 9, 33, 57, 85, 109, 133, 159, 183, 207; RDI 1: 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108; RDI 3: 27, 37, 56, 58
<b>Early Intermediate ELD Level</b>	
<b>Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development</b>	
Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; 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; RDI 3: 27, 37, 56, 58
<b>Decoding and Word Recognition and Vocabulary and Concept Development</b>	
Use common English morphemes in oral and silent reading.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 15, 20, 25, 30, 35, 40-41, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90-91, 95, 100, 105, 110-111, 115, 120; RDI 3: 27, 37, 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
<b>Intermediate ELD Level</b>	
<b>Decoding and Word Recognition</b>	
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; RDI 1: 238, 239, 240, 241, 254, 255; RDI 2: 15, 20, 25, 30, 35, 40-41, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90-91, 95, 100, 105, 110-111, 115, 120; RDI 3: 27, 37, 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
<b>Early Advanced ELD Level</b>	
<b>Phonemic Awareness and Decoding and Word Recognition</b>	
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	TE: 44, 45, 222; RDI 1: 256, 257, 258, 259
Distinguish between cognates and false cognates in literature and texts in content areas.	RDI 3: 55

Advanced ELD level	
<b>Decoding and Word Recognition</b>	
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	TE: 44, 45, 222; RDI 1: 256, 257, 258, 259
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	
<b>Vocabulary and Concept Development</b>	
Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; RDI 1: 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227; RDI 3: 21, 22, 26, 27, 33, 52, 56, 58
Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).	TE: 8L, 32L, 56N, 84L, 108L, 132N, 158L, 182L, 206L; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; 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, 338; RDI 3: 32, 34, 45, 46, 61
Create a simple dictionary of words frequently used by the student.	N/A
Retell stories by using phrases and sentences.	TE: 18, 87, 89, 91, 93, 95, 117, 118; P: 69, 83, 121, 131, 140; RDI 1: 294, 295
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

Early Intermediate ELD Level	
<b>Vocabulary and Concept Development</b>	
Use knowledge of literature and content areas to understand unknown words.	TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 58, 60, 62, 64, 66, 68, 86, 88, 90, 92, 94, 110, 112, 114, 116, 118, 136, 138, 140, 142, 144, 160, 162, 164, 166, 168, 184, 186, 188, 190, 192, 208, 210, 212, 214, 216, 218; RDI 1: 238, 239, 240, 241, 254, 255; RDI 3: 63
Read simple paragraphs and passages independently.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; TS: 17, 20, 23, 26, 29, 32, 37, 40, 43, 46, 49, 52, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 15, 20, 25, 30, 35, 40-41, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90-91, 95, 100, 105, 110-111, 115, 120
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; RDI 3: 70
Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.	TE: 83A; RDI 1: 164, 165, 166, 167; RDI 3: 32, 34, 36, 40, 45, 46, 61, 68, 70
Use a standard dictionary to find the meaning of unknown vocabulary.	TE: 96, 171; RDI 1: 244, 245
Intermediate ELD Level	
<b>Vocabulary and Concept Development</b>	
Use a standard dictionary to derive the meaning of unknown vocabulary.	TE: 96, 171; RDI 1: 244, 245
Use knowledge of English morphemes, phonics, and syntax to decode text.	TE: 9, 33, 57, 85, 109, 133, 159, 183, 207; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183
Recognize simple idioms, analogies, figures of speech (e.g., to "take a fall"), and metaphors in literature and texts in content areas.	TE: 10, 37, 88, 93, 136, 170, 188, 208, 214, 216; RDI 1: 272, 273, 274, 275; RDI 3: 67
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; RDI 3: 70

Use decoding skills and knowledge of both academic and social vocabulary to read independently.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 15, 20, 25, 30, 35, 40-41, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90-91, 95, 100, 105, 110-111, 115, 120
<b>Vocabulary and Concept Development and Decoding and Word Recognition</b>	
Recognize that some words have multiple meanings.	TE: 96, 222; RDI 1: 240, 241; RDI 3: 63
<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, 85, 109, 133, 159, 183, 207; RDI 1: 238, 239, 240, 241, 254, 255; RDI 3: 63
Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	TE: 96, 222; RDI 1: 240, 241; RDI 3: 63
Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	TE: 96, 171; RDI 1: 244, 245
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; TS: 17, 20, 23, 26, 29, 32, 37, 40, 43, 46, 49, 52, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 15, 20, 25, 30, 35, 40-41, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90-91, 95, 100, 105, 110-111, 115, 120
Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	TE: 10, 37, 88, 93, 136, 170, 188, 208, 214, 216; RDI 1: 272, 273, 274, 275; RDI 3: 67
Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	TE: 83A; RDI 1: 164, 165, 166, 167; RDI 3: 32, 34, 36, 40, 45, 46, 61, 68, 70
<b>Advanced ELD Level</b>	
<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: 96, 222; RDI 1: 240, 241; RDI 3: 63

Apply knowledge of academic and social vocabulary to achieve independent reading.	TE: 10, 13-14, 16-19, 34, 36-38, 40-43, 60-69, 70-71, 86, 88-90, 92-95, 110, 113-114, 117-119, 136-143, 144, 160, 162-164, 167-169, 184, 187-188, 190-193, 208, 211-219, 220-221; TS: 17, 20, 23, 26, 29, 32, 37, 40, 43, 46, 49, 52, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; RDI 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183; RDI 2: 15, 20, 25, 30, 35, 40-41, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90-91, 95, 100, 105, 110-111, 115, 120
Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	TE: 10, 37, 88, 93, 136, 170, 188, 208, 214, 216; RDI 1: 272, 273; RDI 3: 67
Use a standard dictionary to determine the meaning of unknown words.	TE: 96, 171, RDI 1: 244, 245
<b>Reading Comprehension</b>	
<b>Beginning ELD Level</b>	
<b>Comprehension</b>	
Read simple text and orally respond to factual comprehension questions by using key words or phrases.	TE: 29, 53, 81, 105, 129, 155, 179, 203, 231; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; 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, 338; RDI 2: 42, 71, 83, 86; RDI 3: 26, 50
Understand and follow simple multiple-step oral directions for classroom or work-related activities.	TE: 11, 111, 209; P: 135, 136, 137, 138, 139, 140; RDI 1: 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415; RDI 2: 16, 21, 26, 31, 42, 51, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 121, 126, 131, 140; 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 categories of common informational materials (e.g., newspaper, brochure).	TE: 10, 34, 36-38, 86, 110, 160; P: 137
Orally identify, using key words or phrases, the main ideas and some details of familiar texts.	TE: 11, 13, 15, 17, 19; P: 13; <i>Alcatraz</i> ; P: 15, 19, 20, 21; <i>Narrative of the Life of Frederick Douglass</i> ; P: 22; <i>UFOs</i> ; P: 24; <i>Creatures Infest Local School!</i> ; P: 28, 29, 31, 32; <i>The Skull Man and Other People With Cool Jobs</i> ; P: 33, 38, 40, 41; <i>Wait Until Dark</i> ; P: 50, 51; RDI 1: 288, 289, 292, 293; RDI 2: 21, 26
Point out text features, such as the title, table of contents, and chapter headings.	TE: 8, 32, 56, 84, 108, 158, 182, 206

<b>Structural Features of Informational Materials</b>	
Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.	TE: 185, 187, 189; P: 65, 81, 105, 123; RDI 1: 298, 299; RDI 2: 56
<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>	
Orally identify examples of fact and opinion and cause and effect in simple texts.	TE: 128, 129, 161, 163, 165, 167, 169; TS: 36, 37, 38, 39, 40, 41; P: 26, 28; <i>Hiroshima</i> ; P: 29, 35, 39, 40, 41, 44, 45; RDI 1: 296, 297, 321; RDI 2: 69, 70
<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, 81, 105, 129, 155, 179, 203, 231; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; 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, 338; RDI 2: 42, 71, 83, 86; RDI 3: 26, 50
Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	TE: 105
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
Identify and orally explain categories of familiar informational materials by using simple sentences.	TE: 10, 34, 36-38, 86, 110, 160
Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.	TE: 10, 86, 110, 160; P: 32; RDI 1: 292, 293; RDI 2: 21, 26
<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>	
Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.	TE: 128, 129, 161, 163, 165, 167, 169; P: 26, 28; <i>Hiroshima</i> ; P: 29, 35, 39, 40, 41, 44, 45; RDI 1: 296, 297, 321; RDI 2: 69, 70
<b>Structural Features of Informational Materials</b>	
Orally identify the factual components of simple informational materials by using key words or phrases.	TE: 128, 160

<b>Intermediate ELD level</b>	
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.	TE: 128, 129, 161, 163, 165, 167, 169; P: 26, 28; <i>Hiroshima</i> ; P: 29, 35, 39, 40, 41, 44, 45; RDI 1: 296, 297, 321; RDI 2: 69, 70
Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas.	TE: 10, 86, 110, 160; P: 32; RDI 1: 292, 293; RDI 2: 21, 26
<b>Comprehension</b>	
Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.	TE: 105
<b>Structural Features of Informational Materials</b>	
Orally identify the factual components of simple informational materials by using key words or phrases.	N/A
Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books)	TE: 29, 53, 105, 129, 155, 179, 203, 231; RDI 2: 120, 121, 130, 131
<b>Early Advanced ELD level</b>	
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.	TE: 29, 53, 105, 129, 155, 179, 203, 231; RDI 1: 292, 293
<b>Structural Features of Informational Materials</b>	
Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).	N/A
Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).	N/A
<b>Advanced ELD level</b>	
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.	TE: 29, 53, 105, 129, 155, 179, 203, 231; RDI 1: 292, 293

<b>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</b>	
Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks).	N/A
<b>Structural Features of Informational Materials</b>	
Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).	<b>RDI 1:</b> 332
<b>Literary Response and Analysis</b>	
<b>Beginning ELD Level</b>	
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Respond orally in one or two words to factual comprehension questions about simple literary texts.	<b>TE:</b> 29, 53, 81, 105, 129, 155, 179, 203, 231; <b>P:</b> 13, 14, 15, 16, 17, 18, 19, 20, 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; <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, 338; <b>RDI 2:</b> 42, 71, 83, 86; <b>RDI 3:</b> 26, 50
Identify orally different characters and settings in simple literary texts by using words or phrases	<b>TE:</b> 59, 61, 63, 65, 67, 69; <b>P:</b> 13; <i>Alcatraz</i> ; <b>P:</b> 18; <i>Hear Me</i> ; <b>P:</b> 25; <i>Destination: Everest</i> ; <b>P:</b> 34; <i>The Big Lie</i> ; <b>P:</b> 36, 37; <i>Quinceanera Means Sweet 15</i> ; <b>P:</b> 39; <i>Summer on Wheels</i> ; <b>P:</b> 43, 49; <i>Moby Dick</i> ; <b>P:</b> 50; <i>Stealing Home</i> ; <i>The Story of Jackie Robinson</i> ; <b>RDI 1:</b> 306, 307, 308, 309; <b>RDI 2:</b> 46, 51
Role-play a character from a familiar piece of literature by using words or phrases.	<b>RDI 1:</b> 306; <b>RDI 3:</b> 34, 45, 46, 61, 70
Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	<b>TE:</b> 35, 39; <b>P:</b> 101; <b>RDI 1:</b> 290, 291; <b>RDI 2:</b> 26, 31, 42, 116
<b>Structural Features of Literature</b>	
Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.	N/A
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Recite simple poems.	<b>TE:</b> 70, 71, 144, 220; <b>TS:</b> 26, 96; <b>RDI 1:</b> 330, 338; <b>RDI 2:</b> 135

Early Intermediate ELD Level	
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	TE: 29, 53, 81, 105, 129, 155, 179, 203, 231; P: 13, 14, 15, 16, 17, 18, 19, 20, 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; 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, 338; RDI 2: 42, 71, 83, 86; RDI 3: 26, 50
Read literary texts and orally identify the main events of the plot by using simple sentences.	TE: 59, 61, 63, 65, 135, 137, 139, 141, 143; P: 14; <i>All in a Day's Work and Other Stories</i> ; P: 17; <i>The Escape</i> ; P: 19; <i>King Arthur</i> ; P: 20; <i>King on the Hill</i> ; P: 23; <i>Alison's Trumpet and Other Stories</i> ; P: 33; <i>The Adventures of Captain Underpants</i> ; P: 37; <i>Quinceanera Means Sweet 15</i> ; P: 40; <i>Visitors</i> ; P: 43; <i>Among the Hidden</i> ; P: 47; <i>Love Letters and Other Stories</i> ; P: 48; <i>Miracle's Boys</i> ; RDI 1: 310, 311; RDI 2: 16, 21, 26, 86
Read a selection and orally identify the speaker or narrator.	TE: 136; RDI 1: 319; RDI 2: 20, 23
Identify the difference in points of view between first person and third person by using simple sentences.	TE: Teacher can develop lessons to expand on text page, 136; RDI 1: 319; RDI 2: 38
<b>Structural Features of Literature</b>	
Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.	TE: 60, 70, 71, 136, 144, 145, 220; RDI 1: 330
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>	
Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.	TE: 59, 61, 63, 65, 67, 69, 141; P: 21; <i>Narrative of the Life of Frederick Douglass</i> ; P: 30; <i>Night Bird</i> ; P: 35; <i>Dive</i> ; P: 36; <i>Money Hungry</i> ; P: 38; <i>Score!</i> ; P: 47; <i>Love Letters and Other Stories</i> ; P: 49; <i>Moby Dick</i> ; RDI 1: 306, 307; RDI 2: 44, 59
Intermediate ELD Level	
<b>Narrative Analysis of Grade-Level-Appropriate Text</b>	
Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	TE: 17, 90, 95, 110; RDI 2: 83
Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay).	TE: 61, 137

Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	TE: 9, 33, 57, 85, 109, 133, 159, 183, 207; RDI 1: 238, 239, 240, 241, 242, 243, 245, 246, 247, 248, 249, 250, 251, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275; RDI 2: 16, 21, 26, 31, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 126, 131; RDI 3: 63
<b>Early Advanced ELD Level</b>	
<b>Structural Features of Literature</b>	
Identify literary devices, such as narrative voice, symbolism, dialect, and irony	TE: 64, 138; RDI 1: 338; RDI 2: 19, 24
Describe orally the major characteristics of several forms of poetry by using detailed sentences.	TE: 70, 71, 144, 220; RDI 1: 338
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>	
Describe the author's point of view in literary text by using detailed sentences.	TE: 60, 136; RDI 1: 319
Compare and contrast a similar theme across several genres by using detailed sentences	RDI 1: 332
Describe orally and in writing a similar theme or topic by using detailed sentences.	TE: 59, 71; P: 27; <i>Happy Burger</i> ; P: 49; <i>Moby Dick</i> ; RDI 1: 312; RDI 2: 31, 42
Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.	TE: 59, 61, 63, 65, 67, 69, 135, 137, 139, 141, 143; P: 59, 75, 79, 87, 89, 97, 103, 107, 125, 127, 129; RDI 1: 306, 307, 308, 309, 310, 311; RDI 2: 16, 21, 26, 46, 51, 86
Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.	TE: 58, 70, 71, 134
<b>Advanced ELD Level</b>	
<b>Structural Features of Literature</b>	
Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.	TE: 59, 61, 63, 65, 67, 69, 135, 137, 139, 141, 143; P: 29; <i>Jane Eyre</i> ; P: 34; <i>The Big Lie</i> ; P: 79, 97, 107; RDI 1: 308, 309; RDI 2: 42, 51
<b>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</b>	
Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism).	TE: 64, 138; RDI 1: 336, 337
Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.	N/A
Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).	N/A
Compare and contrast the motivation and reactions of characters across a variety of literary texts.	TE: 185, 189, 191, 193; P: 75

Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	TE: 59, 61, 63, 65, 135, 137, 139, 141; P: 59, 87, 125; RDI 1: 310, 311
<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: 15, 23, 29, 35, 39, 47, 59, 75, 87, 99, 105, 111, 123, 135, 149, 161, 173, 185, 197, 209, 225; 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: 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415; RDI 2: 16, 21, 26, 31, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 126, 131, 140, 142, 146; RDI 3: 72, 73
<b>Organization and Focus</b>	
Create simple sentences or phrases with some assistance.	TE: 24, 25, 48, 49, 76, 77, 100, 101, 124, 125, 150, 151, 174, 175, 198, 199, 226, 227; TS: 100, 101, 102, 103, 104, 105, 106, 107, 108; P: 57, 63, 69, 73, 77, 83, 87, 125; 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; RDI 2: 155, 157, 159, 161, 165, 167, 171, 173, 175, 177, 179, 183, 187, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213; RDI 3: 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.	TE: 227; TS: 109, 110, 111, 112, 113, 114; P: 80, 98, 108; RDI 1: 328, 329; RDI 2: 42, 51, 52; RDI 3: 45
Use the writing process to write brief narratives with a few standard grammatical forms.	TE: 25, 49, 77, 100, 125, 151, 174, 199, 227; TS: 109, 110, 111, 112, 113, 114; P: 135, 136, 137; RDI 1: 328, 329; RDI 2: 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 42, 43; RDI 3: 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.	TE: 25, 49, 125, 151, 174, 199, 227; TS: 100, 101, 102, 103, 104, 105, 106, 107, 108; P: 62, 66, 74, 82, 94, 106, 124; RDI 2: 47, 52, 57; RDI 3: 43
Complete basic business forms in which information such as one's name, address, and telephone number is requested.	TE: 105; RDI 2: 131
<b>Early Intermediate ELD level</b>	
<b>Organization and Focus</b>	
Write simple sentences of brief responses to selected literature to show factual understanding of the text.	TE: 31, 55, 83, 107, 131, 157, 181, 205, 233; P: 57, 63, 69, 73, 77, 83, 87, 99, 101, 125; RDI 1: 237, 239, 241, 245, 265, 273; RDI 2: 48, 83, 128

Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	TE: 25, 49, 77, 100, 125, 151, 174, 199, 227; TS: 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114; 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 1: 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108; RDI 2: 18, 28, 33, 38, 48, 53, 58, 63, 78, 83, 88, 103, 118, 128, 155, 157, 159, 165, 167, 171, 173, 175, 177, 179, 183, 187, 193, 195, 197, 201, 203, 205, 207; RDI 3: 29, 32, 33, 35, 41, 43, 45, 47, 57, 59, 61, 64, 65, 69
Create a draft of a paragraph by following an outline.	TE: 24, 48, 76, 100, 124, 150, 173, 198, 226; TS: 67; RDI 2: 146
Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	TE: 25; RDI 1: 326
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, 49, 77, 100, 125, 151, 174, 199, 227; TS: 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114; P: 66, 68, 82, 96, 106, 116, 124; RDI 2: 72, 77, 82, 87, 93
Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.	RDI 1: 315; RDI 2: 141, 142, 143, 144, 145, 146
<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: 24, 25, 48, 49, 76, 77, 100, 101, 124, 125, 150, 151, 174, 175, 198, 199, 226, 227; TS: 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114; RDI 2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 132, 137
<b>Organization and Focus, Research and Technology</b>	
Complete simple informational documents related to career development (e.g., bank forms and job applications).	TE: 105; RDI 2: 131
<b>Intermediate ELD level</b>	
<b>Organization and Focus</b>	
Narrate a sequence of events and communicate their significance to the audience.	TE: 48, 49; P: 101; RDI 1: 290, 291; RDI 2: 26, 31, 42, 51
Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	TE: 25, 49, 77, 100, 125, 151, 174, 199, 227; TS: 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114; P: 66, 68, 82, 96, 106, 116, 124; RDI 2: 72, 77, 82, 87, 93
Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.	N/A

Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	TE: 31, 55, 83, 107, 131, 157, 181, 205, 233; P: 57, 63, 69, 73, 77, 83, 87, 99, 101, 125; RDI 1: 237, 239, 241, 245, 265, 273; RDI 2: 14, 20, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134
Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	TE: 25; RDI 1: 326
Write documents related to career development (e.g., business letter, job application).	TE: 105; RDI 2: 121, 131
Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.	N/A
<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: 24, 25, 48, 49, 76, 77, 100, 101, 124, 125, 150, 151, 174, 175, 198, 199, 226, 227; TS: 57, 59, 61, 63, 65, 67; RDI 1: 315; RDI 2: 144, 147
Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	RDI 2: 147
<b>Early Advanced ELD level</b>	
<b>Organization and Focus</b>	
Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.	TE: 25, 49, 77, 101, 125, 151, 175, 199, 227; TS: 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114; P: 135, 136, 137
Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	N/A
Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	N/A
Use appropriate language variations and genres in writing for language arts and other content areas.	TE: 25; RDI 1: 326
Write pieces related to career development (e.g., business letter, job application, letter of inquiry).	TE: 105; RDI 2: 121, 122, 131, 132
<b>Organization and Focus, Evaluation and Revision</b>	
Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterarguments.	TE: 25, 101, 125, 175
Write detailed fictional biographies or autobiographies.	N/A

<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, 77, 101, 125, 151, 175, 199, 227; TS: 67; RDI 1: 326; RDI 2: 141, 143
<b>Organization and Focus, Research and Technology</b>	
Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	RDI 2: 147
<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.	TE: 25, 49, 77, 101, 125, 151, 175, 199, 227
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, 77, 101, 125, 151, 175, 199, 227
Use appropriate language variations and genres in writing for language arts and other content areas.	TE: 25
Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum).	TE: 105; RDI 2: 121, 122, 131, 132
<b>Organization and Focus, Evaluation and Revision</b>	
Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	TE: 31, 55, 83, 107, 131, 157, 181, 205, 233
Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it.	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: 25, 49, 77, 101, 125, 151, 175, 199, 227; TS: 67
Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).	TE: 25, 49, 77, 101, 125, 151, 175, 199, 227
Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.	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, 79, 103, 127, 153, 177, 201, 229; TS: 124; RDI 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 154, 155
<b>Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling</b>	
Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.	TE: 26, 27, 50, 51, 78, 79, 102, 103, 126, 127, 152, 153, 176, 177, 200, 201, 228, 229; TS: 124; RDI 2: 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213
Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; TS: 124; RDI 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 154, 155, 162, 163
<b>Early Intermediate ELD level</b>	
<b>Punctuation, Capitalization, and Spelling</b>	
Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; TS: 124; RDI 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 154, 155, 162, 163
<b>Sentence Structure, Grammar, Punctuation, and Capitalization</b>	
Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229
Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	TE: 26, 27, 50, 51, 78, 79, 102, 103, 126, 127, 152, 153, 176, 177, 200, 201, 228, 229; RDI 2: 156, 157, 158, 159
<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.	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; TS: 124; RDI 2: 160, 161

<b>Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling</b>	
Edit and correct basic grammatical structures and usage of the conventions of writing.	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; TS: 124; RDI 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 214, 215, 216, 217, 218, 219, 220, 221
<b>Early Advanced ELD level</b>	
<b>Capitalization, Punctuation, and Spelling</b>	
Create coherent paragraphs through effective transitions.	TE: 25, 49, 77, 101, 125, 151, 175, 199, 227
<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: 27, 51, 79, 103, 127, 153, 177, 201, 229
<b>Punctuation, Capitalization, and Spelling</b>	
Edit writing for grammatical structures and the mechanics of writing.	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; TS: 124; RDI 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 214, 215, 216, 217, 218, 219, 220, 221
<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, 79, 103, 127, 153, 177, 201, 229; TS: 124
<b>Grammar</b>	
Create coherent paragraphs through effective transitions and parallel constructions.	TE: 25, 49, 77, 101, 125, 151, 175, 199, 227
<b>Capitalization, Punctuation, and Spelling</b>	
Edit writing for the mechanics to approximate standard grammatical forms.	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; TS: 124; RDI 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 214, 215, 216, 217, 218, 219, 220, 221