The Idaho Map of Standards for English Learners

Grades K–12

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Introduction to the Idaho Map of Standards for English Learners

Purpose of ELD Standards

English Language Development (ELD) standards describe what English learners know and can do as they develop English language skills and acquire the academic concepts and skills to be able to achieve the state's rigorous language arts standards. The standards show the gradual progression through five ELD levels, starting with a student who has no knowledge of English and begins to acquire skills in listening, speaking, reading, and writing at benchmark stages until reaching English fluency. ELD standards are the onramp to language arts standards and were developed with achievement of the language arts standards as the ultimate objective. Some ELD standards at the Early Fluent and Fluent levels contain wording similar to the Language Arts standards, reflecting this very goal.

One might ask, "Why can't teachers just use language arts standards from an earlier grade level for English learners, rather than the ELD standards?" The answer is that acquisition of a second language is different from acquisition of a first language. The ELD standards follow a research-based progression of second language acquisition, from beginning to advanced language skills. Language arts standards below the English learner's grade level simply are not appropriate as indicators or expectations of second language acquisition.

Components of the ELD Standards

The Idaho ELD standards describe what English learners at four grade spans know and can do in four domains at five proficiency levels. The grades spans are K–2, 3–5, 6–8, and 9–12. The four domains are listening, speaking, reading, and writing. The five levels are Beginning, Advanced Beginning, Intermediate, Early Fluent, and Fluent. The ELD standards include the following three components:

- ELD Level Descriptors for grades K–12
- ELD Standards Statements for each grade span
- ELD Objectives within each standard

An overview of each of these components is given below.

ELD Level Descriptors

The ELD Level Descriptors describe what English learners in grades K–12 generally know and can do upon reaching mastery at each of five proficiency levels. The levels are labeled as follows:

Level 1: Beginning
Level 2: Advanced Beginning
Level 3: Intermediate
Level 4: Early Fluent
Level 5: Fluent

These descriptions are *general* indicators of students' proficiency in English language skills across all grades, K–12. Some adjustment may be necessary when applying the descriptions to students at a specific grade level, especially students at the earlier grades of the K–12 span. For example, kindergarteners do not yet write expanded texts as stated at the Fluent level for K–12 writing skills, but kindergarteners are expected to perform developmentally appropriate precursor skills such as labeling a sequence of story pictures, creating class story books, and writing in journals.

Note that the descriptions indicate what students know and can do upon reaching *mastery* in the level. For example, a student in the Advanced Beginning level needs to learn how to "read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures." Once the student shows mastery of this reading skill, the student is ready to be challenged to learn the reading skills described at the Intermediate level.

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The determination of a student's overall proficiency level is made based on many factors; this overall level does not necessarily mean the student performs in each individual skill at that same level. For example, a student may be performing at the Intermediate level in listening and speaking, but at Advanced Beginning in reading and writing. Likewise, a student may be performing at higher or lower levels on particular skills within a domain; for instance, higher on decoding words but lower on comprehension and making inferences.

ELD Standards Statements

The ELD standards are organized in the same hierarchical system as the Idaho Language Arts standards.

Standard: Domain
Goal: Major skill within the domain
Objective: Description of a specific, measurable skill

There are four Standards for ELD, corresponding to six Language Arts Standards, as show in the chart below.

ELD	Language Arts
Standard 1: Listening	Standard 6: Communication
Standard 2: Speaking	
Standard 3: Reading	Standard 1: Reading Process Standard 2: Reading Comprehension Interpretation
Standard 4: Writing	Standard 3: Writing Process Standard 4: Writing Applications Standard 5: Writing Components

The Standards statements describe what students know and can do upon mastery of the Fluent level in the domain overall. Since Fluent level expectations are very close to native-English-speaker grade-level expectations, the Standards statements for ELD are very close to those for Language Arts.

ELD Objectives

The ELD Objectives reflect the skills and knowledge that are *most in* instruction and assessment of English learners and link as much as possible to the *most in* Language Arts Objectives that all students are expected to master. ELD curricula may identify additional skills for classroom instruction.

A meaningful format of ELD Objectives can greatly help educators, especially teachers, to understand the Objectives, their interconnections, and their link to Language Arts Objectives. The ELD Objectives are organized by grouping those that address a similar concept or skill from Beginning to Fluent ELD levels; this group is called a "cluster of ELD Objectives." Each cluster of ELD Objectives is given a cluster label — a big idea that reflects the essence of all of the linked ELD and Language Arts Objectives. Each cluster resembles a rubric that can be used by teachers for ongoing classroom assessment as well as by state test developers.

The clusters of ELD Objectives are organized in a logical order within each Standard and Goal and follow the Language Arts numbering system. The clusters of ELD Objectives are presented in the format of a map that shows each cluster and one or several linked Language Arts Objectives side-by-side. The purpose of the *Idaho Map of Standards for English Learners* is to help educators clearly see the relationship between two sets of standards: the state's ELD and Language Arts standards. The organization of the Map is especially useful for a teacher in a multilingual classroom who wants to plan a single language arts lesson that integrates ELD and Language Arts standards.

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How to Navigate the Idaho Map of Standards for English Learners

The illustration to the right shows part of a page of clusters of ELD Objectives (in the left-hand column) and linked Language Arts Objectives (in the right-hand column). Key elements are defined as follows.

❶ Bottom right corner shows grade span and pagination, starting at page 1 for each grade span.

❷ **ELD Cluster of Objectives and Level** column: the leftmost column shows number of each cluster of Objectives according to Standard, Goal, and Objective; the same system used for Language Arts Objectives.

❸ ELD level labels are listed at the bottom of page in a legend. Some clusters of Objectives have all five ELD levels, but some combine Early Fluent and Fluent (EF/F).

❹ **ELD Objectives** column: A label for each cluster of Objectives appears in bold type directly to the right of the cluster number. The label is the big idea that represents the essence of all linked ELD and Language Arts Objectives.

❺ The ELD Objectives ("text") for each level in the cluster are listed below the big idea.

❻ **Language Arts Objectives** columns: The Language Arts Objectives along with the state's reference numbers are listed beneath each grade.

English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 3	Grade 4	Grade 5
❷ ELD 1.1.1	Follow Directions ❹	[3.LA.6.1.3] [text]	[text]	[text]
B	[text]	❻		
AB	[text]			
I	[text] ❺			
EF	[text]			
F	[text]			

❸ B = Beginning; AB = Advanced Beginning; I = Intermediate; EF = Early Fluent; F = Fluent

❶ *Grades 3–5:* Page 1

Appendix

The Map contains all English Language Development (ELD) Standards and Objectives, and those Language Arts (LA) Objectives that best link to the ELD Objectives. The appendix contains a chart of all LA Objectives organized by ELD Goals. The LA Objectives are taken directly from the Idaho State Department of Education Language Arts Standards Table; those that appear in the Map have bolded numbers.

A teacher can use the Map to identify particular ELD and matching LA Objectives and then refer to the appendix to find other relevant LA Objectives when designing a comprehensive unit lesson plan for a classroom with both English learners and native English speakers.

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Idaho English Language Development Level Descriptors

	Level 1 Beginning	Level 2 Advanced Beginning	Level 3 Intermediate	Level 4 Early Fluent	Level 5 Fluent
Overall					
Listening	They can understand brief, very simple speech on familiar topics, with visual support.	They can understand brief, simple speech on mostly familiar topics, and need visual support.	They can understand speech on familiar and some unfamiliar topics, and may need some visual support.	They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics.	They can understand a variety of social and academic speech at their grade level.
Speaking	They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences.	They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences.	They can engage in social talk and academic instruction using increasingly detailed sentences.	They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary.	They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context.
Reading	With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures.	With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures.	They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures.	They can independently read text near grade level, and can read technical text supported by graphics or pictures.	They can independently read grade-level text, including technical text.
Writing	They can write words, phrases and very simple sentences.	They can write phrases and simple sentences.	They can write simple texts with support.	They can write texts near grade level.	They can write expanded texts appropriate to their grade level.

Idaho English Language Development Level Descriptors

	Level 1 Beginning	Level 2 Advanced Beginning	Level 3 Intermediate	Level 4 Early Fluent	Level 5 Fluent
Overall	Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.	Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.	Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.	Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.	Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.
Listening	They can understand brief, very simple speech on familiar topics, with visual support.	They can understand brief, simple speech on mostly familiar topics, and need visual support.	They can understand speech on familiar and some unfamiliar topics, and may need some visual support.	They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics.	They can understand a variety of social and academic speech at their grade level.
Speaking	They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences.	They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences.	They can engage in social talk and academic instruction using increasingly detailed sentences.	They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary.	They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context.
Reading	With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures.	With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures.	They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures.	They can independently read text near grade level, and can read technical text supported by graphics or pictures.	They can independently read grade-level text, including technical text.
Writing	They can write words, phrases and very simple sentences.	They can write phrases and simple sentences.	They can write simple texts with support.	They can write texts near grade level.	They can write expanded texts appropriate to their grade level.

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Idaho English Language Development
Grades K–2

Idaho English Language Development Standards Statements
Idaho English Language Development Objectives

ELD Standard 1: Listening
ELD Goal 1.1: Listening Comprehension 1

ELD Standard 2: Speaking
ELD Goal 2.1: Speaking Applications 2

ELD Standard 3: Reading
ELD Goal 3.1: Reading Process 3
ELD Goal 3.2: Reading Comprehension 6

ELD Standard 4: Writing
ELD Goal 4.1: Writing Process 9
ELD Goal 4.2: Writing Applications 10
ELD Goal 4.3: Writing Conventions 11

Idaho English Language Development Standards Statements — Grades K–2

Standard 1: Listening

Students demonstrate comprehension of social and academic oral communication used in the classroom.

Standard 2: Speaking

Students use speaking skills to ask and answer questions and describe familiar experiences or interests. Students speak in a manner that guides the listener to understand important ideas by using clear, coherent sentences.

Standard 3: Reading

Students apply oral language skills to develop reading skills and to recognize that print represents spoken language. Students decode grade level words, read with fluency, and comprehend connected text. Students apply knowledge of common synonyms, antonyms and word parts to determine the meaning of unknown words.

Students begin to identify plot and describe characters in stories. Students use a variety of comprehension strategies to understand material that may be used to answer specific questions or gather information.

Standard 4: Writing

Students use the writing process approach to write for a specific purpose. Students draw pictures and write words and sentences to express meaning. Students use grade-level-appropriate spelling, punctuation, capitalization, and sentence structure.

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade K	Grade 1	Grade 2
ELD 1.1.1	**Follow Oral Directions**	K.LA.6.1.3 Listen to understand and follow one and two-step spoken directions.	1.LA.6.1.3 Listen and follow one- and two- step oral directions.	2.LA.6.1.3 Listen and follow multiple-step oral directions.
B	Follow simple one-step oral directions.			
AB	Follow simple two-step oral directions.			
I	Follow two-step oral directions.			
EF/F	Follow multi-step oral directions.			
ELD 1.1.2	**Understand Social and Academic Conversations**	K.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	1.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	2.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).
B	Respond appropriately to brief, very simple social conversations on familiar topics with contextual support.			
AB	Respond appropriately to simple social conversations on mostly familiar topics with contextual support.			
I	Respond appropriately to social and simple classroom conversations on mostly familiar, concrete topics.			
EF	Respond appropriately to classroom conversations on mostly concrete topics.			
F	Respond appropriately to classroom conversations on concrete and abstract topics.			
ELD 1.1.3	**Understand Key Ideas of Information Presented Orally**	K.LA.6.1.2 Listen for specific answers in order to respond to questions.	1.LA.6.1.2 Listen for specific answers in order to respond to questions.	2.LA.6.1.2 Listen for answers to specific questions from information presented orally.
B	Identify a key idea of very brief, concrete information presented orally with visual support.			
AB	Identify a few key ideas of brief, mostly concrete information presented orally with visual support.			
I	Identify a few key ideas of concrete and some abstract information presented orally with some visual support.			
EF/F	Identify key ideas of information presented orally.			

B = Beginning
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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade K	Grade 1	Grade 2
ELD 2.1.1	**Ask and Answer Questions**		1.LA.6.2.1 Ask questions for clarification and understanding.	2.LA.6.2.1 Ask for clarification and explanation of stories and ideas.
B	Ask and answer familiar, very simple questions using gestures or words.			
AB	Ask and answer simple questions using a few words.			
I	Ask and answer questions using phrases or simple sentences.			
EF	Ask and answer questions using detailed sentences with some errors.			
F	Ask and answer questions using detailed sentences with few errors.			
ELD 2.1.2	**Communicate Information Orally**	K.LA.6.2.1 Share information and ideas, speaking in complete, coherent sentences. K.LA.6.2.3 Recite short poems, rhymes, and songs.	1.LA.6.2.3 Stay on topic when speaking.	2.LA.6.2.2 Paraphrase information that has been shared orally by others. 2.LA.6.2.3 Stay on topic when speaking.
B	Express basic needs using gestures or words.			
AB	Express basic needs and feelings using a few words.			
I	Share information orally using simple sentences.			
EF	Respond orally to information shared by others using coherent sentences.			
F	Retell or paraphrase information that has been shared by others, using coherent sentences.			
ELD 2.1.3	**Retell Stories or Experiences**	K.LA.6.2.4 Tell an experience or creative story in a logical sequence.	1.LA.6.2.5 Use descriptive words when speaking about people, places, things, and events.	2.LA.6.2.4 Retell stories or experiences that follow a logical sequence of events.
B	Respond to prompting about an experience or story using gestures and words.			
AB	Tell a brief experience or story in response to prompts using words and phrases.			
I	Tell an experience or story in a logical sequence with some prompting, using phrases and simple sentences.			
EF	Tell an experience or story in a logical sequence using simple sentences without prompting.			
F	Tell an experience or story in a logical sequence using detailed sentences without prompting.			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade K	Grade 1	Grade 2
ELD 3.1.1	**Use Text Features to Locate Information**	K.LA.1.1.1 Hold a book right side up and turn pages in the correct direction. K.LA.1.2.2 Name the parts of a book, including front cover, back cover, and title.	1.LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads). 1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.	2.LA.1.2.2 Identify titles, tables of contents, and chapter headings to locate information.
B	Identify cover and title of a book; hold book right side up and turn pages in the correct direction.			
AB	Identify words, sentences, and parts of a book (e.g., cover, title).			
I	Use the title and illustrations to aid comprehension of information in a book or reading selection.			
EF/F	Use grade-level text features to locate information in a book or reading selection. [N/A for K]			
ELD 3.1.2	**Use Graphic Features to Support Understanding of Text**		1.LA.1.2.3 Read simple graphs, charts, and diagrams.	2.LA.1.2.3 Use information from simple graphs, charts and diagrams.
B	Identify information from pictures and symbols in signs.			
AB	Identify information in familiar, simple bar graphs or diagrams.			
I	Identify information in simple graphs, charts, and diagrams. [N/A for K]			
EF	Describe information in simple graphs, charts, and diagrams. [N/A for K]			
F	Use information from simple graphs, charts, and diagrams. [N/A for K]			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade K	Grade 1	Grade 2
ELD 3.1.3	**Decode Words Using Phonological Awareness Skills**	K.LA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word. K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters. K.LA.1.5.1 Name upper and lowercase letters.	1.LA.1.3.1 Identify first, middle, and last sound in a word. 1.LA.1.4.1 Match vowel and consonant sounds to all letters.	2.LA.1.4.1 Use word patterns and/or word families to decode words in isolation and in context.
B	Name some upper and lowercase letters.			
AB	Name upper and lowercase letters; match vowel and consonant sounds to some letters.			
I	Match vowel and consonant sounds to all letters; identify initial and final sounds in single-syllable words.			
EF	Identify initial, middle, and final sounds in single-syllable words.			
F	Use basic word patterns and/or word families to decode words. [N/A for K]			
ELD 3.1.4	**Decode Words Using Knowledge of Syllables**	K.LA.1.3.8 Identify the number of syllables in a word.	1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.	2.LA.1.5.1 Identify chunks or small words to decode two and three syllable written words.
B	Repeat spoken words with one or two syllables.			
AB	Identify the number of syllables in familiar spoken words.			
I	Identify the number of syllables in spoken words.			
EF	Decode new words using knowledge of common onsets and rimes. [N/A for K]			
F	Decode words using knowledge of chunks or small words. [N/A for K]			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade K	Grade 1	Grade 2
ELD 3.1.5	**Decode and Determine Meaning of Words Using Knowledge of Word Parts**		1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g., -ed, -ing, and plural -s).	2.LA.1.8.1 Identify simple prefixes, contractions and suffixes to determine the meaning of unknown words.
B	Read simple, familiar words.			
AB	Read and determine the meaning of simple, familiar words.			
I	Decode and determine the meaning of words by using common inflectional endings (e.g., -ed, -ing, and plural -s). [N/A for K]			
EF	Decode and determine meaning of words using knowledge of common base words and simple prefixes and suffixes. [N/A for K]			
F	Decode and determine meaning of words using knowledge of common base words and simple prefixes, suffixes, and contractions. [N/A for K]			
ELD 3.1.6	**Identify and Use Synonyms, Antonyms, Homonyms**	K.LA.1.8.1 Classify common words into basic categories.	1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms.	2.LA.1.8.2 Identify common antonyms, synonyms, and homonyms to determine meaning of words.
B	Identify common, simple antonym pairs (e.g., hot/cold).			
AB	Identify common, simple antonyms and synonyms.			
I	Identify common antonyms, synonyms, and homonyms. [N/A for K]			
EF	Identify and use common antonyms and synonyms to determine the meaning of words. [N/A for K]			
F	Identify and use synonyms, antonyms, and homonyms to determine the meaning of words. [N/A for K]			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade K	Grade 1	Grade 2
ELD 3.1.7	Read With Fluency	K.LA.1.7.1 Read at least 25 one-syllable high frequency words.	1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently. 1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute.	2.LA.1.7.1 Read at least 300 regular and irregular sight words fluently. 2.LA.1.7.2 Read aloud Grade 2 text fluently with at least 94 correct words per minute.
B	Read a few familiar, high frequency words fluently.			
AB	Read familiar high frequency words fluently.			
I	Read regular and irregular sight words fluently.			
EF	Read grade-level text at near grade-level fluency. [N/A for K]			
F	Read grade-level text at grade-level fluency. [N/A for K]			
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade K	Grade 1	Grade 2
ELD 3.2.1	Follow Written Directions	K.LA.2.2.4 Follow two- or three-step directions using picture clues.	1.LA.2.2.4 Follow one-step written directions.	2.LA.2.2.4 Follow two-step written directions.
B	Follow one-step written directions represented by signs, symbols, and one or two words.			
AB	Follow simple one-step written directions supported by visual clues.			
I	Follow simple one-step written directions.			
EF	Follow complex one-step written directions. [N/A for K]			
F	Follow two-step written directions. [N/A for K]			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade K	Grade 1	Grade 2
ELD 3.2.2	Identify Topic in Text	K.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read. K.LA.2.2.3 Identify and sequence information from expository text into correct order using picture clues.	1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read. 1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using picture clues.	2.LA.2.2.1 Identify the main idea, problem and solutions in expository text to support comprehension. 2.LA.2.2.3 Identify facts and sequence important information from expository text into a logical order to retell facts.
B	Identify the topic in brief text with illustrations by drawing a picture or using gestures or words orally.			
AB	Identify orally the topic in brief text with illustrations by drawing a picture and using phrases.			
I	Identify orally the topic in text with illustrations by using simple sentences.			
EF	Identify the topic in near grade-level text and sequence information in a logical order. [N/A for K]			
F	Identify the topic in grade-level text and sequence information in a logical order. [N/A for K]			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade K	Grade 1	Grade 2
ELD 3.2.3	Describe Characters, Settings, and Plots	K.LA.2.3.2 Orally identify the characters in a story that is read aloud. K.LA.2.3.3 Orally identify the setting in a story read aloud. K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.	1.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud. 1.LA.2.3.3 Identify the setting in a story heard or read aloud. 1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.	2.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud. 2.LA.2.3.3 Identify the setting in a story heard or read aloud. 2.LA.2.3.4 Retell basic plots of literary text.
B	Identify the characters and main event of a story with picture clues, using gestures or words in response to prompting.			
AB	Identify the characters, setting, and main event of a story with picture clues, using words or phrases orally in response to prompting.			
I	Identify the characters, setting, and beginning, middle, and end of a story with picture clues, using simple sentences orally in response to prompting.			
EF/F	Identify and describe the characters, identify the setting, and retell the basic plot in a story.			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.1: Writing Process		Grade K	Grade 1	Grade 2
ELD 4.1.1	**Plan, Write, Revise, and Edit a Draft**	K.LA.3.1.2 Draw a picture about a story idea generated through discussion. K.LA.3.2.1 Use ideas generated in prewriting to write a class draft.	1.LA.3.1.2 Participate in identifying the main idea. 1.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea. 1.LA.3.3.1 Revise writing by adding, substituting, or retelling text. 1.LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation.	2.LA.3.1.3 Identify strategies for planning and organizing writing. 2.LA.3.1.4 Identify an appropriate writing format for audience. 2.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. 2.LA.3.3.1 Revise writing by adding, substituting, or retelling text. 2.LA.3.4.1 Edit the draft for errors in simple spelling, capitalization, and punctuation.
B	Draw a picture for a given topic.			
AB	Label a series of pictures or fill in a simple prewriting organizer for a given topic with support, using familiar words and phrases.			
I	Fill in a prewriting organizer, and, with support, write a draft of a few simple sentences that includes a main idea; edit the draft for beginning capitalization and ending punctuation. [N/A for K]			
EF	Fill in a prewriting organizer, write a draft that includes a main idea and some details, make basic revisions, and edit the draft for some writing conventions. [N/A for K]			
F	Identify prewriting strategies and format; write and revise a draft that includes a main idea and details, and edit the draft for grade-level writing conventions. [N/A for K]			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.2: Writing Applications		Grade K	Grade 1	Grade 2
ELD 4.2.1	**Write Narratives**	K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing.	1.LA.4.1.1 Write narratives based on personal experience.	2.LA.4.1.1 Write narratives based on personal experience that contain a main idea.
B	Draw a picture and respond to oral prompts using gestures or words.			
AB	Draw and label a series of pictures and respond to oral prompts using words and phrases.			
I	Write brief narratives based on personal experiences, using a sentence starter template with prompting.			
EF	Write narratives based on personal experiences that contain a main idea, using a few simple sentences. [N/A for K]			
F	Write narratives based on personal experiences that contain a main idea, using more detailed sentences. [N/A for K]			
ELD 4.2.2	**Write Reports**		1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.	2.LA.4.2.2 Write brief explanations or observations of real objects, persons, places, events, or processes.
B	Draw and label a picture and respond to oral prompts about observations of real objects, persons, places, events, or processes using words or phrases.			
AB	Draw and label a series of pictures and respond to oral prompts about observations of real objects, persons, places, events, or processes using phrases.			
I	Write brief explanations of observations of real objects, persons, places, events, or processes using a sentence starter template with prompting. [N/A for K]			
EF	Write brief explanations of observations of real objects, persons, places, events, or processes, using a few simple sentences. [N/A for K]			
F	Write brief explanations of observations of real objects, persons, places, events, or processes, using more detailed sentences. [N/A for K]			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.3 Writing Conventions		Grade K	Grade 1	Grade 2
ELD 4.3.1	**Spell Words Correctly**	K.LA.5.2.1 Spell correctly first name. K.LA.5.2.2 Use invented spelling to spell independently.	1.LA.5.2.1 Spell correctly Grade 1 high-frequency words. 1.LA.5.2.2 Use invented spelling to spell independently.	2.LA.5.2.1 Spell correctly Grade 2 high-frequency words. 2.LA.5.2.2 Spell correctly Grade 2 phonetically regular words with common spelling patterns. 2.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.
B	Copy name and high-frequency words with some accuracy.			
AB	Spell name and a few high-frequency words correctly and start to use invented spelling for other words.			
I	Spell some high-frequency words correctly and use invented spelling for other words.			
EF	Spell high-frequency words correctly. [N/A for K]			
F	Spell high-frequency words correctly and apply basic spelling rules to spell other words. [N/A for K]			
ELD 4.3.2	**Apply Capitalization and Punctuation Rules**	K.LA.5.4.1 Use capital letter in first name.	1.LA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I. 1.LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points.	2.LA.5.4.1 Use capital letters for proper nouns. 2.LA.5.4.2 Use ending punctuation, including question marks and exclamation points.
B	Copy familiar words, including words with capital letters.			
AB	Use capital letters in first name and other familiar proper nouns.			
I	Use a capital letter for the first word of a sentence, familiar proper nouns, and the pronoun I; use a period at the end of a sentence. [N/A for K]			
EF	Use grade-level capitalization and punctuation rules with some errors. [N/A for K]			
F	Use grade-level capitalization and punctuation rules with few errors. [N/A for K]			

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English Language Development Standards: Grades K-2		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.3 Writing Conventions		Grade K	Grade 1	Grade 2
ELD 4.3.3	Use Grammatical Forms		1.LA.5.3.2 Identify nouns and verbs.	2.LA.5.3.1 Identify the difference between an incomplete and a complete sentence. 2.LA.5.3.2 Use correct subject-verb agreement in simple sentences.
B	Complete simple familiar Cloze sentences with a noun or verb.			
AB	Complete simple sentence frames and identify nouns and verbs with prompting.			
I	Identify and use nouns and verbs in simple sentences. [N/A for K]			
EF	Identify and use subject-verb-object order in very simple sentences with some errors. [N/A for K]			
F	Identify and use subject-verb-object order and subject-verb agreement in simple sentences with few errors. [N/A for K]			

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Idaho English Language Development
Grades 3–5

Idaho English Language Development Standards Statements
Idaho English Language Development Objectives

ELD Standard 1: Listening
ELD Goal 1.1: Listening Comprehension 1

ELD Standard 2: Speaking
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ELD Standard 3: Reading
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ELD Standard 4: Writing
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ELD Goal 4.3: Writing Conventions 13

Idaho English Language Development Standards Statements — Grades 3–5

Standard 1: Listening

Students demonstrate comprehension of social and academic speech used in the classroom. Students demonstrate comprehension of the content of oral presentations.

Standard 2: Speaking

Students use speaking skills to communicate for various purposes and audiences. Students use speaking skills to deliver oral presentations. Students speak in a manner that guides the listener to understand important ideas by using correct grammar and vocabulary.

Standard 3: Reading

Students apply skills appropriate to their grade level to read words, explain word meaning, and decode unknown words using knowledge of word parts. Students read with fluency appropriate to their grade level.

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from texts. Students use grade-appropriate knowledge of text structure, organization, and purpose to locate information and understand text. Students identify and/or analyze story elements and literary devices in a variety of literature.

Standard 4: Writing

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use grade-level-appropriate sentence types, grammatical forms, spelling, punctuation, and capitalization.

Students write in a variety of modes, particularly narrative and expository. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students identify connections between their personal experience and a text.

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 3	Grade 4	Grade 5
ELD 1.1.1	**Follow Oral Directions**	3.LA.6.1.3 Listen and follow multiple-step oral directions.	[Same as Grade 3]	[Same as Grade 3]
B	Follow simple one-step oral directions.			
AB	Follow simple two-step oral directions.			
I	Follow simple multi-step oral directions.			
EF/F	Follow multi-step oral directions.			
ELD 1.1.2	**Understand Social and Academic Conversations**	3.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). 3.LA.6.1.2 Listen for answers to specific questions from information presented orally.	4.LA.6.1.1 Listen critically to distinguish between a speaker's opinion and verifiable facts. 4.LA.6.1.2 Listen for similarities and differences in various oral presentations.	5.LA.6.1.1 Listen critically to interpret a speaker's verbal messages. 5.LA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples.
B	Demonstrate comprehension of brief, very simple social conversations on familiar topics with contextual support.			
AB	Demonstrate comprehension of simple social conversations on mostly familiar topics with contextual support.			
I	Demonstrate comprehension of social conversations and simple academic discussions on mostly familiar, concrete topics.			
EF	Demonstrate comprehension of academic discussions on mostly concrete topics.			
F	Demonstrate comprehension of academic discussions on concrete and abstract topics.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 3	Grade 4	Grade 5
ELD 1.1.3	Understand Main Idea of Information Presented Orally	3.LA.6.1.2 Listen for answers to specific questions from information presented orally.	4.LA.6.1.2 Listen for similarities and differences in various oral presentations.	5.LA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples.
B	Identify literal concepts in very brief, simple stories and information presented orally with visual support.			
AB	Identify the main idea and a few supporting details in brief, simple stories and information presented orally with visual support.			
I	Briefly describe the main idea and some supporting details of information presented orally.			
EF	Describe the main idea and most supporting details of information presented orally near grade level.			
F	Describe main ideas and supporting details of information presented orally at grade level.			
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 3	Grade 4	Grade 5
ELD 2.1.1	Ask and Answer Questions	3.LA.6.2.1 Ask for clarification and explanation of stories and ideas.	4.LA.6.2.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	5.LA.6.2.1 Ask questions that seek information not already discussed.
B	Ask and answer very simple questions using words or phrases.			
AB	Ask and answer simple questions using phrases or simple sentences.			
I	Ask and answer questions with some details and more complex sentences.			
EF/F	Ask and answer questions using standard grammar with few errors.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 3	Grade 4	Grade 5
ELD 2.1.2	Communicate Information Orally	3.LA.6.2.2 Paraphrase information that has been shared orally by others.	4.LA.6.2.2 Summarize major ideas and supporting evidence presented in oral presentations.	
B	Express basic needs using simple words or phrases.			
AB	Express basic needs and feelings using phrases and simple sentences.			
I	Paraphrase information on familiar topics with support.			
EF/F	Summarize major ideas and supporting details.			
ELD 2.1.3	Plan Oral Presentations	3.LA.6.2.3 Organize simple oral presentations to maintain a clear focus.	4.LA.6.2.3 Organize oral presentations to maintain a clear focus.	5.LA.6.2.3 Organize oral presentations to maintain a clear focus.
B	Complete a graphic organizer or label a series of illustrations on an experience or familiar story using words or phrases.			
AB	Complete a graphic organizer on a familiar topic that follows a logical sequence of events.			
I	Complete a graphic organizer or an outline for simple narrative and informative presentations.			
EF	Organize simple oral presentations that maintain a clear focus.			
F	Organize oral presentations that maintain a clear focus; use expanded word choice and sentence structure.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 3	Grade 4	Grade 5
ELD 2.1.4	Deliver Oral Presentations	3.LA.6.2.4 Retell stories or experiences that follow a logical sequence of events.	4.LA.6.2.4 Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience.	5.LA.6.2.2 Deliver informative presentations about an important idea, issue, or event. 5.LA.6.2.4 Deliver oral responses to literature that summarize important events and details.
B	Retell experiences or familiar stories in response to prompts; use words, phrases, and props.			
AB	Deliver brief narrative oral presentations on a familiar topic in response to prompts; use simple sentences and props.			
I	Deliver brief narrative oral presentations following a logical sequence and using expanded sentences.			
EF	Deliver narrative and informative oral presentations that maintain a focus on key events or ideas with some supporting details.			
F	Deliver narrative and informative oral presentations that maintain a clear focus on important events or ideas with supporting details.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 3	Grade 4	Grade 5
ELD 3.1.1	Use Text Features to Locate Information	3.LA.1.1.1 Use print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. 3.LA.1.2.2 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	4.LA.1.2.2 Use text features (e.g., heading, captions) to comprehend various print formats (e.g., newspapers, reference text).	5.LA.1.2.2 Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).
B	Identify letters of the alphabet, words, numerals, and parts of a book (e.g., cover, title).			
AB	Identify basic text features (e.g., end-sentence punctuation, headings) in familiar print formats.			
I	Use basic text features (e.g., bold print, paragraphing) to locate information in familiar print formats.			
EF	Use text features to locate information in familiar and some unfamiliar print formats at grade level.			
F	Use text features to locate information in various print formats at grade level.			
ELD 3.1.2	Use Graphic Features to Support Understanding of Text	3.LA.1.2.3 Use graphics, graphs, tables, diagrams, parenthesis, italics, and bold print to understand text.	4.LA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations).	5.LA.1.2.3 Use the features of texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding.
B	Use familiar graphic features (e.g., illustrations, charts) to support understanding of written words and phrases.			
AB	Use familiar graphic features (e.g., diagrams, maps) to support understanding of brief, simple text.			
I	Use familiar graphic features to find information and support understanding of text at independent reading level.			
EF	Use familiar and some newly learned graphic features to find information and support understanding of most grade-level text.			
F	Use various graphic features to find information and support understanding of grade-level text.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 3	Grade 4	Grade 5
ELD 3.1.3	**Decode Words Using Phonological Awareness Skills**	3.LA.1.4.1 Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words.	No objectives at this grade level.	No objectives at this grade level.
B	Identify first, middle, and last sounds in a single-syllable word.			
AB	Match vowel and consonant sounds to all letters.			
I	Use word patterns and/or word families to decode words.			
EF/F	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words.			
ELD 3.1.4	**Decode Words Using Knowledge of Syllables**	3.LA.1.5.1 Decode using syllable types and syllable patterns to decode words with 2-4 syllables.	4.LA.1.5.1 Use knowledge of syllable types and syllable patterns to decode multisyllabic words.	5.LA.1.5.1 Apply spelling and syllabication rules that aid in decoding and word recognition.
B	Determine the number of syllables in familiar one- to three-syllable spoken words.			
AB	Decode basic words of two to three syllables using knowledge of syllable types and patterns.			
I	Decode words of two to four syllables at independent reading level using knowledge of syllable types and patterns.			
EF/F	Decode most grade-level multisyllabic words using knowledge of syllable types and patterns.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 3	Grade 4	Grade 5
ELD 3.1.5	**Decode and Determine Meaning of Words Using Knowledge of Word Parts**	3.LA.1.8.1 Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context.	4.LA.1.4.1 Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words. 4.LA.1.8.1 Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words.	5.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. 5.LA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology).
B	Decode simple, familiar words.			
AB	Decode and determine meaning of words using knowledge of common base words and a few simple prefixes and suffixes.			
I	Decode and determine meaning of words using knowledge of common roots, prefixes, and suffixes at independent reading level.			
EF	Decode and determine meaning of most words using knowledge of common roots, prefixes, and suffixes near grade level.			
F	Decode and determine meaning of words using knowledge of various roots, prefixes, and suffixes at grade level.			
ELD 3.1.6	**Identify and Use Synonyms, Antonyms, Homonyms, and Words with Multiple Meanings**	3.LA.1.8.2 Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context.	4.LA.1.8.2 Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words.	5.LA.1.8.2 Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.
B	Identify common, simple antonym pairs (e.g., hot/cold).			
AB	Identify common, simple antonyms and synonyms.			
I	Identify and use common synonyms, antonyms, homonyms, and words with multiple meanings at independent reading level.			
EF/F	Identify and use synonyms, antonyms, homonyms, and words with multiple meanings at grade level.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 3	Grade 4	Grade 5
ELD 3.1.7	Read With Fluency	3.LA.1.7.1 Fluently read at least 450 regular and irregular sight words. 3.LA.1.7.2 Read aloud Grade 3 text fluently from at least 120 correct words per minute.	4.LA.1.7.1 Read aloud grade-level-appropriate test with fluency and accuracy from at least 140 correct words per minute (Hasbrouck & Tindal).	5.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).
B	Read sight words and other familiar words and phrases accurately.			
AB	Read simple sentences with familiar vocabulary with fluency and accuracy appropriate to reading level.			
I	Read text at independent reading level with fluency and accuracy appropriate to reading level.			
EF	Read grade-level text with fluency and accuracy near grade level.			
F	Read grade-level text with fluency and accuracy at grade level.			
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 3	Grade 4	Grade 5
ELD 3.2.1	Follow Written Directions	3.LA.2.2.4 Follow simple multi-step written directions	4.LA.2.2.4 Follow multi-step written directions.	5.LA.2.2.4 Follow multi-step written directions.
B	Follow written directions represented by signs, symbols, and one or two words.			
AB	Follow simple two-step written directions.			
I	Follow some simple multi-step written directions.			
EF	Follow simple multi-step written directions.			
F	Follow multi-step written directions.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 3	Grade 4	Grade 5
ELD 3.2.2	Describe Main Idea in Text	3.LA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts.	4.LA.2.2.3 Identify main ideas and signal words to summarize information from expository text.	5.LA.2.2.3 Apply central ideas and signal words to summarize information from expository text.
B	Identify orally some facts in simple text with visuals read aloud.			
AB	Identify orally facts in brief text read with support and retell facts in logical order.			
I	Identify main ideas in text at independent reading level and retell important information from the text.			
EF	Identify main ideas and summarize important information in text near grade-level.			
F	Identify main ideas and summarize information in grade-level text.			
ELD 3.2.3	Draw Conclusions Based on Text	3.LA.2.1.3 Draw simple conclusions based on information gathered from text.	4.LA.2.1.3 Draw conclusions based on information gathered from text.	5.LA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion.
B	Draw conclusions orally based on brief, simple text read aloud with visuals.			
AB	Draw conclusions orally based on brief, simple text with visuals on a familiar topic.			
I	Draw conclusions based on text with visuals at independent reading level, and locate some evidence in the text.			
EF	Draw conclusions based on text near grade level and locate evidence in the text.			
F	Draw conclusions based on grade-level text and locate evidence in the text.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 3	Grade 4	Grade 5
ELD 3.2.4	Describe Characters, Settings, and Plots	3.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/ differ-ences) within a literary selection, heard or read. 3.LA.2.3.3 Identify all aspects of the setting (e.g., time of day, place, year). 3.LA.2.3.4 Identify plots in literary text.	4.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/ differ-ences) within a literary selection, heard or read. 4.LA.2.3.3 Describe the setting and tell how it supports the story. 4.LA.2.3.4 Explain the main problem, conflict, and resolution of a story plot.	5.LA.2.3.2 Analyze how a character's traits influence that character's actions. 5.LA.2.3.3 Describe the setting and tell how it supports the story. 5.LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved.
B	Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals.			
AB	Identify orally the main characters, setting, and sequence of events, after reading simple stories with visuals and other support.			
I	Describe basic aspects of characters, setting, and plot in stories with visuals at independent reading level.			
EF	Describe detailed aspects of characters, setting, and plot in stories near grade level.			
F	Describe detailed aspects of characters, setting, and plot in			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.1: Writing Process		Grade 3	Grade 4	Grade 5
ELD 4.1.1	Plan, Write, Revise, and Edit a Draft	3.LA.3.1.3 Plan writing using organizational strategies (e.g., graphic organizer, chart). 3.LA.3.1.4 Identify an appropriate writing format for purpose and audience. 3.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. 3.LA.3.3.1 Revise draft for meaning. 3.LA.3.3.3 Identify words and sentences that need to be rearranged to clarify meaning. 3.LA.3.4.1 Edit the draft using a simple editing checklist.	4.LA.3.1.3 Use organizational strategies appropriate for writing. 4.LA.3.1.4 Select an appropriate writing format for purpose and audience. 4.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. 4.LA.3.3.1 Revise draft for meaning and clarity. 4.LA.3.3.4 Rearrange words and sentences as needed to clarify meaning. 4.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	5.LA.3.1.3 Select organizational strategies appropriate for writing. 5.LA.3.1.4 Select an appropriate writing format for purpose and audience. 5.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea. 5.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. 5.LA.3.3.4 Rearrange words, sentences, and paragraphs as needed, to clarify meaning. 5.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.
B	Draw pictures or complete a graphic organizer to show ideas for a narrative.			
AB	Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support.			
I	Organize a central idea and some supporting details; write a brief paragraph and revise for meaning; and use a simple editing checklist of basic rules.			
EF	Apply the writing process to: organize more complex ideas and supporting details; write a draft and revise for meaning and clarity; and use a modified grade-level editing checklist.			
F	Apply the writing process to: organize ideas and select an appropriate format; write a draft and revise for meaning and clarity; and use a grade-level editing checklist.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.2: Writing Applications		Grade 3	Grade 4	Grade 5
ELD 4.2.1	**Write Narratives**	3.LA.4.1.1 Write short narratives with a logical sequence of events that include a beginning, middle, and end.	4.LA.4.1.1 Write narratives with a logical sequence of events that include a beginning, middle, and end.	5.LA.4.1.1 Write short narratives that include a plot, setting, and characters.
B	Dictate simple sentences for the beginning, middle, and end of a narrative.			
AB	Write simple sentences with support for the beginning, middle, and end of a narrative.			
I	Write short narratives with support that have a beginning, middle, and end.			
EF	Write short narratives that have a beginning, middle, and end, using increasingly complex sentences.			
F	Write short narratives with a beginning, middle, and end, using detailed sentences.			
ELD 4.2.2	**Write Reports**	3.LA.4.2.2 Write an expository paragraph that contains a main idea and supporting details.	4.LA.4.2.2 Write a report with a main idea that includes facts and details about the topic.	5.LA.4.2.2 Write a report using multiple sources that includes a main idea and facts and details about the topic.
B	Dictate simple expository sentences.			
AB	Write simple expository sentences with support.			
I	Write expository paragraphs with support that include a main idea and some supporting details, using simple sentences.			
EF	Write brief reports that include a main idea and supporting details, using increasingly complex sentences.			
F	Write reports that include a main idea and supporting details, using detailed sentences.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 3	Grade 4	Grade 5
ELD 4.3.1	Spell Words Correctly	3.LA.5.2.1 Spell correctly Grade 3 high-frequency words. 3.LA.5.2.2 Spell correctly Grade 3 phonetically regular words with common spelling patterns. 3.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.	4.LA.5.2.1 Spell correctly Grade 4 high-frequency words and common content area (e.g. science, social studies) words. 4.LA.5.2.2 Spell correctly Grade 4 phonetically regular words with common spelling patterns. 4.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.	5.LA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words. 5.LA.5.2.2 Spell correctly common multisyllabic words that include those with Greek and Latin derivatives. 5.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.
B	Copy high-frequency words and use inventive spelling for some words.			
AB	Spell many one-syllable, high-frequency words correctly.			
I	Spell correctly one-syllable words with blends, contractions, and compounds, and use reference tools to correct errors.			
EF	Spell most grade-appropriate words correctly, and independently use reference tools to correct spelling.			
F	Consistently spell grade-appropriate words correctly, and independently use reference tools to correct spelling.			
ELD 4.3.2	Write a Variety of Sentence Types	3.LA.5.3.1 Identify and use three types of sentences (exclamatory, declarative, and interrogative).	4.LA.5.3.1 Use simple and complex sentences.	5.LA.5.3.1 Identify complex sentences with subject and verb agreement.
B	Identify and write very simple declarative sentences.			
AB	Identify and write simple declarative, exclamatory, and interrogative sentences.			
I	Identify and write sentences of varying types and increasing complexity.			
EF/F	Identify and write sentences of varying types and complexity at grade level.			

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English Language Development Standards: Grades 3-5		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 3	Grade 4	Grade 5
ELD 4.3.3	Apply Capitalization and Punctuation Rules	3.LA.5.4.1 Capitalize proper nouns, titles, and holidays. 3.LA.5.4.2 Use commas in: • series • dates • addresses • letters	4.LA.5.4.1 Correctly punctuate and capitalize titles, books, geographical names. 4.LA.5.4.2 Identify comma use in a direct address ("John, come here.") and in compound sentences.	5.LA.5.4.1 Apply capitalization correctly in writing. 5.LA.5.4.2 Identify a colon to introduce a list, and in a greeting. Identify quotation marks to punctuate dialogue.
B	Identify and apply basic capitalization and punctuation rules for proper nouns and very simple sentences.			
AB	Identify and apply basic capitalization and punctuation rules in simple sentences.			
I	Identify and apply increasingly complex capitalization and punctuation rules.			
EF	Identify and apply grade-level capitalization and punctuation rules with some errors.			
F	Identify and apply grade-level capitalization and punctuation rules with few errors.			
ELD 4.3.4	Use Grammatical Forms	3.LA.5.3.2 Use past and present verb tenses, including irregular verbs.	4.LA.5.3.2 Identify: • future verb tenses • adjectives • personal pronouns • conjunctions	5.LA.5.3.2 Use Correctly: • future verb tenses • adjectives • personal pronouns • conjunctions
B	Identify nouns and verbs in very simple sentences.			
AB	Identify and use subject-verb-object order in very simple sentences.			
I	Identify and use subject-verb agreement and basic verb tenses in simple sentences.			
EF	Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives) with some errors.			
F	Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives) with few errors.			

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Idaho English Language Development
Grades 6–8

Idaho English Language Development Standards Statements
Idaho English Language Development Objectives

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Idaho English Language Development Standards Statements — Grades 6–8

Standard 1: Listening

Students demonstrate comprehension of social and academic speech used in the classroom. Students acquire skills in listening that allow them to access information about various subjects. Students demonstrate comprehension of the content of oral presentations.

Standard 2: Speaking

Students use speaking skills to communicate for various purposes and audiences. Students develop and deliver oral presentations that maintain a focus on main ideas and significant details. Students speak in a manner that guides the listener to understand important ideas by using correct grammar and vocabulary.

Standard 3: Reading

Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements.

Standard 4: Writing

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use grade-level-appropriate sentence types, grammatical forms, spelling, punctuation, and capitalization.

Students write in a variety of formats to generate, record, and reflect upon ideas. Students choose an appropriate format for a particular writing task. Students write compositions and reports that relate to a central idea, contain supporting details, and are logically sequenced.

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 6	Grade 7	Grade 8
ELD 1.1.1	**Follow Oral Directions**	No objectives at this grade level.		
B	Follow simple one-step oral directions.			
AB	Follow simple two-step oral directions.			
I	Follow simple multi-step oral directions.			
EF/F	Follow multi-step oral directions.			
ELD 1.1.2	**Understand Social and Academic Conversations**	6.LA.6.1.1 Listen in order to summarize information from a variety of sources.	7.LA.6.1.1 Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources.
B	Demonstrate comprehension of brief, very simple social conversations and academic language on familiar topics with contextual support.			
AB	Demonstrate comprehension of simple social conversations and academic language on mostly familiar topics with contextual support.			
I	Demonstrate comprehension of social conversations and simple academic discussions on mostly familiar, concrete topics.			
EF	Demonstrate comprehension of academic discussions on mostly concrete topics.			
F	Demonstrate comprehension of academic discussions on concrete and abstract topics.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 6	Grade 7	Grade 8
ELD 1.1.3	Understand Main Idea of Information Presented Orally	6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.	7.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.	8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources.
B	Identify literal concepts in very brief, simple information presented orally with visual support.			
AB	Identify the main idea and a few supporting details in brief, simple information presented orally with visual support.			
I	Briefly describe the main idea and some supporting details of information presented orally.			
EF	Summarize the main idea and most supporting details of information presented orally near grade level.			
F	Summarize main ideas and supporting details of information presented orally at grade level.			
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 6	Grade 7	Grade 8
ELD 2.1.1	Ask and Answer Questions	6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.	7.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.	8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
B	Ask very simple questions about a speaker's briefly stated opinion about a familiar topic.			
AB	Ask simple questions to determine a speaker's opinion about a familiar topic.			
I	Ask questions to elicit information about a speaker's content to determine the speaker's position.			
EF/F	Paraphrase a speaker's point of view and ask questions about the speaker's content and position.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 6	Grade 7	Grade 8
ELD 2.1.2	Communicate Information Orally	No objectives at this grade level.		
B	Express basic needs and state facts using phrases and simple sentences.			
AB	Express needs and state facts using more detailed sentences.			
I	Briefly describe information on familiar topics presented orally with visual support.			
EF/F	Summarize major ideas and supporting details.			
ELD 2.1.3	Organize Oral Presentations	6.LA.6.2.3 Organize oral presentations to maintain a clear focus.	7.LA.6.2.3 Organize oral presentations to maintain a clear focus.	8.LA.6.2.3 Organize oral presentations to maintain a clear focus.
B	Complete a graphic organizer or label a series of illustrations on an experience or familiar story using phrases or simple sentences.			
AB	Complete a graphic organizer on a familiar topic that follows a logical sequence of events using sentence frames.			
I	Complete a graphic organizer or an outline for narrative and informative presentations using key sentence starters.			
EF	Organize oral presentations that maintain a clear focus.			
F	Organize oral presentations that maintain a clear focus and use expanded word choice and sentence structure.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 6	Grade 7	Grade 8
ELD 2.1.4	Deliver Oral Presentations	6.LA.6.2.2 Emphasize important points to assist the listener in following an oral presentation. 6.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	7.LA.6.2.2 Deliver informative presentations that: • Organize and deliver relevant information about a focused topic. • Appeal to the background and interests of the audience. • Use a range of appropriate strategies to make the presentation engaging to the audience. 7.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	8.LA.6.2.2 Deliver oral summaries of articles that: • Include the main ideas and the most significant details. • State ideas in own words, except for when quoted directly from sources. 8.LA.6.2.4 Deliver persuasive presentations that: • Include a well- defined position on the topic. • Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
B	Retell experiences in response to prompts using phrases and simple sentences.			
AB	Deliver brief narrative or informative oral presentations on familiar topics in response to some prompts using expanded sentences.			
I	Deliver brief narrative and informative oral presentations, maintaining a focus on a topic and using more detailed sentences.			
EF	Deliver narrative and informative oral presentations that maintain a focus on main ideas and significant details.			
F	Deliver informative and persuasive oral presentations that maintain a focus on main ideas and significant details, engage the interests of the audience, and quote from sources when summarizing articles.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 6	Grade 7	Grade 8
ELD 3.1.1	Use Text Features to Understand Information	6.LA.1.2.1 Apply the structural features of popular media. 6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text.	7.LA.1.2.1 Apply knowledge of organizational structures to understand information in text. 7.LA.1.2.2 Apply specific features of text to understand a selection including preface and appendix.	8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information. 8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection.
B	Identify a few basic text features (e.g., title, author, headings, illustrations) in informational text.			
AB	Use a few basic text features in informational texts to locate a few key points.			
I	Use text features and basic organizational structures in informational text at independent reading level to locate and describe key points.			
EF	Use text features and organizational structures in informational text near grade level to locate and describe key points.			
F	Analyze text features and organizational structures in informational text at grade level to locate and explain key points.			
ELD 3.1.2	Use Graphic Features to Support Understanding of Text	6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.	7.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.	8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.
B	Identify a few familiar graphic features (e.g., diagrams, maps) in informational text at independent reading level.			
AB	Use a few familiar graphic features in informational text at independent reading level to locate a few key points.			
I	Use graphic features in informational text at independent reading level to describe key points.			
EF	Interpret graphic features of text near grade level.			
F	Interpret graphic features of text at grade level.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 6	Grade 7	Grade 8
ELD 3.1.3	**Decode Words Using Phonological Awareness Skills**	No objectives at this grade level.		
B	Identify first, middle, and last sounds in a single-syllable word; match vowel and consonant sounds to all letters.			
AB	Use word patterns and/or word families to decode words.			
I	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words.			
EF/F	Apply knowledge of letter-sound associations to decode regular words and recognize irregular words.			
ELD 3.1.4	**Decode Words Using Knowledge of Syllables**	6.LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition.	7.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.	8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.
B	Determine the number of syllables in familiar one- to three-syllable spoken words.			
AB	Decode basic words of two to three syllables using knowledge of syllable types and patterns.			
I	Decode words of two to four syllables at independent reading level using knowledge of syllable types and patterns.			
EF/F	Decode most grade-level multisyllabic words using knowledge of syllable types and patterns.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 6	Grade 7	Grade 8
ELD 3.1.5	Decode and Determine Meaning of Words Using Knowledge of Word Parts	6.LA.1.4.1 Apply common root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. 6.LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin.	7.LA.1.4.1 Apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. 7.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.	8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. 8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.
B	Decode and determine meaning of words using knowledge of common base words and a few simple prefixes and suffixes.			
AB	Decode and determine meaning of words using knowledge of common roots, prefixes, and suffixes in brief, simple text.			
I	Apply common root words, prefixes, and suffixes, to decode and determine meaning of words in text at independent reading level.			
EF	Apply root words, prefixes, and suffixes, including some Greek and Latin derivatives, to decode and determine meaning of some complex words in near grade-level text.			
F	Apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode and determine meaning of complex words in grade-level text.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 6	Grade 7	Grade 8
ELD 3.1.6	Identify and Use Synonyms, Antonyms, and Words With Multiple Meanings	6.LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.	7.LA.1.8.2 Explain relationships among words including connotation/ denotation, antonyms, synonyms, and words with multiple meanings.	8.LA.1.8.2 Explain relationships among words including connotation/ denotation, antonyms, synonyms, and words with multiple meanings.
B	Identify common, simple antonym pairs (e.g., hot/cold).			
AB	Identify common antonyms and synonyms and some words with multiple meanings.			
I	Apply context to identify the meaning of unfamiliar words and words with multiple meanings in text at independent reading level.			
EF	Explain relationships among words including connotation and denotation, antonyms, synonyms, and words with multiple meanings in near grade-level text.			
F	Explain relationships among words including connotation and denotation, antonyms, synonyms, and words with multiple meanings in grade-level text.			
ELD 3.1.7	Read With Fluency	6.LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute.	7.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute.	8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute.
B	Read sight words and other familiar words and phrases accurately.			
AB	Read simple sentences with familiar vocabulary with fluency and accuracy appropriate to reading level.			
I	Read text at independent reading level with fluency and accuracy appropriate to reading level.			
EF	Read near grade-level text with fluency and accuracy.			
F	Read grade-level text with fluency and accuracy.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 6	Grade 7	Grade 8
ELD 3.2.1	Follow Written Directions	6.LA.2.2.4 Follow multi-step written directions.	7.LA.2.2.4 Follow multi-step written directions.	8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.
B	Follow simple one- and two-step written directions.			
AB	Follow some simple multi-step written directions.			
I	Follow simple multi-step written directions.			
EF	Follow multi-step written directions.			
F	Follow written procedures in informational text and identify the main purpose.			
ELD 3.2.2	Describe Main Idea in Text	6.LA.2.2.3 Identify the facts and details that support the author's argument and summarize the findings.	7.LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text.	8.LA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text.
B	Identify orally the main idea in brief text read aloud with visuals.			
AB	Identify orally the main idea and some supporting details in brief text with visuals read with support.			
I	Summarize the literal or inferential main idea and some critical details from text at independent reading level.			
EF	Summarize the literal and inferential main ideas and critical details from near grade-level text.			
F	Summarize the literal and inferential main ideas and critical details from grade-level text.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 6	Grade 7	Grade 8
ELD 3.2.3	Make Inferences and Draw Conclusions Based on Text	6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	7.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.
B	Draw conclusions orally based on brief, simple text read aloud with visuals.			
AB	Draw conclusions orally based on brief, simple text with visuals on a familiar topic.			
I	Make inferences, draw conclusions, and locate some evidence in brief text at the independent reading level.			
EF	Make inferences, draw conclusions, form opinions, and locate evidence in text near grade level.			
F	Make inferences, draw conclusions, form opinions, and locate evidence in grade-level text.			
ELD 3.2.4	Analyze Characters, Settings, and Plots	6.LA.2.3.2 Distinguish between major characters and minor characters. 6.LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story. 6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution.	7.LA.2.3.2 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. 7.LA.2.3.3 Explain the influence of setting on mood, character and plot of the story. 7.LA.2.3.4 Analyze plot development, including types of conflict.	8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development. 8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story. 8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved.
B	Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals.			
AB	Describe orally the main characters, setting, and sequence of events in simple stories with visuals.			
I	Analyze basic aspects of characters, setting, and plot in stories with visuals at independent reading level.			
EF	Analyze characterization, setting, and plot development in near grade-level text.			
F	Analyze characterization, setting, and plot development in grade-level text.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.1: Writing Process		Grade 6	Grade 7	Grade 8
ELD 4.1.1	Plan, Write, Revise, and Edit a Draft	6.LA.3.1.3 Select organizational strategies appropriate for writing. 6.LA.3.1.4 Apply an appropriate writing format for purpose and audience. 6.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. 6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. 6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	7.LA.3.1.3 Apply appropriate organizational strategies to plan writing. 7.LA.3.1.4 Match appropriate writing format to purpose and audience. 7.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. 7.LA.3.3.1 Revise draft for meaning, clarity and effective organization. 7.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	8.LA.3.1.3 Apply appropriate organizational strategies to plan writing. 8.LA.3.1.4 Match appropriate writing format to purpose and audience. 8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information. 8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. 8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.
B	Draw a sequence of pictures or complete a graphic organizer to show ideas for a narrative.			
AB	Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support.			
I	Organize a central idea and some supporting details; write a brief paragraph; revise for meaning; and use a simple editing checklist of basic rules.			
EF	Apply the writing process to: organize more complex ideas and supporting details; write a draft; revise for meaning and clarity; and use a modified grade-level editing checklist.			
F	Apply the writing process to: organize ideas and select an appropriate format; write a draft; revise for meaning and clarity; and use a grade-level editing checklist.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.2: Writing Applications		Grade 6	Grade 7	Grade 8
ELD 4.2.1	Write Narratives	6.LA.4.1.1 Write narratives that develop a standard plot line.	7.LA.4.1.1 Write narratives about personal events or situations.	8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details.
B	Write simple sentences using sentence frames for the beginning, middle, and end of a narrative.			
AB	Write a series of simple sentences using sentence frames for a narrative that has a beginning, middle, and end.			
I	Write a short narrative with increasingly complex sentences that develops a standard plot line, aided by a template.			
EF	Write longer narratives about personal events or situations.			
F	Write full-length narratives about specific events or situations including some precise details.			
ELD 4.2.2	Write Reports	6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources.	7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process.	8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.
B	Write simple expository sentences using sentence frames.			
AB	Write a series of simple sentences using sentence frames that include some facts and details.			
I	Write a brief research report with increasingly complex sentences that includes facts, details, and examples, aided by a template.			
EF	Write a longer research report focused on a main idea with some important details and examples from multiple sources.			
F	Write a full-length research report focused on a main idea with supporting details compiled through a formal research process.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 6	Grade 7	Grade 8
ELD 4.3.1	**Spell Words Correctly**	6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words. 6.LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives. 6.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately.	7.LA.5.2.1 Spell correctly Grade 7 high-frequency words and content area words. 7.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives 7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately.	8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words 8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. 7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately.
B	Spell many one-syllable, familiar words correctly.			
AB	Spell familiar words correctly.			
I	Apply spelling rules to spell correctly words from text at the independent reading level, and independently use reference tools to correct spelling.			
EF	Apply spelling rules and some Greek and Latin derivatives to correctly spell multisyllabic words near grade level, and independently use reference tools to correct spelling.			
F	Apply spelling rules and Greek and Latin derivatives to correctly spell multisyllabic words at grade level, and independently use reference tools to correct spelling.			
ELD 4.3.2	**Write a Variety of Sentence Types**	6.LA.5.3.1 Identify complex sentences with subject and verb agreement.	7.LA.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative).	8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).
B	Identify and write very simple declarative sentences.			
AB	Identify and write simple declarative, exclamatory, and interrogative sentences.			
I	Identify and write sentences of varying types and increasing complexity.			
EF	Identify and write sentences of varying types and complexity near grade level.			
F	Identify and write sentences of varying types and complexity at grade level.			

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English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 6	Grade 7	Grade 8
ELD 4.3.3	Apply Capitalization and Punctuation Rules	6.LA.5.4.1 Apply capitalization correctly in writing. 6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue.	7.LA.5.4.1 Apply capitalization correctly in writing. 7.LA.5.4.2 Use commas, including in appositives. Use parentheses and semicolon in writing.	8.LA.5.4.1 Apply capitalization correctly in writing 8.LA.5.4.2 Use commas, including in appositives; use parentheses and semicolon.
B	Identify and apply basic capitalization and punctuation rules in simple sentences.			
AB	Identify and apply increasingly complex capitalization and punctuation rules.			
I	Identify and apply grade-level capitalization and punctuation rules with some errors.			
EF/ F	Identify and apply grade-level capitalization and punctuation rules with few errors.			
ELD 4.3.4	Use Grammatical Forms	6.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs	7.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs	8.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs
B	Identify nouns, verbs, and adjectives in very simple sentences.			
AB	Identify and use subject-verb-object order in very simple sentences.			
I	Identify and use subject-verb agreement and basic verb tenses in simple sentences.			
EF	Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives, conjunctions) with some errors.			
F	Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives, conjunctions) with few errors.			

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Idaho English Language Development
Grades 9–12

Idaho English Language Development Standards Statements
Idaho English Language Development Objectives

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ELD Goal 1.1: Listening Comprehension 1

ELD Standard 2: Speaking
ELD Goal 2.1: Speaking Applications 2

ELD Standard 3: Reading
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ELD Standard 4: Writing
ELD Goal 4.1: Writing Process 10
ELD Goal 4.2: Writing Applications 11
ELD Goal 4.3: Writing Conventions 13

Idaho English Language Development Standards Statements — Grades 9–12

Standard 1: Listening

Students demonstrate comprehension of social and academic speech used in the classroom. Students acquire skills in listening that allow them to access information about various subjects. Students demonstrate comprehension of the content of oral presentations.

Standard 2: Speaking

Students use speaking skills to communicate for various purposes and audiences. Students develop and deliver oral presentations that maintain a focus on main ideas and significant details. Students speak in a manner that guides the listener to understand important ideas by using correct grammar and vocabulary.

Standard 3: Reading

Students use Greek and Latin root words and affixes, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Students comprehend informational and literary text by using knowledge of text features, key vocabulary, and other contextual clues. Students summarize main ideas, theses, and critical details in text. Students read increasingly difficult text at grade-level and respond critically by making inferences, drawing conclusions, and analyzing literary techniques and story elements.

Standard 4: Writing

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use grade-level-appropriate sentence types, grammatical forms, spelling, punctuation, and capitalization.

Students write in a variety of formats to generate, record, and reflect upon ideas. Students choose an appropriate format for a particular writing task. Students write compositions and research reports that relate to a thesis, contain supporting details, and are logically sequenced.

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 1.1.1	**Follow Oral Directions**	No objectives at this grade level.			
B	Follow simple one-step oral directions.				
AB	Follow simple two-step oral directions.				
I	Follow simple multi-step oral directions.				
EF/F	Follow multi-step oral directions.				
ELD 1.1.2	**Understand Social and Academic Conversations**	9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.			
B	Demonstrate comprehension of simple social conversations on familiar topics with contextual support.				
AB	Demonstrate comprehension of simple social and academic conversations on familiar topics with contextual support.				
I	Draw conclusions from social conversations and simple academic discussions on mostly familiar, concrete topics.				
EF	Draw conclusions from academic discussions on mostly concrete topics.				
F	Draw conclusions from academic discussions on concrete and abstract topics.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 1.1.3	Understand Main Idea of Information Presented Orally	9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.			
B	Identify literal concepts in simple information presented orally with visual support.				
AB	Briefly describe the main idea and a few supporting details in simple information presented orally with visual support.				
I	Evaluate the general coherence of information presented orally with visual support.				
EF	Evaluate the general coherence and effectiveness of a speaker's important points and some evidence.				
F	Evaluate the general coherence and effectiveness of a speaker's important points, evidence, and organization of ideas.				
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 2.1.1	Ask and Answer Questions	9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.			
B	Ask simple questions to clarify a speaker's briefly stated opinion about a basic, familiar topic.				
AB	Ask simple questions to determine a speaker's point of view about a basic topic.				
I	Ask questions to elicit information about a speaker's content and determine the speaker's point of view on the subject.				
EF/F	Summarize a speaker's point of view and ask questions about the speaker's content and attitude toward the subject.				
F	Summarize a speaker's point of view and ask specific questions about the speaker's content and attitude toward the subject.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 2.1.2	Communicate Information Orally	No objectives at this grade level.			
B	Express basic needs, feelings, and information on familiar topics using simple sentences.				
AB	Express needs, feelings, and information on some newly presented topics using more detailed sentences.				
I	Paraphrase oral information on new topics presented with visual support.				
EF/F	Summarize major ideas and supporting details.				
ELD 2.1.3	Organize Oral Presentations	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.			
B	Complete a graphic organizer or label a series of illustrations on an experience or familiar topic using simple sentences.				
AB	Complete a graphic organizer that introduces a familiar topic and includes a quotation or reference, using sentence frames.				
I	Organize simple oral presentations with an introduction and conclusion, including literary quotations or references to authoritative sources, using key sentence starters.				
EF	Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources.				
F	Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources; use expanded word choice and sentence structure.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 2.1.4	Deliver Oral Presentations	9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. 9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives.			
B	Retell experiences in response to prompts using simple sentences.				
AB	Deliver brief narrative and informative oral presentations on familiar topics using some detailed sentences, with some prompting.				
I	Deliver brief narrative and expository presentations that maintain a focus on a sequence of events or thesis, including some significant points and detailed sentences.				
EF	Deliver narrative and expository presentations that maintain a focus on a sequence of events or thesis, and include information on significant points.				
F	Deliver narrative presentations that narrate a sequence of events and communicate their significance; deliver expository presentations that state a thesis, and include information on different perspectives.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.1.1	**Use Text Features to Understand Information**	9.LA.1.2.1 Analyze the structure and format of various informational documents.	10.LA.1.2.1 Analyze the structure and format of various informational documents.	11.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.	12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.
B	Identify basic text features in informational text.				
AB	Use basic text features in informational texts to locate a few key points.				
I	Use text features and basic organizational structures in informational text at independent reading level to locate and describe key points.				
EF	Use text features and organizational structures in informational text near grade level to locate and describe key points.				
F	Use text features and organizational structures in informational text at grade level to locate and explain key points.				
ELD 3.1.2	**Use Graphic Features to Support Understanding of Text**	No objectives at this grade level.			
B	Identify familiar graphic features (e.g., diagrams, maps) in informational text at independent reading level.				
AB	Use familiar graphic features in informational text at independent reading level to locate a few key points.				
I	Use graphic features in informational text at independent reading level to describe key points.				
EF	Interpret graphic features of text near grade level.				
F	Interpret graphic features of text at grade level.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.1.3	**Decode Words Using Phonological Awareness Skills**	No objectives at this grade level.			
B	Identify first, middle, and last sounds in a single-syllable word; match vowel and consonant sounds to all letters.				
AB	Use word patterns and/or word families to decode words.				
I	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words.				
EF/F	Apply knowledge of letter-sound associations to decode regular words and recognize irregular words.				
ELD 3.1.4	**Decode and Determine Meaning of Words Using Knowledge of Word Parts**	9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words.	10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.	11.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.	12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.
B	Decode and determine the meaning of words using knowledge of common base words and a few simple prefixes and suffixes.				
AB	Decode and determine the meaning of words using knowledge of common roots, prefixes, and suffixes at independent reading level.				
I	Determine meaning of words using knowledge of common root words and word parts in text at independent reading level.				
EF	Determine meaning of words using knowledge of root words and word parts in near grade-level text.				
F	Determine meaning of words using knowledge of root words and word parts in grade-level text.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.1.5	Use Context to Determine Meaning of Words	9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.	10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.	11.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature.	12.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods.
B	Identify the meaning of familiar words.				
AB	Identify the meaning of some unfamiliar words using context in text at independent reading level.				
I	Identify the meaning of unfamiliar words and words with multiple meanings using context in text at independent reading level.				
EF	Identify the meaning of unfamiliar words and words with multiple meanings using context in near grade-level text.				
F	Determine the meaning of unfamiliar words and words with multiple meanings using context in grade-level text.				
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.2.1	Follow Written Directions	No objectives at this grade level.			
B	Follow simple one- and two-step written directions.				
AB	Follow simple multi-step written directions.				
I	Follow multi-step written directions.				
EF/F	Follow written procedures in informational text and identify the main purpose.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.2.2	Describe Main Idea in Text	9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches). 9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.	10.LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures. 10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work.	11.LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature). 11.LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.	12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches). 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.
B	Identify orally the main idea in brief, simple text with visuals.				
AB	Identify the main idea and some supporting details in brief text with visuals using expanded sentences.				
I	Identify a theme or thesis and supporting evidence in text at independent reading level.				
EF	Critique a universal theme or a thesis in near grade-level texts and provide supporting evidence from each work.				
F	Analyze a universal theme or a thesis and arguments in grade-level texts.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.2.3	Make Inferences and Draw Conclusions Based on Text	9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate compre-hension.	10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate compre-hension.	11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.	12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
B	Draw conclusions from brief, simple texts with visuals on a familiar topic.				
AB	Draw conclusions from several brief, simple texts with visuals.				
I	Synthesize content from several sources on a single issue and identify similar themes in texts at independent reading level.				
EF	Compare and contrast ideas and themes from several sources in near grade-level texts.				
F	Compare and contrast ideas and themes in grade-level texts and explain how the historical or cultural context influenced each author's point of view.				
ELD 3.2.4	Analyze Characters, Settings, and Plots	9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	10.LA.2.3.2 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	11.LA.2.3.2 Analyze how voice and the choice of a narrator affect characteri-zation.	12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characteri-zation and the tone, plot, and credibility of a text.
B	Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals.				
AB	Describe the main characters, setting, and sequence of events in simple stories with visuals.				
I	Analyze basic aspects of characters in stories at independent reading level.				
EF	Analyze characterization, choice of narrator, and plot in near grade-level text.				
F	Analyze characterization, plot, choice of narrator, and credibility in grade-level text.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 4: Writing ELD Goal 4.1: Writing Process		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.1.1	Plan, Write, Revise, and Edit a Draft	9.LA.3.1.3 Apply organizational strategies to plan writing. 9.LA.3.1.4 Match format to purpose and audience. 9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. 9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. 9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	10.LA.3.1.3 Apply organizational strategies to plan writing. 10.LA.3.1.4 Match format to purpose and audience. 10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. 10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. 10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	11.LA.3.1.3 Apply organizational strategies to plan writing. 11.LA.3.1.4 Match format to purpose and audience. 11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. 11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. 11.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	12.LA.3.1.3 Apply organizational strategies to plan writing. 12.LA.3.1.4 Match format to purpose and audience. 12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. 12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. 12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.
B	Draw and label a sequence of pictures or complete a graphic organizer to show ideas for a narrative.				
AB	Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support.				
I	Organize a central idea and some supporting details; write a brief paragraph; revise for meaning; and use a simple editing checklist of basic rules.				
EF	Apply the writing process to: organize more complex ideas and supporting details; write a draft; revise for meaning and clarity; and use a modified grade-level editing checklist.				
F	Apply the writing process to: organize ideas and select an appropriate format; write a draft; revise for meaning and clarity; and use a grade-level editing checklist.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 4: Writing ELD Goal 4.2: Writing Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.2.1	Write Narratives	9.LA.4.1.1 Write reflective autobio-graphical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.	10.LA.4.1.1 Write narratives or short stories that describe the specific actions,movements, gestures, and feelings of the characters.	11.LA.4.1.1 Write fictional, autobio-graphical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.	12.LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
B	Write simple sentences using sentence frames for the beginning, middle, and end of a narrative.				
AB	Write a series of simple sentences using sentence frames for a narrative that has a beginning, middle, and end.				
I	Write a short narrative with increasingly complex sentences that describes specific actions and feelings of the characters, aided by a template.				
EF	Write longer autobiographical or biographical narratives that describe details of characters and changes in time and mood.				
F	Write full-length fictional, autobiographical, or biographical narratives that include specific details; write reflective compositions that compare specific incidents to a broad theme about life.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 4: Writing ELD Goal 4.2: Writing Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.2.2	Write Research Reports	9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.	10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.	11.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.	12.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.
B	Write simple expository sentences using sentence frames.				
AB	Write a series of simple sentences using sentence frames that include a basic thesis and some facts and details.				
I	Write a brief research report with increasingly complex sentences that includes a thesis, provides relevant support, and documents sources, aided by a template.				
EF	Write a longer research report that includes a thesis, provides relevant support, and includes citations.				
F	Write a full-length research report that states a thesis, explains the significance of specific data, facts, and ideas, and includes citations.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.3.1	Spell Words Correctly	No objectives at this grade level.			
B	Spell many one-syllable, familiar words correctly.				
AB	Spell familiar words correctly.				
I	Apply spelling rules to spell correctly words from text at the independent reading level, and independently use reference tools to correct spelling.				
EF	Apply spelling rules and some Greek and Latin derivatives to correctly spell multisyllabic words near grade level, and independently use reference tools to correct spelling.				
F	Apply spelling rules and Greek and Latin derivatives to correctly spell multisyllabic words at grade level, and independently use reference tools to correct spelling.				
ELD 4.3.2	Write a Variety of Sentence Types	9.LA.5.3.1 Apply correct and varied sentence types in writing.	10.LA.5.3.1 Apply correct and varied sentence types in writing.	11.LA.5.3.1 Apply correct and varied sentence types in writing.	12.LA.5.3.1 Apply correct and varied sentence types in writing.
B	Identify and write very simple declarative sentences.				
AB	Identify and write simple declarative, exclamatory, and interrogative sentences.				
I	Identify and write sentences of varying types and increasing complexity.				
EF	Identify and write sentences of varying types and complexity near grade level.				
F	Identify and write sentences of varying types and complexity at grade level.				

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English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.3.3	Apply Capitalization and Punctuation Rules	9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	11.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.
B	Identify and apply basic capitalization and punctuation rules in simple sentences.				
AB	Identify and apply increasingly complex capitalization and punctuation rules.				
I	Identify and apply grade-level capitalization and punctuation rules with some errors.				
EF/ F	Identify and apply grade-level capitalization and punctuation rules.				
ELD 4.3.4	Use Grammatical Forms	9.LA.5.3.2 Edit for agreement, word usage, and fluency. 9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/ antecedent agreement, subject/verb agreement, adjective/ adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. 10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/ antecedent agreement, subject/verb agreement, adjective/ adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	11.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. 11.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.	12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. 12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses
B	Identify and use subject-verb-object order in very simple sentences.				
AB	Identify and use subject-verb agreement and basic verb tenses in simple sentences.				
I	Identify and use subject-verb agreement, a variety of verb tenses, and a variety of adjectives and adverbs in increasingly complex sentences.				
EF	Identify and use grade-level grammatical forms (e.g., verb tense, subject-verb agreement, and pronoun-antecedent agreement) and parallel structure with some errors.				
F	Identify and use grade-level grammatical forms (e.g., verb tense, subject-verb agreement, and pronoun-antecedent agreement) and parallel structure.				

B = Beginning
AB = Advanced Beginning
I = Intermediate
EF = Early Fluent
F = Fluent

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Appendix
All Language Arts Objectives Organized by English Language Development Goals

Grades K–5 1

Grades 6–12 18

ELD Goal 1.1: Listening Comprehension					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	**1.LA.6.1.1** Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	**2.LA.6.1.1** Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	**3.LA.6.1.1** Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	**4.LA.6.1.1** Listen critically to distinguish between a speaker's opinion and verifiable facts.	**5.LA.6.1.1** Listen critically to interpret a speaker's verbal messages.
K.LA.6.1.2 Listen for specific answers in order to respond to questions.	**1.LA.6.1.2** Listen for specific answers in order to respond to questions.	**2.LA.6.1.2** Listen for answers to specific questions from information presented orally.	**3.LA.6.1.2** Listen for answers to specific questions from information presented orally.	**4.LA.6.1.2** Listen for similarities and differences in various oral presentations.	**5.LA.6.1.2** Listen to clarify and support spoken ideas with evidence and examples.
K.LA.6.1.3 Listen to understand and follow one and two-step spoken directions.	**1.LA.6.1.3** Listen and follow one and two-step oral directions.	**2.LA.6.1.3** Listen and follow multiple-step oral directions.	**3.LA.6.1.3** Listen and follow multiple-step oral directions.		
K.LA.6.1.4 Listen to acquire information from a variety of sources.	1.LA.6.1.4 Listen to acquire information from a variety of sources.	2.LA.6.1.4 Listen to acquire information from a variety of sources.	3.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.	4.LA.6.1.3 Listen to acquire and summarize information from a variety of sources.	5.LA.6.1.3 Listen to acquire and summarize information from a variety of sources.

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ELD Goal 2.1: Speaking Applications					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.6.2.1 Share information and ideas, speaking in complete, coherent sentences.	**1.LA.6.2.1** Ask questions for clarification and understanding.	**2.LA.6.2.1** Ask for clarification and explanation of stories and ideas.	**3.LA.6.2.1** Ask for clarification and explanation of stories and ideas	**4.LA.6.2.1** Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	**5.LA.6.2.1** Ask questions that seek information not already discussed.
K.LA.6.2.2 Name and describe two to three objects that are related to a concept: • Name the category in which the object belongs. • Name the function(s) of the object. • Name the attributes. • Make comparisons.	1.LA.6.2.2 Give, restate, and follow simple two-step directions.	**2.LA.6.2.2** Paraphrase information that has been shared orally by others.	**3.LA.6.2.2** Paraphrase information that has been shared orally by others.	**4.LA.6.2.2** Summarize major ideas and supporting evidence presented in oral presentations.	**5.LA.6.2.2** Deliver informative presentations about an important idea, issue, or event.
	1.LA.6.2.3 Stay on topic when speaking.	**2.LA.6.2.3** Stay on topic when speaking.	**3.LA.6.2.3** Organize simple oral presentations to maintain a clear focus.	**4.LA.6.2.3** Organize oral presentations to maintain a clear focus.	**5.LA.6.2.3** Organize oral presentations to maintain a clear focus.
K.LA.6.2.3 Recite short poems, rhymes, and songs.	1.LA.6.2.4 Recite short poems, rhymes, and songs.	**2.LA.6.2.4** Retell stories or experiences that follow a logical sequence of events.	**3.LA.6.2.4** Retell stories or experiences, that follow a logical sequence of events.	**4.LA.6.2.4** Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience.	**5.LA.6.2.4** Deliver oral responses to literature that summarize important events and details.
K.LA.6.2.4 Tell an experience or creative story in a logical sequence.	**1.LA.6.2.5** Use descriptive words when speaking about people, places, things, and events.	2.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).	3.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).	4.LA.6.2.5 Engage the audience with appropriate words, facial expressions, and gestures.	5.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest.

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No ELD Goal: Viewing					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.6.3.1 Demonstrate awareness of different media.	1.LA.6.3.1 Demonstrate awareness of different media.	2.LA.6.3.1 Demonstrate awareness of different media.	3.LA.6.3.1 Identify grade-level-appropriate traditional and non-print media as sources of information.	4.LA.6.3.1 Identify similarities and differences in a variety of viewed media.	5.LA.6.3.1 View media as a source for information, entertainment, and persuasion.
				4.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	5.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts, appropriate to grade level.
K.LA.6.3.2 Demonstrate understanding of the main idea of media presentations.	1.LA.6.3.2 Demonstrate understanding of the main idea of media presentations.	2.LA.6.3.2 Determine main concepts and details from information viewed.	3.LA.6.3.2 Identify the role of media in focusing people's attention on events and in forming their opinion on issues.	4.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.	5.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.
K.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.	1.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.	2.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.	3.LA.6.3.3 Identify the difference between fact and opinion in media presentations.	4.LA.6.3.4 Differentiate between fact and opinion in media presentations.	5.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
					5.LA.6.3.5 Use a variety of resources to produce visuals that communicate through print and non-print materials.

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ELD Goal 3.1: Reading Process					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.1.1.1 Hold a book right side up and turn pages in the correct direction.	**1.LA.1.1.1** Match oral words to printed words (e.g., pointing to print as one reads).	2.LA.1.1.1 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	**3.LA.1.1.1** Use print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.		
K.LA.1.1.2 Track or follow print when listening to a familiar text being read.	1.LA.1.1.2 Locate information using alphabetical order to the first letter.	2.LA.1.1.2 Locate information using alphabetical order to the second letter.	3.LA.1.1.2 Locate information using alphabetical order past the second letter.		
K.LA.1.1.3 Follow words from left to right and from top to bottom on the printed page.					
K.LA.1.1.4 Identify the difference between a letter, a word, and a sentence.					
K.LA.1.1.5 Show the one-to-one correspondence between a spoken word and a printed word.					
K.LA.1.1.6 Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words.					

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ELD Goal 3.1: Reading Process					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.1.2.1 Show that print represents spoken language and conveys meaning (e.g., his/her name, environmental print such as signs, school and classroom labels).	1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols).	2.LA.1.2.1 Identify different kinds of text types.	3.LA.1.2.1 Identify text types and formats of various kinds of text.	4.LA.1.2.1 Apply knowledge of text types and formats of various kinds of text.	5.LA.1.2.1 Identify the structural features of popular media.
K.LA.1.2.2 Name the parts of a book, including front cover, back cover, and title.	**1.LA.1.2.2** Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.	**2.LA.1.2.2** Identify titles, tables of contents, and chapter headings to locate information.	**3.LA.1.2.2** Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	**4.LA.1.2.2** Use text features (e.g., heading, captions) to comprehend various print formats (e.g., news papers, reference text).	**5.LA.1.2.2** Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs.
	1.LA.1.2.3 Read simple graphs, charts, and diagrams.	**2.LA.1.2.3** Use information from simple graphs, charts and diagrams.	**3.LA.1.2.3** Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text.	**4.LA.1.2.3** Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations).	**5.LA.1.2.3** Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding.
K.LA.1.3.1 Identify spoken words that rhyme (e.g., run, sun versus run, man).	1.LA.1.3.1 Identify first, middle, and last sound in a word.				
K.LA.1.3.2 Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).	1.LA.1.3.2 Add, delete, or change initial sounds to make words.				
K.LA.1.3.3 Orally produce groups of words that begin with the same initial sounds.	1.LA.1.3.3 Blend two to four phonemes into recognizable words.				

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ELD Goal 3.1: Reading Process					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.1.3.4 Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	1.LA.1.3.4 Count the number of syllables in a spoken word.				
K.LA.1.3.5 Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/…/o/…/g/… makes dog) and tell what word is made.					
K.LA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word.					
K.LA.1.3.7 Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme).					
K.LA.1.3.8 Identify the number of syllables in a word.					
K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters.	**1.LA.1.4.1** Match vowel and consonant sounds to all letters.	**2.LA.1.4.1** Use word patterns and/or word families to decode words in isolation and in context.	**3.LA.1.4.1** Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words.	**4.LA.1.4.1** Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words.	**5.LA.1.4.1** Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words.

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ELD Goal 3.1: Reading Process					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	1.LA.1.4.2 Read abbreviations appropriate to grade level.	2.LA.1.4.2 Read abbreviations appropriate to grade level.	3.LA.1.4.2 Read abbreviations appropriate to grade level.	4.LA.1.4.2 Read abbreviations appropriate to grade level.	5.LA.1.4.2 Read abbreviations appropriate to grade level.
K.LA.1.5.1 Name upper and lowercase letters.	**1.LA.1.5.1** Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.	**2.LA.1.5.1** Identify chunks or small words to decode two and three syllable written words.	**3.LA.1.5.1** Decode using syllable types and syllable patterns to decode words with 2-4 syllables.	**4.LA.1.5.1** Use knowledge of syllable types and syllable patterns to decode multisyllabic words.	**5.LA.1.5.1** Apply spelling and syllabication rules that aid in decoding and word recognition.
	1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.	2.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.	3.LA.1.6.1 Use context clues to aid in decoding of new words.	4.LA.1.6.1 Use context clues to aid in decoding of new words.	5.LA.1.6.1 Use context clues to aid in decoding of new words.
K.LA.1.7.1 Read at least 25 one-syllable high frequency words.	**1.LA.1.7.1** Read at least 150 regular and irregular sight words fluently.	**2.LA.1.7.1** Read at least 300 regular and irregular sight words fluently.	**3.LA.1.7.1** Fluently read at least 450 regular and irregular sight words.		
	1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).	**2.LA.1.7.2** Read aloud Grade 2 text fluently with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).	**3.LA.1.7.2** Read aloud Grade 3 text fluently from at least 120 correct words per minute. (see Idaho Reading Indicator fall to spring benchmarks).	**4.LA.1.7.1** Read aloud grade-level-appropriate test with fluency and accuracy from at least 140 correct words per minute (Hasbrouck & Tindal).	**5.LA.1.7.1** Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).
K.LA.1.8.1 Classify common words into basic categories.	**1.LA.1.8.1** Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing).	**2.LA.1.8.1** Identify simple prefixes, and contractions suffixes to determine the meaning of unknown words.	**3.LA.1.8.1** Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context.	**4.LA.1.8.1** Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words.	**5.LA.1.8.1** Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology).

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ELD Goal 3.1: Reading Process					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.1.8.2 Explain word meaning from the context in which the word is used (spoken or written).	**1.LA.1.8.2** Identify common antonyms, synonyms, and homonyms.	**2.LA.1.8.2** Identify common antonyms, synonyms, and homonyms to determine meaning of words.	**3.LA.1.8.2** Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context.	**4.LA.1.8.2** Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words.	**5.LA.1.8.2** Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.
K.LA.1.8.3 Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.	1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.	2.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 2 content area text.	3.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.	4.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 4 content area text.	5.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 5 content area text.
	1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.	2.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	3.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	4.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	5.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings.

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ELD Goal 3.2: Reading Comprehension					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.2.1.1 Tell the purpose for reading text.	1.LA.2.1.1 Tell the purpose for reading text.	2.LA.2.1.1 Tell the purpose for reading different kinds of text, including paragraphs.	3.LA.2.1.1 Tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).	4.LA.2.1.1 State author's main purpose for writing various texts.	5.LA.2.1.1 State author's purpose for writing various texts.
K.LA.2.1.3 Connect the information and events in texts to self.	1.LA.2.1.2 Participate in connecting the information and events in texts to self and to the world.	2.LA.2.1.2 Participate in connecting the information and events in texts to self, to the world, and to other texts.	3.LA.2.1.2 Connect the information and events in texts to self, to the world, and to other texts.	4.LA.2.1.2 Identify cause and effect relationships in text by responding to "why", "how", and "what if" questions.	5.LA.2.1.2 Apply cause and effect relationships to gain meaning from text.
K.LA.2.1.4 Use picture clues and context to aid comprehension.	1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.	2.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.	**3.LA.2.1.3** Draw simple conclusions based on information gathered from text.	**4.LA.2.1.3** Draw conclusions based on information gathered from text.	**5.LA.2.1.3** Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion.
K.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.	**1.LA.2.2.1** Participate in identifying the topic of expository text that is heard or read.	**2.LA.2.2.1** Identify the main idea, problem and solutions in expository text to support comprehension.	3.LA.2.2.1 Identify cause-effect, compare-contrast, and descriptions that support comprehension.	4.LA.2.2.1 Distinguish between facts and opinions in expository text to support comprehension.	5.LA.2.2.1 Interpret details from a variety of expository texts to support comprehension.
K.LA.2.2.2 Respond appropriately to questions based on fact in expository text, heard or read.	1.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.	2.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.	3.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	4.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	5.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.
K.LA.2.2.3 Identify and sequence information from expository text into correct order using pictures clues.	**1.LA.2.2.3** Identify facts and sequence important information from expository text into correct order using pictures clues.	**2.LA.2.2.3** Identify facts and sequence important information from expository text into a logical order to retell facts.	**3.LA.2.2.3** Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts.	**4.LA.2.2.3** Identify main ideas and signal words to summarize information from expository text.	**5.LA.2.2.3** Apply central ideas and signal words to summarize information from expository text.

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ELD Goal 3.2: Reading Comprehension					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.2.2.4 Follow two-or-three step directions using picture clues.	**1.LA.2.2.4** Follow one-step written directions.	**2.LA.2.2.4** Follow two-step written directions.	**3.LA.2.2.4** Follow simple multi-step written directions.	**4.LA.2.2.4** Follow multi-step written directions.	**5.LA.2.2.4** Follow multi-step written directions.
K.LA.2.3.1 Explain why a story that is heard or read is real or imaginary.	1.LA.2.3.1 Explain whether a literary selection, heard or read, is fiction or nonfiction.	2.LA.2.3.1 Identify differences in fiction or non fiction.	3.LA.2.3.1 Identify different genres of literature (e.g., fables, fairy tales, poetry, folktales).	4.LA.2.3.1 Identify defining characteristics of literature genres, including poetry.	5.LA.2.3.1 Identify various genres of fiction and kinds of poetry based on their characteristics.
K.LA.2.3.2 Orally identify the characters in a story that is read aloud.	**1.LA.2.3.2** Orally identify and describe the characters in a story that is read aloud.	**2.LA.2.3.2** Orally identify and describe the characters in a story that is read aloud.	**3.LA.2.3.2** Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read.	**4.LA.2.3.2** Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read.	**5.LA.2.3.2** Analyze how a character's traits influence that character's actions.
K.LA.2.3.3 Orally identify the setting in a story read aloud.	**1.LA.2.3.3** Identify the setting in a story heard or read aloud.	**2.LA.2.3.3** Identify the setting in a story heard or read aloud.	**3.LA.2.3.3** Identify all aspects of the setting (e.g., time of day, place, year).	**4.LA.2.3.3** Describe the setting and tell how it supports the story.	**5.LA.2.3.3** Describe the setting and tell how it supports the story.
K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.	**1.LA.2.3.4** Sequence and retell a story that is heard or read, into a beginning, middle and end.	**2.LA.2.3.4** Retell basic plots of literary text.	**3.LA.2.3.4** Identify plots in literary text.	**4.LA.2.3.4** Explain the main problem, conflict, and resolution of a story plot.	**5.LA.2.3.4** Analyze the main problem or conflict of a plot and explain how it was resolved.
			3.LA.2.3.5 Orally identify narrator (point of view) of a story.	4.LA.2.3.5 Identify the narrator of a story (point of view).	5.LA.2.3.5 Identify the speaker of a story and recognize the difference between first-person and third-person.

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ELD Goal 3.2: Reading Comprehension					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			3.LA.2.3.6 Identify the lesson of a fable or folktale (theme).	4.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends).	5.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends).
			3.LA.2.3.7 Identify common idioms.	4.LA.2.3.7 Identify common similes and idioms.	5.LA.2.3.7 Analyze metaphors and idioms to increase comprehension.

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ELD Goal 4.1: Writing Process					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., whole class discussion).	1.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., sketching).	2.LA.3.1.1 Generate ideas using prewriting strategies (e.g., journaling).	3.LA.3.1.1 Generate ideas using prewriting strategies (e.g., graphic organizers).	4.LA.3.1.1 Generate ideas using prewriting strategies (e.g., writer's notebook).	5.LA.3.1.1 Generate ideas using prewriting strategies.
K.LA.3.1.2 Draw a picture about a story idea generated through discussion.	**1.LA.3.1.2** Participate in identifying the main idea.	2.LA.3.1.2 Identify the main idea.	3.LA.3.1.2 Generate the main idea.	4.LA.3.1.2 Generate the main idea.	5.LA.3.1.2 Generate a main idea appropriate to the type of writing.
		2.LA.3.1.3 Identify strategies for planning and organizing writing.	**3.LA.3.1.3** Plan writing using organizational strategies (e.g., graphic organizer, chart).	**4.LA.3.1.3** Use organizational strategies appropriate for writing.	**5.LA.3.1.3** Select organizational strategies appropriate for writing.
		2.LA.3.1.4 Identify an appropriate writing format for audience.	**3.LA.3.1.4** Identify an appropriate writing format for purpose and audience.	**4.LA.3.1.4** Select an appropriate writing format for purpose and audience.	**5.LA.3.1.4** Select an appropriate writing format for purpose and audience.
			3.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.	4.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.	5.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.
K.LA.3.2.1 Use ideas generated in prewriting to write a class draft.	**1.LA.3.2.1** Use ideas generated and organized in prewriting to write a draft that includes a main idea.	**2.LA.3.2.1** Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	**3.LA.3.2.1** Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	**4.LA.3.2.1** Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	**5.LA.3.2.1** Use ideas generated and organized in prewriting to write a draft with a main idea.
					5.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.
	1.LA.3.3.1 Revise writing by adding, substituting, or retelling text.	**2.LA.3.3.1** Revise writing by adding, substituting, or retelling text.	**3.LA.3.3.1** Revise draft for meaning.	**4.LA.3.3.1** Revise draft for meaning and clarity.	**5.LA.3.3.1** Revise draft for meaning, clarity and effective sequencing.

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ELD Goal 4.1: Writing Process					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		2.LA.3.3.2 Identify and add details to enhance audience understanding.	3.LA.3.3.2 Revise draft by adding details to enhance audience understanding.	4.LA.3.3.2 Revise draft by adding details to enhance audience understanding.	5.LA.3.3.2 Revise draft by adding details to enhance audience understanding.
				4.LA.3.3.3 Identify and add transition words to clarify sequence.	5.LA.3.3.3 Apply and add transition words to clarify sequence.
			3.LA.3.3.3 Identify words and sentences that need to be rearranged to clarify meaning.	**4.LA.3.3.4** Rearrange words and sentences as needed to clarify meaning.	**5.LA.3.3.4** Rearrange words, sentences, and paragraphs as needed, to clarify meaning.
			3.LA.3.3.4 Use literary models to refine writing style.	4.LA.3.3.5 Use literary models to refine writing style.	5.LA.3.3.5 Use literary models to refine writing style.
		2.LA.3.3.3 Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics).	3.LA.3.3.5 Use strategies to guide the revision process.	4.LA.3.3.6 Use strategies to guide the revision process.	5.LA.3.3.6 Apply strategies to guide the revision process.
	1.LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation.	**2.LA.3.4.1** Edit the draft for errors in simple spelling, capitalization, and punctuation.	**3.LA.3.4.1** Edit the draft using a simple editing checklist.	**4.LA.3.4.1** Edit the draft using an editing checklist with common editing marks.	**5.LA.3.4.1** Edit the draft using an editing checklist with common editing marks.
K.LA.3.5.1 Publish and illustrate draft with assistance.	1.LA.3.5.1 Publish and illustrate draft with assistance.	2.LA.3.5.1 Publish and illustrate draft.	3.LA.3.5.1 Publish and illustrate draft.	4.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	5.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.
K.LA.3.5.2 Share writing with intended audience.	1.LA.3.5.2 Share writing with intended audience.	2.LA.3.5.2 Share writing with intended audience.	3.LA.3.5.2 Share writing with intended audience.	4.LA.3.5.2 Share writing with intended audience.	5.LA.3.5.2 Share writing with intended audience.

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ELD Goal 4.2: Writing Applications					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing.	**1.LA.4.1.1** Write narratives based on personal experience.	**2.LA.4.1.1** Write narratives based on personal experience that contain a main idea.	**3.LA.4.1.1** Write short narratives with a logical sequence of events that include a beginning, middle, and end.	**4.LA.4.1.1** Write narratives with a logical sequence of events that include a beginning, middle, and end.	**5.LA.4.1.1** Write short narratives that include a plot, setting, and characters.
K.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.	1.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.	2.LA.4.1.2 Write simple rhymes, poems, or songs.	3.LA.4.1.2 Write rhymes, poems, or songs that include sensory details.	4.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices.	5.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices.
K.LA.4.2.1 Participate in creating written communications (e.g., message, graphs) by dictating, drawing, or writing.	1.LA.4.2.1 Participate in writing to communicate (e.g., thank you notes, invitations, posters).	2.LA.4.2.1 Participate in writing a friendly letter.	3.LA.4.2.1 Write a friendly letter and correctly address the envelope.	4.LA.4.2.1 Write a formal letter and correctly address the envelope. Write simple directions.	5.LA.4.2.1 Write simple technical text.
	1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.	**2.LA.4.2.2** Write brief explanations or observations of real objects, persons, places, events, or processes.	**3.LA.4.2.2** Write an expository paragraph that contains a main idea and supporting details.	**4.LA.4.2.2** Write a report with a main idea that includes facts and details about the topic.	**5.LA.4.2.2** Write a report using multiple sources that includes a main idea and facts and details about the topic.
				4.LA.4.3.1 Write a persuasive letter that states and supports a position.	5.LA.4.3.1 Write a persuasive letter or composition that states and supports a position.

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ELD Goal 4.2: Writing Applications					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.4.4.1 Respond orally to identify a connection between the text and self.	1.LA.4.4.1 Participate in writing or drawing a response that identifies a text to self, text to world, and/or text to text connection.	2.LA.4.4.1 Write or draw a response that identifies a text to self, text to world, and/or text to text connection.	3.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.	4.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.	5.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.
K.LA 4.4.2 Respond orally to a text read aloud.	1.LA.4.4.2 Participate in writing or drawing a response to a literature selection that identifies the main characters.	2.LA.4.4.2 Write or draw a response to a literature selection that identifies the characters, setting, and main idea.	3.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot.	4.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot.	5.LA.4.4.2 Write responses to literature that include comments about the plot.

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ELD Goal 4.3: Writing Conventions					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.5.1.1 Write upper and lowercase letters of the alphabet.	1.LA.5.1.1 Print legibly.	2.LA.5.1.1 Print with functional speed and maintain legibility.	3.LA.5.1.1 Write legibly in cursive.	4.LA.5.1.1 Write fluently and legibly in cursive.	5.LA.5.1.1 Write fluently and legibly in print or cursive.
K.LA.5.2.1 Spell correctly first name.	**1.LA.5.2.1** Spell correctly Grade 1 high-frequency words.	**2.LA.5.2.1** Spell correctly Grade 2 high-frequency words.	**3.LA.5.2.1** Spell correctly Grade 3 high-frequency words.	**4.LA.5.2.1** Spell correctly Grade 4 high-frequency words and common content area (e.g. science, social studies) words.	**5.LA.5.2.1** Spell correctly Grade 5 high-frequency words and content area words.
K.LA.5.2.2 Use invented spelling to spell independently.	**1.LA.5.2.2** Use invented spelling to spell independently.	**2.LA.5.2.2** Spell correctly Grade 2 phonetically regular words with common spelling patterns.	**3.LA.5.2.2** Spell correctly Grade 3 phonetically regular words with common spelling patterns.	**4.LA.5.2.2** Spell correctly Grade 4 phonetically regular words with common spelling patterns.	**5.LA.5.2.2** Spell correctly common multisyllabic words that include those with Greek and Latin derivatives.
		2.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.	**3.LA.5.2.3** Apply spelling rules appropriate to grade level to spell accurately.	**4.LA.5.2.3** Apply spelling rules appropriate to grade level to spell accurately.	**5.LA.5.2.3** Apply spelling rules appropriate to grade level to spell accurately.
K.LA.5.3.1 Write left to right, top to bottom, with appropriate spaces between words.	1.LA.5.3.1 Write a complete sentence with words spaced appropriately.	**2.LA.5.3.1** Identify the difference between an incomplete and a complete sentence.	**3.LA.5.3.1** Identify and use three types of sentences (exclamatory, declarative, and interrogative).	**4.LA.5.3.1** Use simple and complex sentences.	**5.LA.5.3.1** Identify complex sentences with subject and verb agreement.
	1.LA.5.3.2 Identify nouns and verbs.	**2.LA.5.3.2** Use correct subject verb agreement in simple sentences.	**3.LA.5.3.2** Use past and present verb tenses, including irregular verbs.	**4.LA.5.3.2** Identify: • future verb tenses • adjectives • personal pronouns • conjunctions	**5.LA.5.3.2** Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs

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ELD Goal 4.3: Writing Conventions					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.LA.5.4.1 Use capital letter in first name.	**1.LA.5.4.1** Capitalize the first word in a sentence, names of people, and the pronoun I.	**2.LA.5.4.1** Use capital letters for proper nouns.	**3.LA.5.4.1** Capitalize proper nouns, titles, and holidays.	**4.LA.5.4.1** Correctly punctuate and capitalize titles, books, geographical names.	**5.LA.5.4.1** Apply capitalization correctly in writing.
	1.LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points.	**2.LA.5.4.2** Use ending punctuation, including question marks and exclamation points.	**3.LA.5.4.2** Use commas in: • series • dates • addresses • letters	**4.LA.5.4.2** Identify comma use in a direct address ("John, come here.") and in compound sentences.	**5.LA.5.4.2** Identify a colon to introduce a list, and in a greeting. Identify quotation marks to punctuate dialogue.

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ELD Goal 1.1: Listening Comprehension						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.6.1.1 Listen in order to summarize information from a variety of sources.	**7.LA.6.1.1** Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	**8.LA.6.1.1** Listen to acquire and summarize information from a variety of electronic or live sources.	9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.			
6.LA.6.1.2 Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture).	7.LA.6.1.2 Listen critically to determine the speaker's attitude toward the subject.	8.LA.6.1.2 Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.	**9-12.Spch.6.1.2** Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.			
			9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.			
6.LA.6.1.3 Listen to identify the tone, mood, and emotion conveyed in oral communications.	7.LA.6.1.3 Listen attentively to make informal decisions about purpose, content, organization, and delivery of verbal communication and nonverbal cues.		9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.			
6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.	**7.LA.6.1.4** Listen to acquire and summarize information from a variety of sources.		9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).			

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ELD Goal 2.1: Speaking Applications						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.	**7.LA.6.2.1** Ask questions to elicit information, including evidence to support a speaker's position.	**8.LA.6.2.1** Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	**9-12.Spch.6.2.1** Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.			
6.LA.6.2.2 Emphasize important points to assist the listener in following an oral presentation.	**7.LA.6.2.2** Deliver informative presentations that: • Organize and deliver relevant information about a focused topic. • Appeal to the background and interests of the audience. • Use a range of appropriate strategies to make the presentation engaging to the audience.	**8.LA.6.2.2** Deliver oral summaries of articles that: • Include the main ideas and the most significant details. • State ideas in own words, except for when quoted directly from sources.	9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.			
6.LA.6.2.3 Organize oral presentations to maintain a clear focus.	**7.LA.6.2.3** Organize oral presentations to maintain a clear focus.	**8.LA.6.2.3** Organize oral presentations to maintain a clear focus.	9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.			

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ELD Goal 2.1: Speaking Applications						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	**7.LA.6.2.4** Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	**8.LA.6.2.4** Deliver persuasive presentations that: • Include a well-defined position on the topic. • Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.	9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.			
6.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest.	7.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication.	8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication.	9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.			
6.LA.6.2.6 Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight.	7.LA.6.2.6 Deliver oral response to literature that: • Interpret a reading and provide insight. • Connect personal responses to the writer's techniques and to specific textual references.	8.LA.6.2.6 Deliver oral response to literature that: • Interpret a reading and provide insight. • Connect personal responses to the writer's techniques and to specific textual references.	9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.			
			9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.			
			9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives.			
			9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.			
			9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.			

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No ELD Goal: Viewing						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.6.3.1 View media to analyze as source for information, entertainment, and persuasion appropriate to grade level.	7.LA.6.3.1 View media to analyze as source for information, entertainment, and persuasion appropriate to grade level.	8.LA.6.3.1 View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.	9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language).			
6.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	7.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	8.LA.6.3.2 Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.	9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.			
6.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.	7.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.	8.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.	9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.			
6.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	7.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event.			
6.LA.6.3.5 Use a variety of resources to produce visuals in order to communicate to an audience.	7.LA.6.3.5 Apply technical skills to produce visuals that communicate to the audience.	8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information.	9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.			

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ELD Goal 3.1: Reading Process						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.1.2.1 Apply the structural features of popular media.	**7.LA.1.2.1** Apply knowledge of organizational structures to understand information in text.	**8.LA.1.2.1** Analyze the organizational structure of printed material and electronic sources to access information.	**9.LA.1.2.1** Analyze the structure and format of various informational documents.	**10.LA.1.2.1** Analyze the structure and format of various informational documents.	**11.LA.1.2.1** Identify the features and the rhetorical devices of a variety of literature and informational documents.	**12.LA.1.2.1** Identify the features and the rhetorical devices of a variety of literature and informational documents.
6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text.	**7.LA.1.2.2** Apply specific features of text to understand a selection including preface and appendix.	**8.LA.1.2.2** Analyze specific features of text, including the preface and appendix, to understand a selection.	**9.LA.1.2.2** Identify the text characteristics of different genres of literature.	**10.LA.1.2.2** Identify the text characteristics of different genres of literature.		
6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.	**7.LA.1.2.3** Interpret graphic features of text to clarify and extend meaning.	**8.LA.1.2.3** Interpret graphic features of text to clarify and extend meaning.				
6.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.	**7.LA.1.4.1** Apply root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.	**8.LA.1.4.1** Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words.				
6.LA.1.4.2 Read abbreviations appropriate to grade level.	7.LA.1.4.2 Read abbreviations appropriate to grade level.	8.LA.1.4.2 Read abbreviations appropriate to grade level.				
6.LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition.	**7.LA.1.5.1** Apply spelling and syllabication rules to decode unknown words.	**8.LA.1.5.1** Apply spelling and syllabication rules to decode unknown words.				

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ELD Goal 3.1: Reading Process						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.1.6.1 Use context clues to aid in decoding of new words.	7.LA.1.6.1 Use context clues to aid in decoding of new words.	8.LA.1.6.1 Use context clues to aid in decoding new words.				
6.LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).	**7.LA.1.7.1** Read grade-level- appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck& Tindal).	**8.LA.1.7.1** Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).				
6.LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin.	**7.LA.1.8.1** Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words.	**8.LA.1.8.1** Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.	**9.LA.1.8.1** Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words.	**10.LA.1.8.1** Apply knowledge of roots and word parts to draw inferences about new words.	**11.LA.1.8.1** Apply knowledge of roots and word parts to draw inferences about new words.	**12.LA.1.8.1** Apply knowledge of roots and word parts to draw inferences about new words.
6.LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.	**7.LA.1.8.2** Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.	**8.LA.1.8.2** Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.	**9.LA.1.8.2** Use context analysis to determine the meanings of unfamiliar words.	**10.LA.1.8.2** Use context analysis to determine the meanings of unfamiliar words.	**11.LA.1.8.2** Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature.	**12.LA.1.8.2** Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods.
6.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.	7.LA.1.8.3 Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.	8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text.				

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ELD Goal 3.1: Reading Process						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.	7.LA.1.8.4 Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources.	8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.				

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ELD Goal 3.2: Reading Comprehension						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.2.1.1 Determine the author's purpose, stated or implied, for writing various texts.	7.LA.2.1.1 Evaluate the purpose and use of various texts.	8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose.	9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension.	10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.	11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.	12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
6.LA.2.1.2 Apply cause and effect relationships to gain meaning from text.	7.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.	8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.	9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.	10.LA.2.1.2 Apply reading strategies to self monitor for comprehension.	11.LA.2.1.2 Apply reading strategies to self monitor for comprehension.	12.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	**7.LA.2.1.3** Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	**8.LA.2.1.3** Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.	9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	11.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.
6.LA.2.2.1 Apply knowledge of expository text structure to extend comprehension.	7.LA.2.2.1 Analyze expository text structure to extend comprehension.	8.LA.2.2.1 Evaluate expository text structure to extend comprehension.	**9.LA.2.2.1** Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).	**10.LA.2.2.1** Critique the logic of informational texts by examining the sequence of information and procedures.	**11.LA.2.2.1** Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature).	**12.LA.2.2.1** Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches).

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ELD Goal 3.2: Reading Comprehension						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	7.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	10.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	11.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	12.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
6.LA.2.2.3 Identify the facts and details that support the author's argument and summarize the findings.	**7.LA.2.2.3** Summarize the main idea (literal or inferential) and critical details of expository text.	**8.LA.2.2.3** Apply central ideas (literal or inferential) and critical details to summarize information from expository text.	9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence.	10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author's argument.	11.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.	12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.
6.LA.2.2.4 Follow multi-step written directions.	**7.LA.2.2.4** Follow multi-step written directions.	**8.LA.2.2.4** Identify the main purpose and anticipate outcomes of procedures specified in informational text.				

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ELD Goal 3.2: Reading Comprehension						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.2.3.1 Describe different genres of fiction and kinds of poetry, and the major characteristics of each form	7.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.	8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.	9.LA.2.3.1 Read and respond to literature from a variety of genres.	10.LA.2.3.1 Read and respond to literature from a variety of genres.	11.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: • Trace the development of the major periods of American literature. • Contrast the major themes, styles, and trends in different periods. • Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.	12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: • Trace the development of the major periods of British or World literature. • Contrast the major themes, styles, and trends in different periods. • Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.
6.LA.2.3.2 Distinguish between major characters and minor characters.	**7.LA.2.3.2 Analyze** characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	**8.LA.2.3.2** Interpret how situations, actions, and other characters influence a character's personality and development.	**9.LA.2.3.2** Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	**10.LA.2.3.2** Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	**11.LA.2.3.2** Analyze how voice and the choice of a narrator affect characterization.	**12.LA.2.3.2** Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

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ELD Goal 3.2: Reading Comprehension						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story.	**7.LA.2.3.3** Explain the influence of setting on mood, character and plot of the story.	**8.LA.2.3.3** Analyze the importance of the setting to the mood and to the meaning of the story.	9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.			
6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution.	**7.LA.2.3.4** Analyze plot development, including types of conflict.	**8.LA.2.3.4** Evaluate the structural elements of the plot and how conflicts are addressed and resolved.				
6.LA.2.3.5 Identify the literary point of view (e.g., first person, third person) in literary text.	7.LA.2.3.5 Recognize points of view (e.g., first person, third person limited and omniscient).	8.LA.2.3.5 Explain the author's point of view and interpret how it influences the story.	9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text.	10.LA.2.3.3 Explain the author's point of view and interpret how it influences the text.		
6.LA.2.3.6 Identify themes that appear in different literary works.	7.LA.2.3.6 Analyze the themes of various genres.	8.LA.2.3.6 Analyze the themes across various genres.	**9.LA.2.3.5** Compare and contrast themes across works of prose, poetry, and drama.	**10.LA.2.3.4** Compare works that express a universal theme and provide evidence to support the views expressed in each work.	**11.LA.2.3.3** Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.	**12.LA.2.3.3** Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.
6.LA.2.3.7 Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension.	7.LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension.		9.LA.2.3.6 Analyze significant literary devices including irony and symbolism.	10.LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the "sound" of language for effect.	11.LA.2.3.4 Evaluate the significance of various literary devices, including irony, tone, and figurative language.	12.LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the "sound" of language achieve specific rhetorical or aesthetic purposes.
	7.LA.2.3.8 Orally respond to an author's style of writing.		9.LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.	10.LA.2.3.6 Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax.	11.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.	12.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.

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ELD Goal 4.1: Writing Process						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.3.1.1 Generate ideas using prewriting strategies.	7.LA.3.1.1 Generate ideas using a variety of prewriting strategies.	8.LA.3.1.1 Generate ideas using a variety of strategies.	9.LA.3.1.1 Generate ideas using a variety of strategies.	10.LA.3.1.1 Generate ideas using a variety of strategies.	11.LA.3.1.1 Generate ideas using a variety of strategies.	12.LA.3.1.1 Generate ideas using a variety of strategies.
6.LA.3.1.2 Generate a main idea appropriate to the type of writing.	7.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.	8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.	9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.	10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.	11.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.	12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
6.LA.3.1.3 Select organizational strategies appropriate for writing.	**7.LA.3.1.3** Apply appropriate organizational strategies to plan writing.	**8.LA.3.1.3** Apply appropriate organizational strategies to plan writing.	**9.LA.3.1.3** Apply organizational strategies to plan writing.	**10.LA.3.1.3** Apply organizational strategies to plan writing.	**11.LA.3.1.3** Apply organizational strategies to plan writing.	**12.LA.3.1.3** Apply organizational strategies to plan writing.
6.LA.3.1.4 Apply an appropriate writing format for purpose and audience.	**7.LA.3.1.4** Match appropriate writing format to purpose and audience.	**8.LA.3.1.4** Match appropriate writing format to purpose and audience.	**9.LA.3.1.4** Match format to purpose and audience.	**10.LA.3.1.4** Match format to purpose and audience.	**11.LA.3.1.4** Match format to purpose and audience.	**12.LA.3.1.4** Match format to purpose and audience.
6.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.	7.LA.3.1.5 Produce a written product within a set time period.	8.LA.3.1.5 Produce a written product within a set time period.	9.LA.3.1.5 Produce a piece of writing within a set period of time.	10.LA.3.1.5 Produce a piece of writing within a set period of time.	11.LA.3.1.5 Produce a piece of writing within a set period of time.	12.LA.3.1.5 Produce a piece of writing within a set period of time.
6.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.	**7.LA.3.2.1** Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.	**8.LA.3.2.1** Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information.	**9.LA.3.2.1** Use the ideas generated and organized through prewriting to write a draft.	**10.LA.3.2.1** Use the ideas generated and organized through prewriting to write a draft.	**11.LA.3.2.1** Use the ideas generated and organized through prewriting to write a draft.	**12.LA.3.2.1** Use the ideas generated and organized through prewriting to write a draft.
6.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.	7.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.	8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.	9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.	10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.	11.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.	12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.
6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing.	**7.LA.3.3.1** Revise draft for meaning, clarity and effective organization.	**8.LA.3.3.1** Revise draft for meaning, clarity, and effective organization.	**9.LA.3.3.1** Revise draft for meaning, clarity, and effective organization.	**10.LA.3.3.1** Revise draft for meaning, clarity, and effective organization.	**11.LA.3.3.1** Revise draft for meaning, clarity, and effective organization.	**12.LA.3.3.1** Revise draft for meaning, clarity, and effective organization.

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ELD Goal 4.1: Writing Process						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.3.3.2 Add details to more effectively accomplish the purpose of writing.	7.LA.3.3.2 Add details and delete irrelevant or redundant information.	8.LA.3.3.2 Add details and delete irrelevant or redundant information.	9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.	10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.	11.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.	12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
6.LA.3.3.3 Apply and add transition words to clarify sequence.	7.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.	8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.	9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.	10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.	11.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.	12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
6.LA.3.3.4 Rearrange words, sentences, and paragraphs to enhance writing style.	7.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.	8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.	9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.	10.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.	11.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.	12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
6.LA.3.3.5 Apply literary models to refine writing style.	7.LA.3.3.5 Apply literary models to refine writing style.	8.LA.3.3.5 Apply literary models to refine writing style.	9.LA.3.3.5 Use literary models to refine writing style.	10.LA.3.3.5 Use literary models to refine writing style.	11.LA.3.3.5 Use literary models to refine writing style.	12.LA.3.3.5 Use literary models to refine writing style.
6.LA.3.3.6 Apply strategies to guide the revision process.	7.LA.3.3.6 Conference with others to improve writing.	8.LA.3.3.6 Conference with others to improve writing.	9.LA.3.3.6 Conference with others to improve writing.	10.LA.3.3.6 Conference with others to improve writing.	11.LA.3.3.6 Conference with others to improve writing.	12.LA.3.3.6 Conference with others to improve writing.
6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	**7.LA.3.4.1** Edit the draft using an editing checklist with common editing marks.	**8.LA.3.4.1** Edit the draft using an editing checklist with common editing marks.	9.LA.3.4.1 Use editing marks to indicate errors in conventions.	10.LA.3.4.1 Use editing marks to indicate errors in conventions.	11.LA.3.4.1 Use editing marks to indicate errors in conventions.	12.LA.3.4.1 Use editing marks to indicate errors in conventions.
			9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	**10.LA.3.4.2** Edit for correct punctuation, spelling, grammar, and usage errors.	**11.LA.3.4.2** Edit for correct punctuation, spelling, grammar, and usage errors.	**12.LA.3.4.2** Edit for correct punctuation, spelling, grammar, and usage errors.

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ELD Goal 4.1: Writing Process						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	7.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	9.LA.3.5.1 Publish improved draft.	10.LA.3.5.1 Publish improved draft.	11.LA.3.5.1 Publish improved draft.	12.LA.3.5.1 Publish improved draft.
	7.LA.3.5.3 Use appropriate technology to create a final draft.	8.LA.3.5.3 Use appropriate technology to create a final draft.	9.LA.3.5.3 Use appropriate technology to produce a final draft.	10.LA.3.5.3 Use appropriate technology to produce a final draft.	11.LA.3.5.3 Use appropriate technology to produce a final draft.	12.LA.3.5.3 Use appropriate technology to produce a final draft.
6.LA.3.5.2 Share writing with intended audience.		8.LA.3.5.4 Share writing with intended audience.	9.LA.3.5.2 Share writing with intended audience.	10.LA.3.5.2 Share writing with intended audience.	11.LA.3.5.2 Share writing with intended audience.	12.LA.3.5.2 Share writing with intended audience.
	7.LA.3.5.2 Use graphics, if applicable, to further convey meaning.	8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning.				

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ELD Goal 4.2: Writing Applications						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.4.1.1 Write narratives that develop a standard plot line.	**7.LA.4.1.1** Write narratives about personal events or situations.	**8.LA.4.1.1** Write narratives about specific events or situations using precisely chosen details.	**9.LA.4.1.1** Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.	**10.LA.4.1.1** Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters.	**11.LA.4.1.1** Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.	**12.LA.4.1.1** Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
6.LA.4.1.2 Write a variety of expressive works that include sensory details and figurative language.	7.LA.4.1.2 Create original works that include descriptive strategies and figurative language.	8.LA.4.1.2 Create original works that include descriptive strategies and figurative language.	9.LA.4.1.2 Write original creative works including prose and poetry.	10.LA.4.1.2 Write original creative works including prose and poetry.	11.LA.4.1.2 Write original creative works including prose and poetry.	12.LA.4.1.2 Write original creative works including prose and poetry.
6.LA.4.2.1 Write technical text that identifies a sequence of activities or processes.	7.LA.4.2.1 Write technical text that identifies a sequence of activities or processes.	8.LA.4.2.1 Write technical text that identifies a sequence of activities or processes.	9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	10.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	11.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	12.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources.	**7.LA.4.2.2** Write a research report that supports a main idea with details compiled through a formal research process.	**8.LA.4.2.2** Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.	**9.LA.4.2.2** Write a research report that includes a thesis, provides relevant support, and documents sources.	**10.LA.4.2.2** Write a research report that includes a thesis, provides relevant support, and documents sources.	**11.LA.4.2.2** Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.	**12.LA.4.2.2** Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.

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ELD Goal 4.2: Writing Applications						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes.	10.LA.4.2.3 Write résumés, cover letters, and job applications.	11.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.	12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.
6.LA.4.3.1 Write persuasive compositions that state and support a position with emotional appeals.	7.LA.4.3.1 Write persuasive compositions that state a position and support with evidence and emotional appeals.	8.LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals.	9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion.	10.LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic thorough reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy).	11.LA.4.3.1 Write persuasive compositions that acknowledge and refute opposing arguments.	12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources.
6.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.	7.LA.4.4.1 Write a response to literature that identifies a text to self, text to world and/or text to text connection.	8.LA.4.4.1 Write responses to literature that demonstrate an awareness of an author's style.	9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works.	10.LA.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language.	11.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.	12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.

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ELD Goal 4.2: Writing Applications						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.4.4.2 Write responses to literature that identify the author's purpose.	7.LA.4.4.2 Write a summary of a literary selection.	8.LA.4.4.2 Write responses to literature that analyze an author's style.	9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style.	10.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	11.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.
						12.LA.4.4.3 Write responses to literature that demonstrate an understanding of the author's style and an appreciation of the effects created.

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ELD Goal 4.3: Writing Conventions						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.5.1.1 Write fluently and legibly in print or cursive.	7.LA.5.1.1 Write fluently and legibly in print or cursive.	8.LA.5.1.1 Write fluently and legibly in print or cursive.				
6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words.	**7.LA.5.2.1** Spell correctly Grade 7 high-frequency words and content area words.	**8.LA.5.2.1** Spell correctly Grade 8 high-frequency words and content area words.				
6.LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives.	**7.LA.5.2.2** Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.	**8.LA.5.2.2** Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.				
6.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.	**7.LA.5.2.3** Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.	**7.LA.5.2.3** Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.				
6.LA.5.3.1 Identify complex sentences with subject and verb agreement.	**7.LA.5.3.1** Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative).	**8.LA.5.3.1** Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).	**9.LA.5.3.1** Apply correct and varied sentence types in writing.	**10.LA.5.3.1** Apply correct and varied sentence types in writing.	**11.LA.5.3.1** Apply correct and varied sentence types in writing.	**12.LA.5.3.1** Apply correct and varied sentence types in writing.
6.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs	**7.LA.5.3.2** Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs	**8.LA.5.3.2** Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs	**9.LA.5.3.2** Edit for agreement, word usage, and fluency.	**10.LA.5.3.2** Edit for agreement, word usage, parallel structure, and fluency.	**11.LA.5.3.2** Edit for agreement, word usage, parallel structure, and fluency.	**12.LA.5.3.2** Edit for agreement, word usage, parallel structure, and fluency.

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ELD Goal 4.3: Writing Conventions						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6.LA.5.4.1 Apply capitalization correctly in writing.	**7.LA.5.4.1** Apply capitalization correctly in writing.	**8.LA.5.4.1** Apply capitalization correctly in writing.	**9.LA.5.4.1** Demonstrate in writing the correct use of conventions emphasizing pronoun/ antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	**10.LA.5.4.1** Demonstrate in writing the correct use of conventions emphasizing pronoun/ antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	**11.LA.5.4.1** Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.	**12.LA.5.4.1** Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.
6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue.	**7.LA.5.4.2** Use commas, including in appositives. Use parentheses and semicolon in writing.	**8.LA.5.4.2** Use commas, including in appositives; use parentheses, and semicolon.	**9.LA.5.4.2** Demonstrate in writing the correct use of punctuation and capitalization.	**10.LA.5.4.2** Demonstrate in writing the correct use of punctuation and capitalization.	**11.LA.5.4.2** Demonstrate in writing the correct use of punctuation and capitalization.	**12.LA.5.4.2** Demonstrate in writing the correct use of punctuation and capitalization.

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