

Reporting Student Progress

Student progress is communicated to parents frequently. Parents receive notification of their child's progress every thirty days. Parents receive a Benchmark Progress Report each trimester, thirty days before receiving the Trimester Report Card. Each Benchmark Progress Report informs parents of their child's progress toward mastery of the California Standards taught within that reporting period.

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Social Studies

Benchmark/CA State Standards	A	P	B	BB
K.1 Student understands that being a good citizen involves acting in certain ways.				
K1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.				



Attendance:

September 9 – October 20, 2009

Number of Absences	
Number of Tardys	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:

Today's Fresh Start Charter School
First Trimester
Benchmark Progress Report
Kindergarten
2009 – 2010

Superintendent: Dr. Jeanette Parker

Student: _____
 Teacher: _____
 Teacher Signature: _____
 Site Administrator's Signature: _____
 Parent Signature: _____

Reading

Benchmark/CA State Standards	A	P	B	BB
1.1 Identify the front cover, back cover, and title page of a book				
1.2 Follow words from left to right and from top to bottom on the printed page				
1.4 Recognize that sentences in print are made up of separate words				
1.5 Distinguish letters from words				
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.				
1.10 Identify and produce rhyming words in response to an oral prompt				
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds				
2.3 Connect to life experiences the information and events in texts				
2.5 Ask and answer questions about essential elements of a text				
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, sign, labels)				
Listening and Speaking 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.				
2.1 Describe people, places, things, (e.g., size, color, shape) locations, and actions				

Writing

Benchmark/CA State Standards	A	P	B	BB
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events				
1.2 Write consonant-vowel-consonant words				

Math

Benchmark/CA State Standards	A	P	B	BB
Number Sense 1.0 Students understand the relationship between numbers and quantities.				
1.1 Compare two or more sets of objects (up to ten objects in a group) and identify which set is equal to, more than, or less than the other				
1.2 count, recognize, represent, name, and order a number of objects (up to 30)				
1.3 Know that the larger numbers describe sets with more objects in them than the smaller ones have				
Mathematical Reasoning 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems				
2.0 Students solve problems in reasonable ways and justify their reasoning				
2.1 Explain the reasoning used with concrete objects and/or pictorial representations				
Statistic, Data Analysis, and Probability 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs				

Science

Benchmark/CA State Standards	A	P	B	BB
Investigation and Experimentation 4a) Observe common objects by using the five senses				
4b) Describe the properties of common objects				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic



Today's Fresh Start Charter School

Second Trimester

Benchmark Progress Report

Kindergarten

2009 – 2010

Superintendent

Dr. Jeanette Parker

Social Studies

Benchmark/CA State Standards	A	P	B	BB
K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.				
K.5 Students put events in temporal order using a calendar, placing days, weeks and months in proper order.				
K6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for events (it., Thanksgiving, Dr. Martin Luther King Jr. Day, etc.).				

Absences

December 07, 2009 – February 08, 2010

Student Absences	
Student Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator's Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading	A	P	B	BB
Benchmark/CA State Standards				
1.1 Identify the front cover, back cover, and title page of a book.				
1.2 Follow words from left to right and from top to bottom on the printed page.				
1.3 Understand that printed materials provide information.				
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).				
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel consonant).				
1.10 Identify and produce rhyming words in response to an oral prompt.				
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.				
1.12 Track auditory each word in a sentence and each syllable in a word.				
1.14 Match all consonant and short-vowel sounds to appropriate letters.				
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).				
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).				
2.1 Locate the title, table of contents, name of author, and name of illustrator.				
2.2 Use pictures and context to make predictions about story content.				
2.3 Connect to life experiences the information and events in texts.				
2.4 Retell familiar stories.				
2.5 Ask and answer questions about essential elements of a text.				

Writing	A	P	B	BB
Benchmark/CA State Standards				
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.				
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).				
1.3 Write by moving from left to right and from top to bottom.				
1.1 Recognize and use complete, coherent sentences when speaking.				
1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.				
2.2 Recite short poems, rhymes, and songs.				
2.3 Relate an experience or creative story in a logical sequence.				
Math	A	P	B	BB
Benchmark/CA State Standards				
1.2 Count, recognize, represent, name, and order a number of objects (up to 30).				
2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).				
3.1 Recognize when an estimate is reasonable.				
1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.				
2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.				
1.1 Sort objects and data by common attributes and describe the categories.				
1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.				
1.2 Use tools, such as manipulatives or sketches, to model problems.				
Science	A	P	B	BB
Benchmark/CA State Standards				
2. b. Students know stories sometimes give plants and animals attributes they do not really have.				
4. a. Observe common objects by using the five senses.				
4. c. Describe the relative position of objects by using one reference (i.e., above or below).				
4. d. Compare and sort common objects by one physical attribute (i.e., color shape, texture, size, weight).				

Scoring Rubric- A=Advanced P=Proficient B=Basic BB=Below Basic

Social Studies

Benchmark/CA State Standards	A	P	B	BB
K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.				
K.6 Students understand that history relates to events, people, and places of other times.				

Absences

March 24, 2010 – May 12, 2010

Students Absences	
Student Tardy	

Citizenship	
Work Habits	

E= Excellent
S= Satisfactory
I= Improving
U= Unsatisfactory

Teacher Comments:



Today's Fresh Start Charter School

Third Trimester

Benchmark Progress Report

Kindergarten

2009 – 2010

Superintendent

Dr. Jeanette Parker

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator's Signature: _____

Parent Signature: _____

Scoring Rubric – A=Advanced P=Proficient B=Basic BB=Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
1.1 Identify the front cover, back cover, and title page of a book.				
1.2 Follow words from left to right and from top to bottom on the printed page.				
1.3 Understand that printed materials provide information.				
1.4 Recognize that sentences in print are made up of separate words.				
1.5 Distinguish letters from words.				
1.9 Blend vowel-consonant sounds orally to make words or syllables.				
1.10 Identify and produce rhyming words in response to an oral prompt.				
1.14 Match all consonant and short-vowel sounds to appropriate letter.				
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).				
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).				
2.1 Locate the title, table of contents, name of author, and name of illustrator.				
2.2 Use pictures and context to make predictions about story content.				
2.3 Connect to life experiences the information and events in texts.				
2.4 Retell familiar stories.				
2.5 Ask and answer questions about essential elements of a text.				
3.1 Distinguish fantasy from realistic text.				
3.3 Identify characters, settings, and important events.				

Writing

Benchmark/CA State Standards	A	P	B	BB
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.				
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).				
1.3 Write by moving from left to right and from top to bottom.				
1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.				

Scoring Rubric – A=Advanced P=Proficient B=Basic BB=Below Basic

Writing (Continued)

Benchmark/CA State Standards	A	P	B	BB
1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.				
1.1 Understand and follow one-and two-step oral directions.				
1.2 Share information and ideas, speaking audible in complete, coherent sentences.				

Math

Benchmark/CA State Standards	A	P	B	BB
1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.				
2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).				
1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).				
1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).				
1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time				
2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).				
2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).				

Science

Benchmark/CA State Standards	A	P	B	BB
2.0 Different types of plants and animals inhabit the earth.				
4.0 Scientific progress is made by asking meaningful questions and conducting careful investigations.				

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Social Studies

Benchmark/CA State Standards	A	P	B	BB
1.1.1. Understand the rule-making process in a direct democracy				
1.1.2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."				
1.2.1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.				
1.2.3. Construct a simple map, using cardinal directions and map symbols.				
1.3.1. Recite the Pledge of Allegiance and sing songs that express American ideals				
1.3.2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.				
1.3.3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.				

Attendance

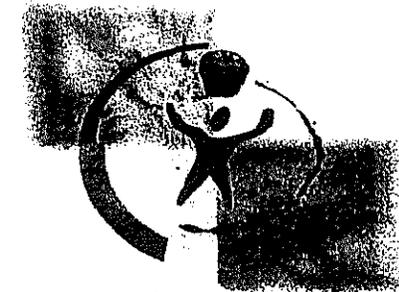
September 9 – October 20, 2009

Number of Absences	
Number of Days Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:



today's fresh start

Today's Fresh Start Charter School

First Trimester

Benchmark Progress Report

First Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator's Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
1.1 Match oral words to printed words.				
1.3 Identify letters, words, and sentences.				
1.4 Distinguish initial, medial, and final sounds in single-syllable words.				
1.7 Add, delete, or change target sounds to change words				
1.8 Blend two to four phonemes into recognizable words				
Segment single-syllable words into their components				
1.11 Read common, irregular sight words				
2.1 Identify text that uses sequence or other logical order.				
2.2 Respond to <i>who, what, when, where, and how</i> questions.				
2.4 Use context to resolve ambiguities about word and sentence meanings.				
2.5 Confirm predictions about what will happen next in a text by identifying key words				
3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.				
3.2 Describe the roles of authors and illustrators and their contributions to print materials				

Writing

Benchmark/CA State Standards	A	P	B	BB
1.1 Select a focus when writing.				
1.3 Print legibly and space letters, words, and sentences appropriately.				

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Math

Benchmark/CA State Standards	A	P	B	BB
1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20)				
1.4 Count and group object in ones and tens				
2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.				
2.4 Count by 2s, 5s, and 10s to 100.				
2.5 Show the meaning of addition (putting together, increasing) and subtraction				
2.6 Solve addition and subtraction problems with one- and two-digit numbers				
1.2 Understand the meaning of the symbols +, -, =.				
2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns				
1.2 Use tools, such as manipulatives or sketches, to model problems.				

Science

Benchmark/CA State Standards	A	P	B	BB
1.a. Students know solids, liquids, and gases have different properties.				
1.b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Social Studies

Benchmark/CA State Standards	A	P	B	BB
1.1 Students describe the rights and individual responsibilities of citizenship.				
1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.				
1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.				
1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects change over time while others stay the same.				
1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.				



Today's Fresh Start Charter School
Second Trimester

Benchmark Progress Report

First Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Absences

December 07, 2009 – February 08, 2010

Student Absences	
Student Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator's Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading	A	P	B	BB
Benchmark/CA State Standards				
1.1 Match oral words to printed words.				
1.2 Identify the title and author of a reading selection.				
1.3 Identify letters, words, and sentences.				
1.6 Create and state a series of rhyming words, including consonant blends.				
1.8 Blend two to four phonemes into recognizable words.				
1.11 Read common, irregular sight words.				
1.15 Read common word families.				
2.2 Respond to who, what, when, where, and how questions.				
2.3 Follow one-step written instructions.				
2.5 Confirm predictions about what will happen next in a text by identifying key words.				
3.2 Describe the roles of authors and illustrators and their contributions to print materials.				

Writing	A	P	B	BB
Benchmark/CA State Standards				
1.1 Select a focus when writing.				
1.3 Print legibly and space letters, words, and sentences appropriately.				
1.1 Write and speak in complete, coherent sentences.				
1.4 Distinguish between declarative, exclamatory, and interrogative sentences.				
1.5 Use a period, exclamation point, or question mark at the end of sentences.				
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.				
1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.				
1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.				

Math	A	P	B	BB
Benchmark/CA State Standards				
1.1 Count, read, and write whole numbers to 100.				
1.3 Represent equivalent forms of the same number through use of physical models, diagrams, and number expressions (to 20)				

Math (continued)	A	P	B	BB
Benchmark/CA State Standards				
1.4 Count and group objects in ones and tens.				
2.2 Use the inverse relationship between addition and subtraction to solve problems.				
2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.				
2.4 Count by 2s, 5s, 10s, and 100s.				
2.5 Show the meaning of addition and subtraction.				
3.1 Make reasonable estimates when comparing larger or smaller numbers.				
1.2 Understand the meaning of the symbols +, -, =.				
1.1 Sort objects and data by common attributes and describe the categories.				
1.2 Represent and compare data by using pictures, bar graphs, tally charts, and picture graphs.				
2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns.				
1.2 Use tools, such as manipulatives or sketches, to model problems.				
	A	P	B	BB
Science				
Benchmark/CA State Standards				
1.a. Students know solids, liquids, and gases have different properties.				
1.b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.				
2.a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.				
2.b. Students know both plants and animals need water, animals need food, and plants need light.				
2.c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.				
2.d. Student know how to infer what animals eat from the shapes of their teeth.				
2.e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.				

Scoring Rubric – A=Advanced P=Proficient B=Basic BB=Below Basic

Social Studies

Benchmark/CA State Standards	A	P	B	BB
1.2 Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.				
1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.				
1.3.1 Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").				

Absences

March 24, 2010 – May 12, 2010

Student Absences	
Student Tardy	

Citizenship	
Work Habits	

E= Excellent
S= Satisfactory
I= Improving
U= Unsatisfactory

Teacher Comments:



Today's Fresh Start Charter School

Third Trimester

Benchmark Progress Report

First Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Student:

Teacher:

Teacher Signature:

Site Administrator's Signature:

Scoring Rubric – A= Advanced P= Proficient B= Basic BB=Below Basic

Reading Benchmark/CA State standards	A	P	B	BB
1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>).				
1.13 Read compound words and contractions.				
1.16 Read aloud with fluency in a manner that sounds like natural speech.				
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).				
2.6 Relate prior knowledge to textual information.				
2.7 Retell the central ideas of simple expository or narrative passages.				
3.3 Recollect, talk, and write about books read during the school year.				

Writing Benchmark/CA State Standards	A	P	B	BB
1.1 Select a focus when writing.				
1.2 Use descriptive words when writing.				
2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.				
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.				
1.3 Give, restate, and follow simple two-step directions.				
1.5 Use descriptive words when speaking about people, places, things, and events.				
2.1 Recite poems, rhymes, songs, and stories.				
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and how questions.				

Writing Benchmark/CA State Standards	A	P	B	BB
1.1 Count, read, and write whole numbers to 100.				
1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.				

Math Benchmark/CA State Standards	A	P	B	BB
2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5+58=$ _____).				
1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).				
2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.				
2.2 Classify familiar plane and solid objects by common attributes such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.				
1.1 Sort objects and data by common attributes and describe the categories.				
1.2 Use tools, such as manipulatives or sketches, to model problems.				
Science Benchmark/CA State Standards	A	P	B	BB
2.0 Plants and animals meet their needs in different ways.				
1.b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.				
2.a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.				

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Social Studies

Benchmark/CA State Standards	A	P	B	BB
2.2.1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community				
2.2.4. Compare and contrast basic land use in urban, suburban, and rural environments in California.				
2.5 Students understand the importance of individual action and character				



Today's Fresh Start Charter School
First Trimester
Benchmark Progress Report
Second Grade
2009 - 2010

Absences

September 3 - October 14

Number of Absences	
Number of Days Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:

Superintendent: Dr. Jeanette Parker

Student: _____
Teacher: _____
Teacher Signature: _____
Site Administrator's Signature: _____
Parent Signature: _____

Reading

Benchmark/CA State Standards	A	P	B	BB
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.				
1.2 Apply knowledge of basic syllabication rules when reading				
1.3 Decode two-syllable nonsense words and regular multisyllable words.				
1.10 Identify simple multiple-meaning words.				
2.5 Restate facts and details in the text to clarify and organize ideas.				
Spell frequently used, irregular words correctly				
1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.				

Listening and Speaking

Benchmark/CA State Standards	A	P	B	BB
1.4 Give and follow three- and four-step oral directions.				
1.6 Speak clearly and at an appropriate pace for the type of communication				
2.1 Recount experiences or present stories				

Writing

Benchmark/CA State Standards	A	P	B	BB
1.1 Group related ideas and maintain a consistent focus.				
1.2 Create readable documents with legible handwriting.				

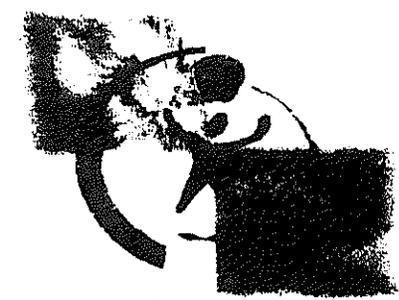
Math

Benchmark/CA State Standards	A	P	B	BB
2.1 Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions.				
2.2 Find the sum or difference of two whole numbers up to three digits long.				
1.2 Use tools, such as manipulatives or sketches, to model problems.				
2.0 Students solve problems and justify their reasoning				
3.0 Students note connections between one problem and another.				
1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction				

Science

Benchmark/CA State Standards	A	P	B	BB
2.e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.				
2.f. Students know flowers and fruits are associated with reproduction in plants				
1.a. Students know the position of an object can be described by locating it in relation to another object or to the background.				
1.b. Students know an object's motion can be described by recording the change in position of the object over time.				
1.c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic



today's fresh start

Today's Fresh Start Charter School

First Trimester

Benchmark Progress Report

Third Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Social Studies

Benchmark/CA State Standards	A	P	B	BB
3.1.1. Identify geographical features in their local region.				
3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment				
3.4.1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.				
3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.				

Absences

September ____ to October ____

Student Absences	
Student Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator's Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.				
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.				
2.3 Demonstrate comprehension by identifying answers in the text.				
2.4 Recall major points in the text and make and modify predictions about forthcoming information.				
2.5 Distinguish the main idea and supporting details in expository text.				
2.6 Extract appropriate and significant information from the text, including problems and solutions.				
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.				
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.				
1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.				
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, ortho-graphic patterns, and homophones.				
1.9 Arrange words in alphabetic order.				
1.1 Retell, paraphrase, and explain what has been said by a speaker.				
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.				
1.3 Respond to questions with appropriate elaboration.				
1.5 Organize ideas chronologically or around major points of information.				
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.				

Writing

Benchmark/CA State Standards	A	P	B	BB
1.1 Create a single paragraph				
2.1 Write narratives				
2.3 Write personal and formal letters, thank-you notes, and invitations				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Math

Benchmark/CA State Standards	A	P	B	BB
1.1 Count, read, and write whole numbers to 10,000.				
1.2 Compare and order whole numbers to 10,000.				
1.3 Identify the place value for each digit in numbers to 10,000.				
1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.				
1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.				
1.5 Use expanded notation to represent numbers.				
2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.				
1.2 Solve problems involving numeric equations or inequalities.				
2.2 Extend and recognize a linear pattern by its rules				

Science

Benchmark/CA State Standards	A	P	B	BB
3.a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.				
3.b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.				
3.b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.				
3.c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.				
3.d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.				
3.e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.				
5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Social Studies

Benchmark/CA State Standards	A	P	B	BB
4.1.1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.				
4.1.2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.				
4.1.3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments				
4.1.4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.				
4.1.5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.				



today's fresh start

Today's Fresh Start Charter School

First Trimester

Benchmark Progress Report

Fourth Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Absences

September ____ to October ____

Student Absences	
Student Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator's Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
1.6 Distinguish and interpret words with multiple meanings.				
2.2 Use appropriate strategies when reading for different purposes				
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.				
2.5 Compare and contrast information on the same topic after reading several passages or articles.				
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.				
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.				

Math

Benchmark/CA State Standards	A	P	B	BB
1.1 Read and write whole numbers in the millions.				
1.2 Order and compare whole numbers and decimals to two decimal places.				
1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.				
1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.				
2.1 Know and understand that equals added to equals are equal.				
3.1 Identify lines that are parallel and perpendicular.				
1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations				
1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings .				
2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.				

Writing

Benchmark/CA State Standards	A	P	B	BB
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.				

Science

Benchmark/CA State Standards	A	P	B	BB
4.a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation				
4.b. Students know how to identify common rock-forming minerals				
5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept				
6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.				



Today's Fresh Start Charter School
First Trimester
Benchmark Progress Report
Fifth Grade
2009 – 2010
Superintendent
Dr. Jeanette Parker

Absences
September ____ to October ____

Student Absences	
Student Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:

Student: _____
Teacher: _____
Teacher Signature: _____
Site Administrator's Signature: _____
Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
R1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression				
2.2 Analyze text that is organized in sequential or chronological order.				
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.				
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.				
2.5 Distinguish facts, supported inferences, and opinions in text.				

Writing

Benchmark/CA State Standards	A	P	B	BB
LC1.4 Use correct capitalization				
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.				
1.2 Identify and correctly use verbs that are often misused.				
2.2 Write responses to literature demonstrating an understanding of a literary work.				

Listening and Speaking

Benchmark/CA State Standards	A	P	B	BB
LS2.3 Deliver oral responses to literature:				
LS2.3a: Summarize significant events and details.				
LS2.3c Use examples or textual evidence from the work to support conclusions.				

Math

Benchmark/CA State Standards	A	P	B	BB
Number Sense 1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiple factors.				
MR 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.				
MR 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical thinking.				

Science

Benchmark/CA State Standards	A	P	B	BB
Life Sciences Standard 2a. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials				
Students know many multi-cellular organisms have specialized structures to support the transport of materials.				
2b. Students know how sugar, water, and minerals are transported in a vascular plant.				
2f. Students know plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen				

Social Studies

Benchmark/CA State Standards	A	P	B	BB
CST3 Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and stop things stay the same.				
CST4 Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.				
HSS 5.1: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nation of the Great Plains, and the woodland peoples east of the Mississippi River.				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Social Studies

Benchmark/CA State Standards	A	P	B	BB
2.3 Students explain governmental institutions and practices in the United States and other countries.				
2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).				

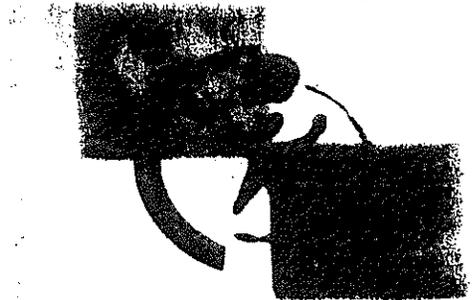
Absences

Number of Absences	
Number of Days Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:



Today's Fresh Start
Today's Fresh Start Charter School
Second Trimester
Benchmark Progress Report

Second Grade
2009 - 2010

Superintendent: Dr. Jeanette Parker

Student: _____
Teacher: _____
Teacher Signature: _____
Site Administrator's Signature: _____
Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading	A	P	B	BB
Benchmark/CA State Standards				
1.1 Recognize and use knowledge of spelling patterns				
1.2 Apply knowledge of basic syllabication rules when reading				
1.3 decode two-syllable nonsense words and regular multi-syllable words.				
1.5 Identify and correctly use regular plurals				
1.6 Read aloud fluently and accurately, and with appropriate intonation and expression.				
1.7 Understand and explain common antonyms and synonyms.				
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.				
1.9 Know the meaning of simple prefixes and suffixes.				
1.10 Identify simple multiple-meaning words.				
2.2 State the purpose in reading.				
2.3 Use knowledge of the author's purpose to comprehend informational text.				
2.5 Restate facts and details in the text to clarify and organize ideas.				

Math	A	P	B	BB
Benchmark/CA State Standards				
1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.				
1.2 Use words, models, and expanded forms to represent numbers to 1,000.				
1.3 Order and compare whole numbers to 1,000 by using symbols <, =, >.				
2.2 Find the sum or difference of two whole numbers up to three digits.				
2.3 Use mental arithmetic to find the sum or difference of two-digit numbers.				
5.1 Solve problems using combinations of coins and bills.				
5.2 Know and use the decimal notation and the dollar and cent symbols for money.				
1.2 Relate problem situations to number sentences involving addition and subtraction.				
1.1 Record numerical data in systematic ways, keeping track of what has been counted				
1.2 Represent the same data set in more than one way.				
1.4 Ask and answer simple questions related to data representations.				
1.1 Determine the approach, materials, and strategies to be used.				
Science	A	P	B	BB
Benchmark/CA State Standards				
2 Plants and animals have predictable life cycles. As a basis for understanding this concept				

Writing	A	P	B	BB
Benchmark/CA State Standards				
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.				
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).				
1.3 Write by moving from left to right and from top to bottom.				
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.				
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.				
1.2 Create readable documents with legible handwriting.				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Social Studies

Benchmark/CA State Standards	A	P	B	BB
3.1.1 Identify geographical features in their local region.				
3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals.				
3.4.6 Describe the lives of American heroes who took risks to secure our freedoms.				

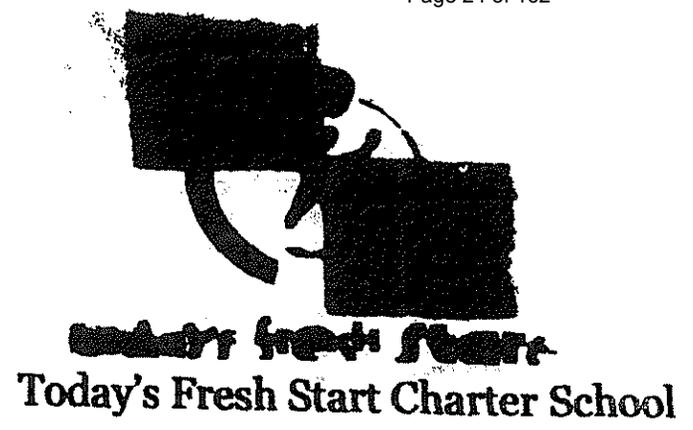
Absences
September ___ to October ___

Student Absences	
Student Tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:



Third Grade

2009 - 2010

Superintendent

Dr. Jeanette Parker

Student: _____
 Teacher: _____
 Teacher Signature: _____
 Site Administrator's Signature: _____
 Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading	A	P	B	BB
Benchmark/CA State Standards				
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words.				
1.6 Use sentence and word context to find the meaning of unknown words.				
1.7 Use a dictionary to learn the meaning and other features of unknown words.				
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in and inferred from the text.				
2.3 Demonstrate comprehension by identifying answers in the text.				
2.4 Recall major points in the text and make and modify predictions about forthcoming information.				
2.5 Distinguish between main idea and supporting details in expository text.				
3.1 Distinguish common forms of literature.				
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.				
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.				

Writing	A	P	B	BB
Benchmark/CA State Standards				
1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.				
1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.				
1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.				
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.				
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns and common homophones.				
1.9 Arrange words in alphabetical order.				
1.1 Create a single paragraph develops a topic sentence and includes simple supporting facts and details.				

Math	A	P	B	BB
Benchmark/CA State Standards				
1.1 Count, read, and write whole numbers to 10,000.				
1.2 Compare and order whole numbers to 10,000.				
1.3 Identify the place value for each digit in numbers to 10,000.				
1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.				
1.5 Use expanded notation to represent numbers.				
2.1 Find the sum or difference of two whole numbers between 0 and 10,000.				
2.2 Memorize to automatically the multiplication table for numbers 1 to 10.				
2.3 Use the inverse relationship of multiplication and division to compute and check results.				
2.6 Understand the special properties of 0 and 1 in multiplication and division.				
2.7 Determine the unit cost when given the total cost and number of units.				
2.8 Solve problems that require two or more of the skills mentioned above.				
AF1.0 Select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.				
AF2.0 Represent simple functional relationships.				
MG 1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that will fill them.				
MG 1.3 Find the perimeter of a polygon with integer sides.				
MG2.0 Describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.				
MA1.2 Determine when and how to break a problem into simpler parts.				
MA2.0 Use strategies, skills, and concepts in finding solutions.				
SCIENCE	A	P	B	BB
Benchmark/CA State Standards				
1.0 Energy and matter have multiple forms and can be changed from one form to another.				
1.a Students know energy comes from the Sun to Earth in the form of light.				
1.e Students know matter has three forms: solid, liquid, and gas.				

Absences to

Student Absences	
Student Tardy	

Citizenship	
Work Habits	

E = Excellent
 S = Satisfactory
 I = Improving
 U = Unsatisfactory

Teacher Comments:



Today's Fresh Start Charter School

Second Trimester

Benchmark Progress Report

Fourth Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator's Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
RW1.3 Root words				
RW2.1 Identify structural patterns found in informational text				
RC2.5 Compare and contrast				
RC3.2 Identify main events and plot				

Writing

Benchmark/CA State Standards	A	P	B	BB
WS1.1 Select structure for writing				
WS1.7 Use reference materials				
WC1.1 Simple and compound sentences				
WC1.3 Regular and irregular verbs				
WC1.7 Suffixes and prefixes				

Math

Benchmark/CA State Standards	A	P	B	BB
NS1.1 Whole numbers in millions				
NS1.3 Rounding				
NS1.8 Negative numbers				
AF1.1 Use symbols to stand for numbers				
AF1.3 Parentheses first				

Science

Benchmark/CA State Standards	A	P	B	BB
2.a. Plants are primary consumers				
2.b. Producers, consumers, food webs				
3.b. Survival of the fittest				
4.a. Types of rocks				
4.b. Identify rocks and minerals				

Social Studies

Benchmark/CA State Standards	A	P	B	BB
4.1.2. Distinguish geography of California				
4.1.3. Identify state capital and regions of California				
4.1.4. Identify locations of lakes, rivers, and valleys and explain effect on growth of towns				
4.2.1. Discuss major nations of California Indians				
4.2.2. Identify early sea routes of European explorers				

Attendance

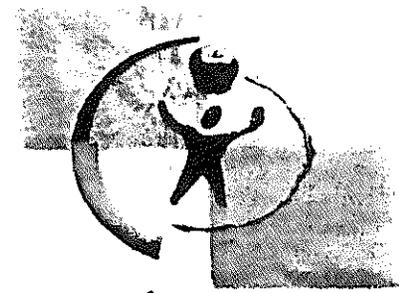
(December 7 – February 5)

Number of days absent	
Number of days tardy	

Citizenship	
Work Habits	

E = Excellent S = Satisfactory I = Improving U = Unsatisfactory
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Comments:



today's fresh start

Today's Fresh Start Charter School

Second Trimester

Benchmark Progress Report

Fifth Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator Signature: _____

Parent Signature: _____

Scoring Rubric- A= Advanced P= Proficient B= Basic BB= Below Basic

Scoring Rubric- A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standard	A	P	B	BB
1.1 Word Recognition: read aloud narrative and expository text fluently and accurately.				
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: discern main ideas and concepts presented in texts.				
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.				
2.5 Expository Critique: distinguish facts, supported inferences, and opinions in text.				
3.5 Narrative Analysis of Grade-Level-Appropriate Text: describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).				

Writing

Benchmark/CA State Standard	A	P	B	BB
1.1 Organization and Focus: create multiple-paragraph narrative compositions.				
1) establish and develop a situation or plot				
2) describe the setting				
3) present an ending				
1.6 Evaluation and Revision: edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences				

Listening and Speaking

Benchmark/CA State Standard	A	P	B	BB
2.1a Deliver narrative presentations: Establish a situation, plot, point of view, and setting with descriptive words and phrases.				
2.1b: Show, rather than tell, the listener what happens.				

Math

Benchmark/CA State Standard	A	P	B	BB
NS. 2.1* Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.				
NS. 2.2* Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.				
NS. 2.4 Understand the concept of multiplication and division of fractions.		3		

Science

Benchmark/CA State Standard	A	P	B	BB
1a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.				
1b. Students know all matter is made of atoms, which may combine to form molecules.				
1f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.				
g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C6H12O6), water (H2O), helium (He), oxygen (O2), nitrogen (N2), and carbon				

Social Studies

Benchmark/CA State Standard	A	P	B	BB
5.4 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.				
Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.				
5.5 Students explain the causes of the American Revolution.				

Attendance

(March 22 – May 7)

Number of days absent	
Number of days tardy	

Citizenship	
Work Habits	

<p>E = Excellent S = Satisfactory I = Improving U = Unsatisfactory</p>

Teacher Comments:



Today's Fresh Start Charter School

Third Trimester

Benchmark Progress Report

Second Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
R1.0 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.				
R2.0 Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.				
R3.1 Compare and contrast plots, settings, and characters presented by different authors.				
R3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.				
R3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.				

Writing Strategies

Benchmark/CA State Standards	A	P	B	BB
W1.1 Group related ideas and maintain a consistent focus.				
W1.2 Create readable documents with legible handwriting.				
W1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).				
W2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.				

Listening and Speaking

Benchmark/CA State Standards	A	P	B	BB
1.4 Give and follow three-and four-step oral directions.				
1.8 Retell stories, including characters, setting, and plot.				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Math

Benchmark/CA State Standards	A	P	B	BB
NS3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.				
NS3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.				
NS3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.				
NS4.1 Recognize, name, and compare unit fractions from 1/12 to 1/2.				
MG1.3 Measure the length of an object to the nearest inch and/ or centimeter.				
MG1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).				

Science

Benchmark/CA State Standards	A	P	B	BB
2.d Students know there is variation among individuals of one kind within a population.				
4.b Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.				
4.c Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).				

Social Studies

Benchmark/CA State Standards	A	P	B	BB
2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).				
2.2.4 Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.				



Today's Fresh Start Charter School
Third Trimester
Benchmark Progress Report
Third Grade
2009 – 2010
Superintendent
Dr. Jeanette Parker

Attendance

(March 22, 2010- May 7, 2010)

Number of days absent	
Number of days tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory

Teacher Comments:

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
Decode regular multi-syllable words				
Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression				
Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words				
Demonstrate knowledge of levels of specificity among grade- appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)				
Use titles, table of contents, chapter headings, glossaries and indexes to locate information				
Ask questions and support answers by connecting prior knowledge with literal and inferential information found in text				
Demonstrate comprehension by identifying answers in text				
Distinguish main idea and supporting details in expository text				
Follow simple multiple-step written instructions (e.g., how to assemble a product or use a game board)				

Writing Strategies

Benchmark/CA State Standards	A	P	B	BB
Create a single paragraph that develops a topic sentence includes simple supporting facts and details				
Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)				
Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.				

Listening and Speaking

Benchmark/CA State Standards	A	P	B	BB
Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Math

Benchmark/CA State Standards	A	P	B	BB
Identify whether common events are certain, likely, unlikely, or improbable.				
Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.				
Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).				
Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				
Determine the unit cost when given the total cost and number of units.				
Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).				
Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.				
Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).				
Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar).				
Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).				

Attendance

(March 22– May 7)

Number of days absent	
Number of days tardy	

Citizenship	
Work Habits	

<p>E = Excellent S = Satisfactory I = Improving U = Unsatisfactory</p>

Teacher Comments:



Today's Fresh Start Charter School

Third Trimester

Benchmark Progress Report

Fourth Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Student: _____

Teacher: _____

Teacher Signature: _____

Site Administrator Signature: _____

Parent Signature: _____

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standards	A	P	B	BB
R1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.				
R1.3 Use knowledge of word roots to determine the meaning of unknown words within a passage				
R1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.				
R1.5 Use a thesaurus to determine related words and concepts.				
R1.6 Distinguish and determine words with multiple meanings.				
R3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.				
R3.5 Define figurative language and identify its use in literary works.				

Writing Strategies

Benchmark/CA State Standards	A	P	B	BB
WC1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions.				
WS 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting consolidating, and rearranging text.				
WS 1.2 b Establish and support central idea with a topic sentence at or near the beginning of the first paragraph.				
WS 1.5 Quote or paraphrase information sources, citing them appropriately.				

Listening and Speaking

Benchmark/CA State Standards	A	P	B	BB
LS1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.				

Scoring Rubric - A= Advanced P= Proficient B= Basic BB= Below Basic

Math

Benchmark/CA State Standards	A	P	B	BB
NS1.8 Use concepts of negative numbers (on a number line, in counting, in temperature)				
NS1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two places.				
MG1.2 Recognize that rectangles that have the same area can have different perimeters.				
MG1.3 Understand that rectangles that have the same perimeter can have different areas.				
MG3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90, 180, 270, and 360 are associated respectively with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns.				
MG3.6 Visualize, describe and make models of geometric solids.				
MG3.7 Know the definitions of different triangles and identify their attributes.				
MG3.8 Know the definition of different quadrilaterals.				
DS 1.2 Identify the mode for sets of categorical data.				
DS 2.2 Express outcomes of experimental probability situations verbally and numerically.				

Attendance

(March 22- May 7)

Number of days absent	
Number of days tardy	

Citizenship	
Work Habits	

E = Excellent
S = Satisfactory
I = Improving
U = Unsatisfactory



Today's Fresh Start Charter School

Third Trimester

Benchmark Progress Report

Fifth Grade

2009 – 2010

Superintendent

Dr. Jeanette Parker

Teacher
Comments: _____

Student: _____
Teacher: _____
Teacher Signature: _____
Site Administrator Signature: _____
Parent Signature: _____

Scoring Rubric- A= Advanced P= Proficient B= Basic BB= Below Basic

Reading

Benchmark/CA State Standard	A	P	B	BB
R 1.4 Vocabulary and Concept Development: know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial).				
RC 2.1 Understand how text features (format, graphics, sequence, diagrams, illustrations, charts, maps make information accessible and usable.				
RC 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.				
R 3.7.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.				

Math

Benchmark/CA State Standard	A	P	B	BB
NS 1.2 Interpret % as a part of a hundred; find decimal & % equivalents for common fractions & explain why they represent the same value.				
NS 1.5 Identify & represent on a number line decimals, fractions, mixed numbers, & positive /negative integers.				
NS 2.1 Add, subtract, multiply, & divide with decimals; add with negative integers; subtract positive integers from negative integers.				
NS 1.4 Determine the prime factors of all numbers through 50 & write the numbers as the product of their prime factors by using exponents to show multiples of a factor.				
AF 1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.				
AF 1.5 Solve problems involving linear functions with integer values; write the equation; and graph.				

Science

Benchmark/CA State Standard	A	P	B	BB
2a. <i>Students know</i> many multicellular organisms have specialized structures to support the transport of materials.				
2b. <i>Students know</i> how blood circulates through the heart chambers.				
2c. <i>Students know</i> the sequential steps of digestion and the roles of teeth and the mouth.				
2d. <i>Students know</i> the role of the kidney in removing cellular waste from blood and converting it into urine.				
2e. <i>Students know</i> how sugar, water, and minerals are transported in a vascular plant.				
2f. <i>Students know</i> plants use carbon dioxide (CO ₂) and energy from sunlight to build molecules of sugar and release oxygen.				
2g. <i>Students know</i> plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO ₂) and water (respiration).				

Social Studies

Benchmark/CA State Standard	A	P	B	BB
5.4.1 Understand the influence of location & physical setting on the founding of the original 13 colonies, & identify on a map, & American Indian nations already inhabiting these areas.				
5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents /opponents of slavery, & the gradual institutionalization of slavery.				
5.5 Students explain the causes of the American Revolution.				

English Learner Standards

ELA/ELD Standards Correlation Matrix for ELD Materials Kindergarten Reading

The English Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher _____ Program Title _____

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency and Systematic Vocabulary Development</p> <p>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</p> <p><i>Concepts About Print</i></p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>1.6 Recognize and name all uppercase and</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</p> <p><i>Fluency and Systematic Vocabulary Development</i></p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes,</p>	<p>Word Analysis</p> <p>EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>Grade One: Phonemic Awareness</p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and say a</p>	<p>Word Analysis</p> <p>EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted,</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>lowercase letters of the alphabet.</p> <p><i>Phonemic Awareness</i></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., <i>ff, s, thl, lj, d, jf</i>).</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending</p>	<p>foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>	<p>Grade One: Phonemic Awareness</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>E12. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants).</p>	<p>series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p>I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p>	<p>omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p> <p>Grade Two</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs,</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.3 Count the number of sounds in syllables and syllables in words.</p> <p><i>Decoding and Word Recognition</i></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>			<p>I3. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>Grade One</p> <p>1.1 Match spoken words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<p>special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>, vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>EA2. Recognize sound/symbol</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				<p>relationship and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p>Grade One: Decoding and Word Recognition</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				<p>common word families (e.g., <i>-ite -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>		
<p><i>Vocabulary and Concept Development</i></p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer,</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Read aloud an increasing number of English words.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I5. Use decoding skills to read more complex words independently.</p> <p>English-Language Arts Content Standards Grade One</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>I6. Use more</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p>EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p>English-Language Arts Content Standards Grade Two</p> <p>1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i>).</p> <p>EA5. Use</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
	<p>negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>		<p>complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.18 Describe common objects and events in both general and specific language.</p> <p>17. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).</p>	<p>decoding skills and knowledge of academic and social vocabulary to begin independent reading.</p>		
<p>2.0 Reading Comprehension</p> <p>Students identify the basic facts and ideas in what they have read,</p>	<p>Reading Comprehension</p> <p>B7. Respond orally to stories read aloud, using</p>	<p>Reading Comprehension</p> <p>E17. Respond orally to simple stories read aloud, using phrases</p>	<p>Reading Comprehension</p> <p>19. Read stories and respond orally in simple sentences to</p>	<p>Reading Comprehension</p> <p>EA6. Read text and use detailed sentences to</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Locate the title, table of contents, name of author, and name of illustrator.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Use pictures and context to make predictions about story content.</p> <p>2.3 Connect to life experiences the information and events in texts.</p> <p>2.4 Retell familiar stories.</p> <p>2.5 Ask and answer</p>	<p>physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.</p> <p>B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>B11. Identify, using key words or pictures, the basic sequence</p>	<p>or simple sentences to answer factual comprehension questions.</p> <p>EI8. Draw and label pictures related to a story topic or one's own experience.</p> <p>EI9. Understand and follow simple two-step directions for classroom activities.</p> <p>EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</p> <p>EI11. Draw logical inferences from a story read aloud.</p>	<p>factual comprehension questions about the stories.</p> <p>I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p>I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p>I12. Write captions or phrases for drawings related to a story.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p>	<p>identify orally the main idea and use the idea to draw inferences about the text.</p> <p>EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <p>EA8. Write a brief summary (three or four complete sentences) of a story.</p> <p>EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p>EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
questions about essential elements of a text.	of events in stories read aloud.					

ELA Standards Kindergarten Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write words and brief sentences that are legible.</p> <p><i>Organization and Focus</i></p> <p>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).</p> <p>1.3 Write by moving form left to right and from top to bottom.</p>	<p>Writing Strategies</p> <p>B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p> <p>B3. Write a few words or phrases about an event or character from a story read by the teacher.</p> <p>B4. Write a phrase or simple sentence about an experience generated from a group story.</p>	<p>Writing Strategies</p> <p>EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.</p> <p>EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday").</p> <p>EI3. Write one to two simple sentences (e.g., "I went to the park").</p>	<p>Writing Strategies</p> <p>I1. Write short narrative stories that include the elements of setting and characters.</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</p> <p>I4. Write simple sentences</p>	<p>Writing Strategies</p> <p>EA1. Write short narratives that include elements of setting, characters, and events.</p> <p>EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.</p> <p>EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p>EA5. Produce independent writing with</p>		

ELA Standards Kindergarten Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
			appropriate for language arts and other content areas (e.g., math, science, social studies). I5. Write a friendly letter of a few lines.	consistent use of standard grammatical forms. (some rules may not be followed). EA4. Write a formal letter.		

ELA Standards Kindergarten Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students listen and respond to oral communication. They speak in clear and coherent sentences.</p> <p><i>Comprehension</i></p> <p>1.1 Understand and follow one- and two-step oral directions.</p> <p>1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver brief recitations and oral presentations about familiar experiences or interests,</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Answer simple questions with one- to two-word responses.</p> <p>B3. Respond to simple directions and questions by using physical</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions by using phrases or simple sentences.</p> <p>EI3. Retell familiar stories</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions by using simple sentences.</p> <p>I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses.</p> <p>I3. Make oneself understood when speaking by using consistent standard English</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to stories and information, and orally identify key details and concepts.</p> <p>EA2. Retell stories in greater detail by including characters, setting and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds,</p>		

ELA Standards Kindergarten Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.</p> <p>2.2 Recite short poems, rhymes, and songs.</p> <p>2.3 Relate an experience or creative story in a logical sequence.</p>	<p>actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").</p>	<p>and short conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p>E14. Orally communicate basic needs (e.g., "May I get a drink?").</p> <p>E15. Recite familiar rhymes, songs, and simple stories.</p>	<p>grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing</p>	<p>intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").</p>		

ELA Standards Kindergarten Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	English Language Conventions B5. Use capitalization when writing one's own name.	English Language Conventions E14. Use capitalization to begin sentences and for proper nouns. E15. Use a period or question mark at the end of a sentence. E16. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	English Language Conventions I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. I7. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	English Language Conventions EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement). EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). English–Language Arts Content Standards <i>Grade One:</i> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words		

ELA Standards Kindergarten Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	<u>B</u>eginning	<u>E</u>arly <u>I</u>ntermediate	<u>I</u>ntermediate	<u>E</u>arly <u>A</u>dvanced		
				correctly. Grade Two: 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).		

ELA/ELD Standards Correlation Matrix for ELD Materials Kindergarten Reading

The English Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher _____ Program Title _____

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency and Systematic Vocabulary Development</p> <p>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</p> <p><i>Concepts About Print</i></p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>1.6 Recognize and name all uppercase and</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</p> <p><i>Fluency and Systematic Vocabulary Development</i></p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes,</p>	<p>Word Analysis</p> <p>E1.1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>Grade One: Phonemic Awareness</p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and say a</p>	<p>Word Analysis</p> <p>EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted,</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>lowercase letters of the alphabet.</p> <p><i>Phonemic Awareness</i></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., <i>lf, s, thl, lj, d, jl</i>).</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending</p>	<p>foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>	<p>Grade One: Phonemic Awareness</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>E12. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants).</p>	<p>series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p>I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p>	<p>omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p> <p>Grade Two</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs,</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.3 Count the number of sounds in syllables and syllables in words.</p> <p><i>Decoding and Word Recognition</i></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>			<p>13. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>Grade One</p> <p>1.1 Match spoken words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<p>special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>EA2. Recognize sound/symbol</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word Recognition		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				<p>common word families (e.g., <i>-ite</i> <i>-ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>		
<p><i>Vocabulary and Concept Development</i></p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer,</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Read aloud an increasing number of English words.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I5. Use decoding skills to read more complex words independently.</p> <p>English-Language Arts Content Standards Grade One</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>I6. Use more</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA3. Recognize simple antonyms and synonyms (e.g., <i>good</i>, <i>bad</i>; <i>blend</i>, <i>mix</i>) in stories or games.</p> <p>EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p>English-Language Arts Content Standards Grade Two</p> <p>1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-</i>, <i>un-</i>, <i>-ing</i>, <i>-ly</i>).</p> <p>EA5. Use</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
	<p>negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>		<p>complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.18 Describe common objects and events in both general and specific language.</p> <p>17. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).</p>	<p>decoding skills and knowledge of academic and social vocabulary to begin independent reading.</p>		
<p>2.0 Reading Comprehension</p> <p>Students identify the basic facts and ideas in what they have read,</p>	<p>Reading Comprehension</p> <p>B7. Respond orally to stories read aloud, using</p>	<p>Reading Comprehension</p> <p>E17. Respond orally to simple stories read aloud, using phrases</p>	<p>Reading Comprehension</p> <p>19. Read stories and respond orally in simple sentences to</p>	<p>Reading Comprehension</p> <p>EA6. Read text and use detailed sentences to</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Locate the title, table of contents, name of author, and name of illustrator.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Use pictures and context to make predictions about story content.</p> <p>2.3 Connect to life experiences the information and events in texts.</p> <p>2.4 Retell familiar stories.</p> <p>2.5 Ask and answer</p>	<p>physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.</p> <p>B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>B11. Identify, using key words or pictures, the basic sequence</p>	<p>or simple sentences to answer factual comprehension questions.</p> <p>EI8. Draw and label pictures related to a story topic or one's own experience.</p> <p>EI9. Understand and follow simple two-step directions for classroom activities.</p> <p>EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</p> <p>EI11. Draw logical inferences from a story read aloud.</p>	<p>factual comprehension questions about the stories.</p> <p>I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p>I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p>I12. Write captions or phrases for drawings related to a story.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p>	<p>identify orally the main idea and use the idea to draw inferences about the text.</p> <p>EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <p>EA8. Write a brief summary (three or four complete sentences) of a story.</p> <p>EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p>EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</p>		

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 1 Reading

The English Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher _____ Program Title _____

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency and Systematic Vocabulary Development</p> <p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><i>Concepts About Print</i></p> <p>1.1 Match oral words to printed words.</p> <p>1.2 Identify the title and author of a reading selection.</p> <p>1.3 Identify letters, words, and sentences.</p> <p><i>Phonemic Awareness</i></p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>1.5 Distinguish long- and</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</p> <p><i>Fluency and Systematic Vocabulary Development</i></p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes,</p>	<p>Word Analysis</p> <p>E1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /t, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /t, s, th/, /j, d, j/).</p> <p>Grade One: Phonemic Awareness</p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and say a</p>	<p>Word Analysis</p> <p>EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted,</p>		

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
questions about essential elements of a text.	of events in stories read aloud.					

ELA Standards Kindergarten Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies Students write words and brief sentences that are legible. <i>Organization and Focus</i></p> <p>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>1.2 Write consonant-vowel-consonant- words (i.e, demonstrate the alphabetic principle).</p> <p>1.3 Write by moving form left to right and from top to bottom.</p>	<p>Writing Strategies</p> <p>B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p> <p>B3. Write a few words or phrases about an event or character from a story read by the teacher.</p> <p>B4. Write a phrase or simple sentence about an experience generated from a group story.</p>	<p>Writing Strategies</p> <p>EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.</p> <p>EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday").</p> <p>EI3. Write one to two simple sentences (e.g., "I went to the park").</p>	<p>Writing Strategies</p> <p>I1. Write short narrative stories that include the elements of setting and characters.</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</p> <p>I4. Write simple sentences</p>	<p>Writing Strategies</p> <p>EA1. Write short narratives that include elements of setting, characters, and events.</p> <p>EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.</p> <p>EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p>EA5. Produce independent writing with</p>		

ELA Standards Kindergarten Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
			appropriate for language arts and other content areas (e.g., math, science, social studies). 15. Write a friendly letter of a few lines.	consistent use of standard grammatical forms. (some rules may not be followed). EA4. Write a formal letter.		

ELA Standards Kindergarten Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students listen and respond to oral communication. They speak in clear and coherent sentences.</p> <p><i>Comprehension</i></p> <p>1.1 Understand and follow one- and two-step oral directions.</p> <p>1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver brief recitations and oral presentations about familiar experiences or interests,</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Answer simple questions with one- to two-word responses.</p> <p>B3. Respond to simple directions and questions by using physical</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions by using phrases or simple sentences.</p> <p>EI3. Retell familiar stories</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions by using simple sentences.</p> <p>I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses.</p> <p>I3. Make oneself understood when speaking by using consistent standard English</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to stories and information, and orally identify key details and concepts.</p> <p>EA2. Retell stories in greater detail by including characters, setting and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds,</p>		

ELA Standards Kindergarten Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.</p> <p>2.2 Recite short poems, rhymes, and songs.</p> <p>2.3 Relate an experience or creative story in a logical sequence.</p>	<p>actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").</p>	<p>and short conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p>E14. Orally communicate basic needs (e.g., "May I get a drink?").</p> <p>E15. Recite familiar rhymes, songs, and simple stories.</p>	<p>grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing</p>	<p>intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").</p>		

ELA Standards Kindergarten Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	English Language Conventions B5. Use capitalization when writing one's own name.	English Language Conventions E14. Use capitalization to begin sentences and for proper nouns. E15. Use a period or question mark at the end of a sentence. E16. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	English Language Conventions I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. I7. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	English Language Conventions EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement). EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). English–Language Arts Content Standards Grade One: 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words		

ELA Standards Kindergarten Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	<u>B</u>eginning	<u>E</u>arly <u>I</u>ntermediate	<u>I</u>ntermediate	<u>E</u>arly <u>A</u>dvanced		
				correctly. Grade Two: 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).		

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p><i>Decoding and Word Recognition</i></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g.,</p>	<p>foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>	<p>Grade One: Phonemic Awareness</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants).</p>	<p>series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p>I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>	<p>omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p> <p>Grade Two</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs,</p>		

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>			<p>13. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>Grade One</p> <p>1.1 Match spoken words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<p>special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>EA2. Recognize sound/symbol</p>		

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word Recognition		

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read		

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				<p>common word families (e.g., <i>-ite</i> <i>-ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>		
<p><i>Vocabulary and Concept Development</i></p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Read aloud an increasing number of English words.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I5. Use decoding skills to read more complex words independently.</p> <p>English-Language Arts Content Standards Grade One</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>I6. Use more</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p>EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p>English-Language Arts Content Standards Grade Two</p> <p>1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i>).</p> <p>EA5. Use</p>		

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
	<p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>		<p>complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.18 Describe common objects and events in both general and specific language.</p> <p>17. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).</p>	<p>decoding skills and knowledge of academic and social vocabulary to begin independent reading.</p>		
<p>2.0 Reading Comprehension</p> <p>Students read and understand grade-level-appropriate material.</p>	<p>Reading Comprehension</p> <p>B7. Respond orally to stories read aloud, using</p>	<p>Reading Comprehension</p> <p>E17. Respond orally to simple stories read aloud, using phrases</p>	<p>Reading Comprehension</p> <p>19. Read stories and respond orally in simple sentences to</p>	<p>Reading Comprehension</p> <p>EA6. Read text and use detailed sentences to</p>		

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p><i>Comprehension and Analysis of Grade-Level-</i></p>	<p>physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.</p> <p>B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>B11. Identify, using key words or pictures, the basic sequence</p>	<p>or simple sentences to answer factual comprehension questions.</p> <p>EI8. Draw and label pictures related to a story topic or one's own experience.</p> <p>EI9. Understand and follow simple two-step directions for classroom activities.</p> <p>EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</p> <p>EI11. Draw logical inferences from a story read aloud.</p>	<p>factual comprehension questions about the stories.</p> <p>I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p>I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p>I12. Write captions or phrases for drawings related to a story.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p>	<p>identify orally the main idea and use the idea to draw inferences about the text.</p> <p>EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <p>EA8. Write a brief summary (three or four complete sentences) of a story.</p> <p>EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p>EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</p>		

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><i>Appropriate Text</i></p> <p>2.2 Respond to <i>who, what, when, where, and how</i> questions.</p> <p>2.3 Follow one-step written instructions.</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p>	of events in stories read aloud.					

ELA Standards Grade 1 Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the</p>	<p>Writing Strategies</p> <p>B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the</p>	<p>Writing Strategies</p> <p>EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.</p> <p>EI2. Write simple</p>	<p>Writing Strategies</p> <p>I1. Write short narrative stories that include the elements of setting and characters.</p> <p>I2. Produce independent writing</p>	<p>Writing Strategies</p> <p>EA1. Write short narratives that include elements of setting, characters, and events.</p> <p>EA2. Proceed</p>		

ELA Standards Grade 1 Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p> <p><i>Organization and Focus</i></p> <p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing.</p>	<p>week).</p> <p>B3. Write a few words or phrases about an event or character from a story read by the teacher.</p> <p>B4. Write a phrase or simple sentence about an experience generated from a group story.</p>	<p>sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday").</p> <p>EI3. Write one to two simple sentences (e.g., "I went to the park").</p>	<p>that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</p> <p>I4. Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p>	<p>through the writing process to write short paragraphs that maintain a consistent focus.</p> <p>EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p>EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).</p>		
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the</p>			<p>I5. Write a friendly letter of a few lines.</p>	<p>EA4. Write a formal letter.</p>		

ELA Standards Grade 1 Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>drafting, research, and organizational strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade one outlined in Writing Standard 1.0, students:</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p>						

ELA Standards Grade 1 Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p><i>Comprehension</i></p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions by using simple sentences.</p> <p>I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to stories and information, and orally identify key details and concepts.</p> <p>EA2. Retell stories in greater detail by including characters,</p>		

<p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.3 Give, restate, and follow simple two-step directions</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 Stay on the topic when speaking.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0,</p>	<p>phrases).</p> <p>B2. Answer simple questions with one- to two-word responses.</p> <p>B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").</p>	<p>answer questions by using phrases or simple sentences.</p> <p>EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p>EI4. Orally communicate basic needs (e.g., "May I get a drink?").</p> <p>EI5. Recite familiar rhymes, songs, and simple stories.</p>	<p>responses.</p> <p>I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing</p>	<p>setting and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Ask and answer instructional questions with more extensive supporting</p>		
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<p>students:</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>				<p>elements (e.g., "Which part of the story was the most important?").</p>		
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ELA Standards Grade 1 Writing	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Written and Oral English Language Conventions</p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Write and speak in complete, coherent sentences.</p>	<p>English Language Conventions</p> <p>B5. Use capitalization when writing one's own name.</p>	<p>English Language Conventions</p> <p>EI4. Use capitalization to begin sentences and for proper nouns.</p> <p>EI5. Use a period or question mark at the end of a sentence.</p> <p>EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.</p>	<p>English Language Conventions</p> <p>I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>I7. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).</p>	<p>English Language Conventions</p> <p>EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.</p> <p>EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb</p>		

ELA Standards Grade 1 Writing	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p><i>Grammar</i></p> <p>1.2 Identify and correctly use singular and plural nouns.</p> <p>1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking.</p> <p><i>Punctuation</i></p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p> <p><i>Capitalization</i></p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p><i>Spelling</i></p> <p>1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight words</p>				<p>agreement).</p> <p>EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).</p> <p>English–Language Arts Content Standards</p> <p>Grade One: Spelling</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>Grade Two:</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p>		

ELA Standards Grade 1 Writing	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
correctly.						

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 2 Reading

The English–Language Arts (ELA) Standards required for the one hour of English–Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English–Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher _____ Program Title _____

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency and Systematic Vocabulary Development</p> <p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><i>Decoding and Word Recognition</i></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant / consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</p> <p><i>Fluency and Systematic Vocabulary Development</i></p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>B3. Respond appropriately to some social and</p>	<p>Word Analysis</p> <p>EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>Grade One: Phonemic Awareness</p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p>	<p>Word Analysis</p> <p>EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted,</p>		

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., <i>-s</i>, <i>-es</i>, <i>-ies</i>) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p>academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>	<p>Grade One: Phonemic Awareness</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>E12. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants).</p>	<p>1.6 Create and say a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p>I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</p> <p>1.4 Recognize common</p>	<p>omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p> <p>Grade Two</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel</p>		

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
			abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). I3. Recognize and name all uppercase and lowercase letters of the alphabet. English-Language Arts Content Standards Kindergarten 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. Grade One 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and	spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> , vowel-consonant/consonant-vowel = <i>sup/per</i>). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. EA2. Recognize sound/symbol relationship and basic word-formation rules in		

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
			sentences.	phrases, simple sentences, or simple text. English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word Recognition 1.10 Generate the sounds from all the letters and		

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				<p>letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter- sounds associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite</i></p>		

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				-ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech.		
<p><i>Vocabulary and Concept Development</i></p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i>, <i>un-</i>, <i>-ing</i>, <i>-ly</i>).</p> <p>1.10 Identify simple multiple-meaning words.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Read aloud an increasing number of English words.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I5. Use decoding skills to read more complex words independently.</p> <p>English-Language Arts Content Standards Grade One</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>I6. Use more</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA3. Recognize simple antonyms and synonyms (e.g., <i>good</i>, <i>bad</i>; <i>blend</i>, <i>mix</i>) in stories or games.</p> <p>EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p>English-Language Arts Content Standards Grade Two</p> <p>1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-</i>, <i>un-</i>, <i>-ing</i>, <i>-ly</i>).</p> <p>EA5. Use</p>		

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
	<p>with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>		<p>complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.18 Describe common objects and events in both general and specific language.</p> <p>17. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove</i>, <i>jumping</i>).</p>	<p>decoding skills and knowledge of academic and social vocabulary to begin independent reading.</p>		
<p>2.0 Reading Comprehension</p> <p>2.0 Reading Comprehension</p>	<p>Reading Comprehension</p> <p>B7. Respond orally to stories read</p>	<p>Reading Comprehension</p> <p>E17. Respond orally to simple stories read</p>	<p>Reading Comprehension</p> <p>19. Read stories and respond orally in</p>	<p>Reading Comprehension</p> <p>EA6. Read text and use detailed</p>		

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Use titles, tables of contents, and chapter</p>	<p>aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.</p> <p>B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p>	<p>aloud, using phrases or simple sentences to answer factual comprehension questions.</p> <p>EI8. Draw and label pictures related to a story topic or one's own experience.</p> <p>EI9. Understand and follow simple two-step directions for classroom activities.</p> <p>EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</p> <p>EI11. Draw logical inferences from a story read aloud.</p>	<p>simple sentences to factual comprehension questions about the stories.</p> <p>I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p>I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p>I12. Write captions or phrases for drawings related to a story.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p>	<p>sentences to identify orally the main idea and use the idea to draw inferences about the text.</p> <p>EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <p>EA8. Write a brief summary (three or four complete sentences) of a story.</p> <p>EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p>EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</p>		

ELA Standards Grade 2 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>headings to locate information in expository text.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 State the purpose in reading (i.e., tell what information is sought).</p> <p>2.3 Use knowledge of the author's purpose(s) to comprehend informational text.</p> <p>2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).</p> <p>2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>2.6 Recognize cause-and-effect relationships in a text.</p> <p>2.7 Interpret information from diagrams, charts, and graphs.</p> <p>2.8 Follow two-step written instructions.</p>						

ELA Standards Grade 2 Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		

ELA Standards Grade 2 Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p> <p><i>Organization and Focus</i></p> <p>1.1 Group related ideas and maintain a consistent focus.</p> <p><i>Research</i></p> <p>1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).</p> <p><i>Evaluation and Revision</i></p> <p>1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p>	<p>Writing Strategies</p> <p>B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p> <p>B3. Write a few words or phrases about an event or character from a story read by the teacher.</p> <p>B4. Write a phrase or simple sentence about an experience generated from a group story.</p>	<p>Writing Strategies</p> <p>EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.</p> <p>EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday").</p> <p>EI3. Write one to two simple sentences (e.g., "I went to the park").</p>	<p>Writing Strategies</p> <p>I1. Write short narrative stories that include the elements of setting and characters.</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</p> <p>I4. Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p>	<p>Writing Strategies</p> <p>EA1. Write short narratives that include elements of setting, characters, and events.</p> <p>EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.</p> <p>EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p>EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).</p>		
<p>2.0 Writing Applications (Genres and Their</p>			<p>I5. Write a friendly letter of a few lines.</p>	<p>EA4. Write a formal letter.</p>		

ELA Standards Grade 2 Writing	ELD Standards Writing Grades K-2			Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Early Advanced		
Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade two outlined in Writing Standard 1.0, students: 2.1 Write brief narratives based on their experience: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.					

ELA Standards Grade 2 Listening and Speaking	ELD Standards Listening and Speaking Grades K-2			Primary Citations	Supporting Citations
	Beginning Strategies and Applications	Early Intermediate Strategies and Applications	Early Advanced Strategies and Applications		
1.0 Listening and Speaking Strategies					

ELA Standards Grade 2 Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p><i>Comprehension</i></p> <p>1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).</p> <p>1.2 Ask for clarification and explanation of stories and ideas.</p> <p>1.3 Paraphrase information that has been shared orally by others.</p> <p>1.4 Give and follow three- and four-step oral directions.</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.5 Organize presentations to maintain a clear focus.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.7 Recount experiences</p>	<p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Answer simple questions with one- to -two-word responses.</p> <p>B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").</p>	<p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions by using phrases or simple sentences.</p> <p>EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p>EI4. Orally communicate basic needs (e.g., "May I get a drink?").</p> <p>EI5. Recite familiar rhymes, songs, and simple stories.</p>	<p>I1. Ask and answer instructional questions by using simple sentences.</p> <p>I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses.</p> <p>I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words,</p>	<p>EA1. Listen attentively to stories and information, and orally identify key details and concepts.</p> <p>EA2. Retell stories in greater detail by including characters, setting and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting</p>		

ELA Standards Grade 2 Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>in a logical sequence.</p> <p>1.8 Retell stories, including characters, setting, and plot.</p> <p>1.9 Report on a topic with supportive facts and details.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Recount experiences or present stories:</p> <p>a. Move through a logical sequence of events.</p>			and paraphrasing	<p>information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").</p>		

ELA Standards Grade 2 Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>b. Describe story elements (e.g., characters, plot, setting).</p> <p>2.2 Report on a topic with facts and details, drawing from several sources of information.</p>						

ELA Standards Grade 2 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Distinguish between complete and incomplete sentences.</p> <p>1.2 Recognize and use the correct word order in written sentences.</p> <p><i>Grammar</i></p> <p>1.3 Identify and correctly use various parts of speech,</p>	<p>English Language Conventions</p> <p>B5. Use capitalization when writing one's own name.</p>	<p>English Language Conventions</p> <p>EI4. Use capitalization to begin sentences and for proper nouns.</p> <p>EI5. Use a period or question mark at the end of a sentence.</p> <p>EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.</p>	<p>English Language Conventions</p> <p>I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>I7. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).</p>	<p>English Language Conventions</p> <p>EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.</p> <p>EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).</p> <p>EA8. Edit writing</p>		

ELA Standards Grade 2 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>including nouns and verbs, in writing and speaking.</p> <p><i>Punctuation</i></p> <p>1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.</p> <p>1.5 Use quotation marks correctly.</p> <p><i>Capitalization</i></p> <p>1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p><i>Spelling</i></p> <p>1.7 Spell frequently used, irregular words correctly e.g., <i>was, were, says, said, who, what, why</i>.</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>-controlled, and consonant-blend patterns correctly.</p>				<p>to check some of the mechanics of writing (e.g., capitalization and periods).</p> <p>English–Language Arts Content Standards</p> <p>Grade One: Spelling</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>Grade Two:</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p>		

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 3 Reading

The English–Language Arts (ELA) Standards required for the one hour of English–Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English–Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher _____ Program Title _____

ELA Standards Grade 3 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><i>Decoding and Word Recognition</i></p> <p>1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud.</p> <p>B2. Recognize sound/symbol relationships in one's own writing.</p>	<p>Word Analysis</p> <p>EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).</p> <p>EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>I2. Use common English morphemes in oral and silent reading.</p>	<p>Word Analysis</p> <p>EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>		
<p><i>Vocabulary and Concept Development</i></p> <p>1.4 Use knowledge of</p>	Fluency and Systematic Vocabulary	Fluency and Systematic Vocabulary	Fluency and Systematic Vocabulary	Fluency and Systematic Vocabulary		

ELA Standards Grade 3 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p> <p>1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>).</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words.</p>	<p>Development</p> <p>B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B5. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B6. Retell simple stories by using drawings, words, or phrases.</p> <p>B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom</p>	<p>Development</p> <p>EI3. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>EI7. Read aloud with some pacing, intonation, and</p>	<p>Development</p> <p>I3. Create a simple dictionary of frequently used words.</p> <p>I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.</p> <p>I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.</p> <p>I7. Use content-related vocabulary in discussions and</p>	<p>Development</p> <p>EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i>) in literature and texts in content areas.</p> <p>EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).</p> <p>EA5. Use a standard dictionary to find the meaning of known vocabulary.</p> <p>EA6. Recognize simple analogies (e.g., "fly like a</p>		

ELA Standards Grade 3 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
	objects).	expression one's own writing of narrative and expository texts.	reading. 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>).	bird") and metaphors used in literature and texts in content areas. EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading. EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.		
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential	Reading Comprehension B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., "brown bear") to	Reading Comprehension E18. Read and listen to simple stories and demonstrate understand by using simple sentences to	Reading Comprehension I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives	Reading Comprehension EA10. Describe the main ideas and supporting details of a text. EA11. Generate and respond to comprehension		

ELA Standards Grade 3 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>questions, making predictions, comparing information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the</p>	<p>factual comprehension questions.</p> <p>B9. Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p> <p>B12. Identify, using key words and/or phrases, the main idea in a story read aloud.</p> <p>B13. Point out text features, such as the title, table of contents, and chapter headings.</p>	<p>respond to explicit detailed questions (e.g., "The bear is brown").</p> <p>EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.</p> <p>EI10. Understand and follow simple two-step directions for classroom activities.</p> <p>EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.</p> <p>EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.</p> <p>EI13. Read and identify basic text features such as</p>	<p>with his family in the forest").</p> <p>I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.</p> <p>I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.</p> <p>I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p> <p>I14. Read</p>	<p>questions related to the text.</p> <p>EA12. Describe relationships between the text and one's personal experience.</p> <p>EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.</p> <p>EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</p> <p>EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.</p> <p>EA15. Distinguish explicit examples of facts, opinions,</p>		

ELA Standards Grade 3 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>text.</p> <p>2.3 Demonstrate comprehension by identifying answers in the text.</p> <p>2.4 Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>2.5 Distinguish the main idea and supporting details in expository text.</p> <p>2.6 Extract appropriate and significant information from the text, including problems and solutions.</p> <p>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p>		<p>the title, table of contents, and chapter headings.</p> <p>EI14. Orally identify examples of fact and opinion in familiar texts read aloud.</p>	<p>literature and content area texts and orally identify examples of fact and opinion and cause and effect.</p>	<p>inference, and cause and effect in texts.</p>		
<p>3.0 Literary Response and Analysis</p> <p>Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and</p>	<p>B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</p>	<p>EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.</p>				

ELA Standards Grade 3 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p>						

ELA Standards Grade 3 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p> <p><i>Organization and Focus</i></p> <p>1.1 Create a single paragraph:</p> <p>a. Develop a topic sentence.</p> <p>b. Include simple supporting facts and details</p> <p><i>Research</i></p> <p>1.3 Understand the structure</p>	<p>Writing Strategies</p> <p>B2. Label key parts of common objects.</p> <p>B3. Create simple sentences or phrases with some assistance.</p>	<p>Writing Strategies</p> <p>EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.</p> <p>EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</p> <p>EI4. Write an increasing number of words and simple sentences appropriate for language arts</p>	<p>Writing Strategies</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p>Writing Strategies</p> <p>EA3. Independently write simple responses to literature.</p> <p>EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p>		

ELA Standards Grade 3 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p> <p><i>Evaluation and Revision</i></p> <p>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>		<p>and other content areas (e.g., math, science, history-social science).</p>				
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade three outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <ul style="list-style-type: none"> a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is 	<p>B4. Use models to write short narratives.</p> <p>B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.</p>	<p>EI1. Write short narrative stories that include elements of setting and characters.</p> <p>EI5. Follow a model to write a friendly letter.</p> <p>EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>I1. Narrate with some detail a sequence of events.</p> <p>I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</p> <p>I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)</p> <p>I6. Write a letter independently by using detailed sentences.</p>	<p>EA1. Write a detailed summary of a story.</p> <p>EA2. Arrange compositions according to simple organizational patterns.</p> <p>EA5. Independently write a persuasive letter with relevant evidence.</p> <p>EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>		

ELA Standards Grade 3 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>memorable.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>2.3 Write personal and formal letters, thank-you notes, and invitations:</p> <p>a. Show awareness of the knowledge and interest of the audience and establish a purpose and context.</p> <p>b. Include the date, proper salutation, body, closing, and signature.</p>						

ELA Standards Grade 3 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Listening and Speaking</p> <p>1.0 Listening and Speaking Strategies. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p><i>Comprehension</i></p> <p>1.1 Retell, paraphrase, and explain what has been said</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").</p> <p>I2. Listen attentively to stories and</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.</p>		

ELA Standards Grade 3 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>by a speaker.</p> <p>1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.</p> <p>1.3 Respond to questions with appropriate elaboration.</p> <p>1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).</p>	<p>phrases).</p> <p>B2. Answer simple questions with one- to two-words responses.</p> <p>B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.</p>	<p>as <i>he</i> or <i>she</i>.</p> <p>EI2. Ask and answer questions using phrases or simple sentences</p> <p>EI3. Restate and execute multiple-step oral directions.</p>	<p>information and identify important details and concepts by using both verbal and nonverbal responses.</p>			
<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.5 Organize ideas chronologically or around major points of information.</p> <p>1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.</p> <p>1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.</p> <p>1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).</p> <p>1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns</p>	<p>B4. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").</p>	<p>EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.</p> <p>EI5. Orally communicate basic needs (e.g., "May I get a drink of water?").</p>	<p>I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting</p>	<p>EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended</p>		

ELA Standards Grade 3 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
to emphasize important passages of the text being read.			information.	social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?")		
<i>Analysis and Evaluation of Oral and Media Communications</i> 1.10 Compare ideas and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts.						
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that		EI6. Recite familiar rhymes, songs, and simple stories.	I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive	EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.		

ELA Standards Grade 3 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Make brief narrative presentations:</p> <p>a. Provide a context for an incident that is the subject of the presentation</p> <p>b. Provide insight into why the selected incident is memorable.</p> <p>c. Include well-chosen details to develop character, setting, and plot.</p> <p>2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.</p> <p>2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or</p>			words, and paraphrasing.	EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.		

ELA Standards Grade 3 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
experiences.						

ELA Standards Grade 3 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p> <p><i>Grammar</i></p> <p>1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.</p> <p>1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.</p> <p>1.4 Identify and use subjects</p>	<p>English Language Conventions</p> <p>B6. Use capitalization when writing one's own name and at the beginning of sentences.</p> <p>B7. Use a period at the end of a sentence and a question mark at the end of a question.</p>	<p>English Language Conventions</p> <p>E17. Use capitalization to begin sentences and for proper nouns.</p> <p>E18. Use a period at the end of a sentence and use some commas appropriately.</p> <p>E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.</p>	<p>English Language Conventions</p> <p>17. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>18. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).</p>	<p>English Language Conventions</p> <p>EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</p> <p>EA8. Use standard word order but may have more consistent grammatical forms, including inflections.</p> <p>EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).</p> <p><i>English-Language Arts Content</i></p>		

ELA Standards Grade 3 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>and verbs correctly in speaking and writing simple sentences.</p> <p><i>Punctuation</i></p> <p>1.5 Punctuate dates, city and state, and titles of books correctly.</p> <p>1.6 Use commas in dates, locations, and addresses and for items in a series.</p> <p><i>Capitalization</i></p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p><i>Spelling</i></p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p>1.9 Arrange words in alphabetic order.</p>				<p>Standards Grade 3: Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p>1.9 Arrange words in alphabetic order.</p> <p>Grade 4: Spelling</p> <p>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>		

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 4 Reading

The English–Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher _____ Program Title _____

ELA Standards Grade 4 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><i>Word Recognition</i></p> <p>1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.</p> <p>B2. Recognize sound/symbol relationships in one's own writing.</p>	<p>Word Analysis</p> <p>EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).</p> <p>EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>I2. Use common English morphemes in oral and silent reading.</p>	<p>Word Analysis</p> <p>EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>		

ELA Standards Grade 4 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><i>Vocabulary and Concept Development</i></p> <p>1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p>1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</p> <p>1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).</p> <p>1.5 Use a thesaurus to determine related words and concepts.</p> <p>1.6 Distinguish and interpret words with multiple meanings.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B5. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B6. Retell simple stories by using drawings, words, or phrases.</p> <p>B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g.,</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>EI7. Read aloud</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I3. Create a simple dictionary of frequently used words.</p> <p>I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.</p> <p>I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.</p> <p>I7. Use content-</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift</i>, <i>present/time</i>) in literature and texts in content areas.</p> <p>EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i>, <i>education</i>).</p> <p>EA5. Use a standard dictionary to find the meaning of known vocabulary.</p>		

ELA Standards Grade 4 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
	locations, greetings, classroom objects).	with some pacing, intonation, and expression one's own writing of narrative and expository texts.	related vocabulary in discussions and reading. I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>).	EA6. Recognize simple analogies (e.g., "fly like a bird") and metaphors used in literature and texts in content areas. EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading. EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.		
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of	Reading Comprehension B8. Respond orally to stories read aloud by giving one- or	Reading Comprehension EI8. Read and listen to simple stories and demonstrate	Reading Comprehension I12. Read and use more detailed sentences to	Reading Comprehension EA13. Locate text features, such as format, diagrams, charts,		

ELA Standards Grade 4 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> <p><i>Comprehension and analysis of Grade-Level-Appropriate Text</i></p>	<p>two- word responses (e.g., "brown bear") to factual comprehension questions.</p> <p>B9. Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>Reading Comprehension</p> <p>B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p> <p>B12. Identify, using key words and /or phrases, the main idea in a story read aloud.</p> <p>B13. Point out</p>	<p>understanding by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown").</p> <p>EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.</p> <p>EI10. Understand and follow simple two-step directions for classroom activities.</p> <p>Reading Comprehension</p> <p>EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.</p> <p>EI12. Read text and orally identify the main ideas by using simple sentences and drawing</p>	<p>describe orally the relationships between text and one's own experiences.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p> <p>I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.</p> <p>Reading Comprehension</p> <p>I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives with his family in the forest").</p> <p>I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts,</p>	<p>glossaries, and indexes, and identify the functions.</p> <p>EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</p> <p>Reading Comprehension</p> <p>EA10. Describe the main ideas and supporting details of a text.</p> <p>EA11. Generate and respond to comprehension questions related to the text.</p> <p>EA12. Describe relationships between the text and one's personal experience.</p> <p>EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and</p>		

ELA Standards Grade 4 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p>2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p>2.4 Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p>2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p>2.6 Distinguish between cause and effect and between fact and opinion in expository text.</p> <p>2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).</p>	<p>text features, such as the title, table of contents, and chapter headings.</p>	<p>inferences about the text.</p> <p>EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.</p> <p>EI14. Orally identify examples of fact and opinion in familiar texts read aloud.</p>	<p>glossaries, and indexes in written texts.</p> <p>I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.</p>	<p>make inferences.</p> <p>EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</p>		
<p>3.0 Literary Response and Analysis</p> <p>Students read and respond to a wide variety of significant works of</p>	<p>Literary Response and Analysis</p> <p>B14. Listen to a story and</p>	<p>Literary Response and Analysis</p> <p>EI15. Respond orally to factual</p>				

ELA Standards Grade 4 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</p>	<p>respond orally in one or two words to factual comprehension questions.</p> <p>B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.</p> <p>B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</p>	<p>comprehension questions about brief literary texts by answering in simple sentences.</p> <p>EI17. Recite simple poems.</p> <p>EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.</p>				

ELA Standards Grade 4 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing</p>	<p>Writing Strategies</p> <p>B2. Label key parts of common objects.</p> <p>B3. Create simple sentences or phrases with some assistance.</p>	<p>Writing Strategies</p> <p>EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.</p> <p>EI3. Follow a model given by</p>	<p>Writing Strategies</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical</p>	<p>Writing Strategies</p> <p>EA3. Independently write simple responses to literature.</p> <p>EA4. Use complex vocabulary and sentences</p>		

ELA Standards Grade 4 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>successive versions).</p> <p><i>Organization and Focus</i></p> <p>1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p> <p>1.2 Create multiple-paragraph compositions:</p> <p>a. Provide an introductory paragraph.</p> <p>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</p> <p>c. Include supporting paragraphs with simple facts, details, and explanations.</p> <p>d. Conclude with a paragraph that summarizes the points.</p> <p>e. Use correct indentation.</p> <p>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p><i>Research and Technology</i></p> <p>1.5 Quote or paraphrase information sources, citing</p>		<p>the teacher to independently write a short paragraph of at least four sentences.</p> <p>E14. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p>forms.</p> <p>I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p>appropriate for language arts and other content areas (e.g., math, science, social studies).</p>		

ELA Standards Grade 4 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>them appropriately.</p> <p>1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).</p> <p>1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.</p> <p>1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p>1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).</p> <p><i>Evaluation and Revision</i></p> <p>1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>						
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing</p>	<p>B4. Use models to write short narratives.</p> <p>B5. During group writing activities, write brief narratives and</p>	<p>EI1. Write short narrative stories that include elements of setting and characters.</p> <p>EI5. Follow a</p>	<p>I1. Narrate with some detail a sequence of events.</p> <p>I3. Begin to use a variety of genres in writing (e.g.,</p>	<p>EA1. Write a detailed summary of a story.</p> <p>EA2. Arrange compositions according to</p>		

ELA Standards Grade 4 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade four outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <p>a. Relate ideas, observations, or recollections of an event or experience.</p> <p>b. Provide a context to enable the reader to imagine the world of the event or experience.</p> <p>c. Use concrete sensory details.</p> <p>d. Provide insight into why the selected event or experience is memorable.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of the literary work.</p> <p>b. Support judgments through references to both the text and prior knowledge.</p> <p>2.3 Write information reports:</p>	<p>stories by using a few standard grammatical forms.</p>	<p>model to write a friendly letter.</p> <p>E16. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>expository, narrative, poetry).</p> <p>I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)</p> <p>I6. Write a letter independently by using detailed sentences.</p>	<p>simple organizational patterns.</p> <p>EA5. Independently write a persuasive letter with relevant evidence.</p> <p>EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>		

ELA Standards Grade 4 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>a. Frame a central question about an issue or situation.</p> <p>b. Include facts and details for focus.</p> <p>c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).</p> <p>2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>						

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p><i>Comprehension</i></p> <p>1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.</p> <p>1.2 Summarize major ideas and supporting evidence</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Answer simple questions with one- to two-</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").</p> <p>I2. Listen attentively to stories and information and identify important details and concepts by</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.</p>		

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>presented in spoken messages and formal presentations.</p> <p>1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.</p> <p>1.4 Give precise directions and instructions.</p>	<p>words responses.</p> <p>B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.</p>	<p>using phrases or simple sentences</p> <p>EI3. Restate and execute multiple-step oral directions.</p>	<p>using both verbal and nonverbal responses.</p>			
<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.</p> <p>1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).</p> <p>1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p>1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.</p> <p>1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately</p>	<p>B4. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").</p>	<p>EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.</p> <p>EI5. Orally communicate basic needs (e.g., "May I get a drink of water?").</p>	<p>I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>	<p>EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on</p>		

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
to enhance meaning.				unfamiliar topics by asking and answering questions and restating and soliciting information. EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?")		
<i>Analysis and Evaluation of Oral Media Communication</i> 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.						
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in		EI6. Recite familiar rhymes, songs, and simple stories.	I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs")		

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Make narrative presentations:</p> <p>a. Relate ideas, observations, or recollections about an event or experience.</p> <p>b. Provide a context that enables the listener to imagine the circumstances of the event or experience.</p> <p>c. Provide insight into why the selected event or experience is memorable.</p> <p>2.2 Make informational presentations:</p> <p>a. Frame a key question.</p> <p>b. Include facts and details that help listeners to focus.</p> <p>c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).</p> <p>2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most</p>				to communicate ideas to a variety of audiences.		

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>significant details.</p> <p>2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</p>						

ELA Standards Grade 4 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Written and Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Use simple and compound sentences in writing and speaking.</p>	<p>English Language Conventions</p> <p>B6. Use capitalization when writing one's own name and at the beginning of sentences.</p> <p>B7. Use a period at the end of a sentence and a question mark at the end of a question.</p>	<p>English Language Conventions</p> <p>E17. Use capitalization to begin sentences and for proper nouns.</p> <p>E18. Use a period at the end of a sentence and use some commas appropriately.</p> <p>E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.</p>	<p>English Language Conventions</p> <p>I7. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).</p>	<p>English Language Conventions</p> <p>EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</p> <p>EA8. Use standard word order but may have more consistent grammatical forms, including inflections.</p> <p>EA9. Edit writing to check the basic mechanics</p>		

ELA Standards Grade 4 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p> <p><i>Grammar</i></p> <p>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p> <p><i>Punctuation</i></p> <p>1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.</p> <p>1.5 Use underlining, quotation marks, or italics to identify titles of documents.</p> <p><i>Capitalization</i></p> <p>1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><i>Spelling</i></p> <p>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>				<p>of writing (e.g., punctuation, capitalization, and spelling).</p> <p>English-Language Arts Content Standards Grade 3: Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>--ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p>1.9 Arrange words in alphabetic order.</p> <p>Grade 4: Spelling</p> <p>1.7 Spell correctly roots,</p>		

ELA Standards Grade 4 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
				inflections, suffixes and prefixes, and syllable constructions.		

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 5 Reading

The English–Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher _____ Program Title _____

ELA Standards Grade 5 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p><i>Word Recognition</i></p> <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud.</p> <p>B2. Recognize sound/symbol relationships in one's own writing.</p>	<p>Word Analysis</p> <p>EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).</p> <p>EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>I2. Use common English morphemes in oral and silent reading.</p>	<p>Word Analysis</p> <p>EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>		
<p><i>Vocabulary and Concept Development</i></p> <p>1.2 Use word origins to determine the meaning of unknown words.</p> <p>1.3 Understand and explain</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B3. Read aloud simple words</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Apply knowledge of</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I3. Create a simple dictionary</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA2. Use knowledge of</p>		

ELA Standards Grade 5 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>frequently used synonyms, antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> <p>1.5 Understand and explain the figurative and metaphorical use of words in context.</p>	<p>(e.g., nouns and adjectives) in stories or games.</p> <p>B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B5. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B6. Retell simple stories by using drawings, words, or phrases.</p> <p>B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>	<p>content-related vocabulary to discussions and reading.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and</p>	<p>of frequently used words.</p> <p>I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.</p> <p>I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.</p> <p>I7. Use content-related vocabulary in discussions and reading.</p> <p>I8. Recognize some common</p>	<p>English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift</i>, <i>present/time</i>) in literature and texts in content areas.</p> <p>EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i>, <i>education</i>).</p> <p>EA5. Use a standard dictionary to find the meaning of known vocabulary.</p> <p>EA6. Recognize simple analogies (e.g., "fly like a bird") and metaphors used in literature and texts in content</p>		

ELA Standards Grade 5 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
		expository texts.	root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>).	areas. EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading. EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.		
<p>2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature</i>,</p>	<p>Reading Comprehension</p> <p>B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.</p> <p>B9. Orally identify</p>	<p>Reading Comprehension</p> <p>EI8. Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., "The bear is</p>	<p>Reading Comprehension</p> <p>I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives with his family in the forest").</p> <p>I10. Read text and identify</p>	<p>Reading Comprehension</p> <p>EA10. Describe the main ideas and supporting details of a text.</p> <p>EA11. Generate and respond to comprehension questions related to the text.</p> <p>EA12. Describe</p>		

ELA Standards Grade 5 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
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<p><i>Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.2 Analyze text that is organized in sequential or chronological order.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p>	<p>the relationship between simple text read aloud and one's own experience by using key words and/or phrases.</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p> <p>B12. Identify, using key words and /or phrases, the main idea in a story read aloud.</p> <p>B13. Point out text features, such as the title, table of contents, and chapter headings.</p>	<p>brown").</p> <p>EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.</p> <p>EI10. Understand and follow simple two-step directions for classroom activities.</p> <p>EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.</p> <p>EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.</p> <p>EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.</p>	<p>features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.</p> <p>I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.</p> <p>I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p> <p>I14. Read literature and content area texts and orally identify examples of fact and</p>	<p>relationships between the text and one's personal experience.</p> <p>EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.</p> <p>EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.</p> <p>EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</p> <p>EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</p>		

ELA Standards Grade 5 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p><i>Expository Critique</i></p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p>		<p>EI14. Orally identify examples of fact and opinion in familiar texts read aloud.</p>	<p>opinion and cause and effect.</p>			
<p>3.0 Literary Response and Analysis</p> <p>Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p>	<p>Literary Response and Analysis</p> <p>B14. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p>B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.</p> <p>B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</p>	<p>Literary Response and Analysis</p> <p>EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.</p> <p>EI17. Recite simple poems.</p> <p>EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.</p>				

ELA Standards Grade 5 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student's progress through the stages of the writing process as needed.</p> <p><i>Organization and Focus</i></p> <p>1.1 Create multiple-paragraph narrative compositions:</p> <p>a. Establish and develop a situation or plot.</p> <p>b. Describe the setting.</p> <p>c. Present an ending.</p> <p>1.2 Create multiple-paragraph expository compositions:</p> <p>a. Establish a topic, important ideas, or events in sequence or chronological order.</p> <p>b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</p> <p>c. Offer a concluding paragraph that summarizes important ideas and details.</p>	<p>Writing Strategies</p> <p>B2. Label key parts of common objects.</p> <p>B3. Create simple sentences or phrases with some assistance.</p>	<p>Writing Strategies</p> <p>EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.</p> <p>EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</p> <p>EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p>Writing Strategies</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p>Writing Strategies</p> <p>EA3. Independently write simple responses to literature.</p> <p>EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p>		

ELA Standards Grade 5 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><i>Research and Technology</i></p> <p>1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.</p> <p>1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).</p> <p>1.5 Use a thesaurus to identify alternative word choices and meanings.</p> <p><i>Evaluation and Revision</i></p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>						
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of</p>	<p>B4. Use models to write short narratives.</p> <p>B5. During group writing activities, write brief narratives and stories by using a few standard</p>	<p>EI1. Write short narrative stories that include elements of setting and characters.</p> <p>EI5. Follow a model to write a</p>	<p>I1. Narrate with some detail a sequence of events.</p> <p>I3. Begin to use a variety of genres in writing (e.g., expository,</p>	<p>EA1. Write a detailed summary of a story.</p> <p>EA2. Arrange compositions according to simple organizational</p>		

ELA Standards Grade 5 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade five outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <p>a. Establish a plot, point of view, setting, and conflict.</p> <p>b. Show, rather than tell, the events of the story.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of a literary work.</p> <p>b. Support judgments through references to the text and to prior knowledge.</p> <p>c. Develop interpretations that exhibit careful reading and understanding.</p> <p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <p>a. Frame questions that direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with</p>	<p>grammatical forms.</p>	<p>friendly letter.</p> <p>EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>narrative, poetry).</p> <p>I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)</p> <p>I6. Write a letter independently by using detailed sentences.</p>	<p>patterns.</p> <p>EA5. Independently write a persuasive letter with relevant evidence.</p> <p>EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>		

ELA Standards Grade 5 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>simple facts, details, examples, and explanations.</p> <p>2.4 Write persuasive letters or compositions:</p> <p>a. State a clear position in support of a proposal.</p> <p>b. Support a position with relevant evidence.</p> <p>c. Follow a simple organizational pattern.</p> <p>d. Address reader concerns.</p>						

ELA Standards Grade 5 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</p> <p><i>Comprehension</i></p> <p>1.1 Ask questions that seek information not already discussed.</p> <p>1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p> <p>1.3 Make inferences or draw</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Answer simple questions with one- to two-words responses.</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions using phrases or</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").</p> <p>I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.</p>		

ELA Standards Grade 5 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
conclusions based on an oral report.	B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<p>simple sentences</p> <p>EI3. Restate and execute multiple-step oral directions.</p>	responses.			
<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>1.5 Clarify and support spoken ideas with evidence and examples.</p> <p>1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.</p>	B4. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	<p>EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.</p> <p>EI5. Orally communicate basic needs (e.g., "May I get a drink of water?").</p>	<p>I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>	<p>EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and</p>		

ELA Standards Grade 5 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				answering questions and restating and soliciting information. EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?")		
<i>Analysis and Evaluation of Oral and Media Communication</i> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.						
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing		EI6. Recite familiar rhymes, songs, and simple stories.	I5. Retell stories and talk about school-related activities by using expanded vocabulary,	EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and		

ELA Standards Grade 5 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations:</p> <p>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</p> <p>b. Show, rather than tell, the listener what happens.</p> <p>2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <p>a. Frame questions to direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations.</p> <p>2.3 Deliver oral responses to</p>			<p>descriptive words, and paraphrasing.</p>	<p>subject matter.</p> <p>EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.</p>		

ELA Standards Grade 5 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence from the work to support conclusions.						

ELA Standards Grade 5 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Identify and correctly use	English Language Conventions B6. Use capitalization when writing one's own name and at the beginning of sentences. B7. Use a period at the end of a sentence and a question mark at the end of a question.	English Language Conventions E17. Use capitalization to begin sentences and for proper nouns. E18. Use a period at the end of a sentence and use some commas appropriately. E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some	English Language Conventions I7. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	English Language Conventions EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. EA8. Use standard word order but may have more consistent grammatical forms, including inflections. EA9. Edit writing		

ELA Standards Grade 5 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
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<p>prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p><i>Grammar</i></p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns.</p> <p><i>Punctuation</i></p> <p>1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.</p> <p><i>Capitalization</i></p> <p>1.4 Use correct capitalization.</p> <p><i>Spelling</i></p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p>		<p>corrections.</p>		<p>to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).</p>		

Today's Fresh Start Charter School

Superintendent: Dr. Jeanette Parker

February 2010

ELD INFORMATION SHEET

How we classify English Learners:

Parents are required to answer a 4-question Home Language Survey. This is to determine what language the child speaks or is exposed to at home.

If the parent/guardian writes a language other than English in any of the first three questions, the student is automatically considered an English Learner.

If the child answers "English" to the first three questions and writes another language for question four, ELD coordinators will probe parents to determine classification. It may be that the other language spoken at home may not be significant.

Criteria for ELD Reclassification

- 1) Students must have scored Early Advanced or higher in the CELDT Test.
- 2) Students should have scored Intermediate or higher in every area of the CELDT Test.
-Early Intermediate scores will be considered if it's very high
- 3) Students should have scored Basic or higher in the STAR Test.
- 4) Students should have scored 75 or higher on both areas of the CAT6
- 5) Student's average on the SOLOM should be a 4

Test questions in listening and speaking have been administered to students in K-1 since the first CELDT administration in 2001. Now, students in K-1 are assessed in listening, speaking, reading, and writing. This new CELDT with the four domains meets the Title III Elementary and Secondary Education Act (ESEA) requirement.

Testing and Reporting Schedule for 2009-10

July 1, 2009

The 2009-10 California English Language Development Test (CELDT) testing window began for initial identification and for the testing window for the annual assessment of the CELDT administration.

October 31, 2009

The testing window for the annual assessment of the CELDT administration ends.

Six to eight weeks after receipt of completed answer documents by testing contractor

Individual score reports and labels are received by school districts.

Within 30 calendar days after receipt by school districts

Individual CELDT results (initial and annual) are reported to parents and guardians.

Fall 2009

Initial identification assessment results and combined assessment results for 2008-09 are posted.*

May 2010

Annual assessment results for 2009-10 are posted.*

June 30, 2010

The 2009-10 CELDT testing window for initial identification closes.

Fall 2010

Initial identification assessment results and combined assessment results for 2009–10 are posted.

All English learners are required to take the CELDT annually until they are reclassified based on criteria established by the local school board.

Only test examiners who are employees of the school district, are proficient in English, and have received formal CELDT training may administer the CELDT.

School districts must send individual CELDT results to parents or guardians within 30 calendar days after they are received by the school district. It takes an average of eight weeks to score the tests and return results to school districts after they are received by the test contractor.

**Today's Fresh Charter School
4514 South Crenshaw Boulevard
Los Angeles, CA 90043
323-293-9826**

Jeanette Grattan Parker, Ph.D.
Superintendent/Administrator

**No Child Left Behind Annual English Learner Parent Notification Letter
For Parents of CONTINUING English Learner Students**

February 01, 2010

Parents/Guardians of: _____

Pursuant to California law, our school is required to formally assess the English language ability of your child on an annual basis. This letter is intended to inform you of the most recent assessment results, your child's program placement, and the program options that are available to your child according to state law and Title III of the No Child Left Behind Act.

Your child's most recently assessed overall English proficiency level based on the California English Language Development Test (CELDT taken on or about **October 30, 2009**) is _____ . The most recent academic assessment for your child is: _____ (English Language Art s results) (Reading/Language Arts; _____ [Mathematics results _____]; and _____ (Writing results,)

As a result, your child is considered an English Learner (EL) and is assigned to a **Mainstream English Classroom**. The Mainstream English class provides instruction, textbooks, and materials mostly or only in English. English Language Development instruction continues and strategies are used to assist students in meeting grade-level state standards. This additional and appropriate instruction continues until students satisfy all criteria for reclassification as fluent English proficient.

If your child has a disability and an active IEP, a description of the English language services is described on the English Language Development page of the IEP.

Please contact Mrs. Bustamante or Mr. Guzman, if you would like more details about any of the information provided in this letter.

Sincerely,

Isabelita Bustamante
EL Coordinator
323-293-9826

Freddy Guzman
EL Coordinator-
323-293-9826

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4514 South Crenshaw Boulevard
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Parents/Guardians of: _____

Pursuant to California law, our school is required to formally assess the English language ability of your child on an annual basis. This letter is intended to inform you of the most recent assessment results, your child's program placement, and the program options that are available to your child according to state law and Title III of the No Child Left Behind Act.

Your child's most recently assessed overall English proficiency level based on the California English Language Development Test (CELDT taken on or about **October 30, 2009**) is _____ . The most recent academic assessment for your child is: _____ (English Language Arts results) (Reading/Language Arts; _____ [Mathematics results _____]; and _____ (Writing results,)

As a result, your child is considered an English Learner (EL) and is assigned to a **Mainstream English Classroom**. The Mainstream English class provides instruction, textbooks, and materials mostly or only in English. English Language Development instruction continues and strategies are used to assist students in meeting grade-level state standards. This additional and appropriate instruction continues until students satisfy all criteria for reclassification as fluent English proficient.

If your child has a disability and an active IEP, a description of the English language services is described on the English Language Development page of the IEP.

Please contact Mrs. Bustamante or Mr. Guzman, if you would like more details about any of the information provided in this letter.

Sincerely,

Isabelita Bustamante
EL Coordinator
323-293-9826

Freddy Guzman
EL Coordinator-
323-293-9826

Today's Fresh Start Charter School

Redesignation Notification

To the Parents of _____.

In accordance with the State Federal Law, Today's Fresh Start Charter School is required to formally assess the English Language ability of your child on an annual basis. Your child's language instructional needs have been met in our Mainstream English classes which gave emphasized English Language Development, and have promoted positive self-image and cross-cultural understanding based on your child's instructional needs.

Your child's most recently assessed overall English proficiency level based on the following:

California English Language Development (CELDT) given on October 30, 2009

Overall Score: _____ Beginning _____ Early Intermediate _____ Intermediate
 _____ Early Advanced _____ Advanced

STAR Test Date: Spring 2009 Reading _____ Writing _____

Your child has been observed by his/her teacher using the Student Oral Language Observation Matrix (SOLOM). The teacher has rated your child at level _____. The teacher also agrees that your child will continue to be successful in a Mainstream English program based on Progress Report marks of Proficient or Advanced in Language Arts, Math, Science, and Social Science.

As a result of all of this information, the school's Language Assessment Team has reviewed you son/daughter's English development and student achievement and has recommended that your child be redesignated from Limited English Proficient (LEP) to Fluent English Proficient (RFEP). Your child's progress will continue to be monitored and if necessary, English Language Development services will be provided.

Please sign, date, and return this notification to school as soon as possible. If you have any questions regarding these procedures, please contact Mrs. Bustamante at (323) 293-9826 or Mr. Guzman.

Parent's Signature

Date

Today's Fresh Start Charter School

Carta de Reclasificacion

A los Padres de: _____.

De acuerdo con la ley Federal y Estatal, a nuestra escuela, Today's Fresh Start Charter School se le requiere asesorar formalmente la habilidad linguistica de su hijo/a anualmente. El/ella ya lleno los requisitos basicos de ingles en sus clases regulares (Mainstream English Classes). Estas clases se han enfocado en el desarrollo del idioma ingles, y han promovido una imagen positive en la identidad y la cultura de su hijo/a.

El asesoramiento mas reciente de su hijo/a en ingles estuvo basado en lo siguiente:

El Examen de Desarrollo en Ingles de California (CELDT) que fue dado el October 30, 2009

Calificacion Total: _____ Principante _____ Intermedio Bajo _____ Intermedio
_____ Avanzado, Primer Nivel _____ Avanzado

Fecha del Examen STAR: Spring 2009 Lectura _____ Escritura _____

Su hijo/a ha sido observado/a por su maestro/a usando un asesoramiento verbal (SOLOM). El maestro/a ha designado su hijo/a al nivel _____. El maestro/a esta de acuerdo que su hijo/a tendra exito en sus clases regulares de ingles. Este exito estara basado en las calificaciones de proficiente o avanzado en Artes Linguisticas, Matematicas, Ciencia y Ciencias Sociales.

Como resultado de toda esta informacion, el equipo de Asesoramiento de Idioma Ingles ha revisado el desarrollo academico de su hijo/a ha recomendado que el/ella sea reclasificado. El/ella dejara de ser Estudiante con Ingles Limitado y se le considera como un Estudiante Fluido en Ingles (RFEP). El progreso de su hijo/a continuara siendo monitoreado y si es necesario, se le ofreceran mas clases en Ingles Basico.

Por favor firme, incluya la fecha, y regrese esta notification a la escuela lo mas pronto possible. Si tiene alguna pregunta por favor comuniquese con la Señora Bustamante al numero (323) 293-9826 o el Senor Guzman.

Firma de Padre

Fecha

SOLOM (STUDENT ORAL LANGUAGE OBSERVATION MATRIX)

Student's Name:		Grade:	Examiner's Signature:		
Language Observed:		Date:			
	A. Comprehension	B. Fluency	C. Vocabulary	D. Pronunciation	E. Grammar
1	Cannot be said to understand even simple conversation.	Speech is so halting and fragmentary as to make conversation virtually impossible.	Vocabulary limitations so extreme as to make conversation virtually impossible.	Pronunciation problems so severe as to make speech virtually impossible.	Errors in grammar and word order so severe as to make speech virtually unintelligible.
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Usually hesitant; often forced into silence by language limitations.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict himself/herself to basic patterns.
3	Understands most of what is said at slower-than normal speed with repetitions.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.
5	Understands everyday conversation and normal classroom discussions without difficulty.	Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker.	Use of vocabulary and idioms approximates that of a native speaker.	Pronunciation and intonation approximates that of a native speaker.	Grammatical usage and word order approximates that of a native speaker.

EXPLANATION OF SCORES

ACHIEVEMENT SCORE

Indicates student progress towards achievement of grade-level, state and District learning standards.

Advanced	Performance is advanced in relation to the academic content standards tested
Proficient	Performance is proficient in relation to the academic content standards tested
Partially Proficient	Performance is partially proficient in relation to the academic content standards tested
Not Proficient	Performance is not proficient in relation to the academic content standards tested

WORK STUDY HABITS

Indicates development in work and study habits, and learning and social skills.

4	Strong	Always
3	Consistent	Usually
2	Inconsistent	Sometimes
1	Poor	Rarely

ENGLISH LANGUAGE DEVELOPMENT (ELD) SCORES

Indicates limited-English-proficient student's achievement towards the state ELD standards in reading, writing, listening and speaking.

5	Advanced	Communicates effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands.
4	Early Advanced	Begins to combine the elements of the English language in complex cognitively demanding situations and are able to use English as a means for learning in other academic areas.
3	Intermediate	Begins to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
2	Early Intermediate	Starts to respond with increasing ease to more varied communications tasks.
1	Beginning	Demonstrates little or no receptive or productive English skills. They may be able to respond to some communication tasks.

ASSESSMENT INSTRUMENTS

Instruments used to determine student scores include the following:

- Teacher Observation
- Portfolio Assessment
- Diagnostic Assessments
- Student Work Samples
- Projects/Presentations
- Home Assignments
- Journals
- Teacher Checklists
- Daily Work
- Tests

SPECIAL EDUCATION

The program(s) for identified students participating in Designated Instruction and Services (DIS), Full Inclusion (I), Special Day Class (SDC), and Resource Specialist Program (RSP) should be indicated by a check in the appropriate boxes on the progress report, in the area marked Special Education Programs and/or Designated Instruction and Services.

Achievement for students with disabilities is marked in the following manner:

I	Full Inclusion
S	Special Day Class
R	Resource Specialist Program
M	Modified Curriculum

Next to each letter will be a number indicating the grade level at which the student is working according to his/her individualized Education Program (IEP). For example, S/3 shows that the student is in a Special Day Class and is working at a third-grade level.

When no grade level is indicated, the student is working at grade level. Overall achievement marks should be used after the **I, S or R** and grade-level designation to indicate the student's progress in grade-level concepts and skills. If a student is working on progress toward the achievement of IEP goals based on a differentiated curriculum, then indicate the placement followed by an **M** to indicate the modified curriculum along with the achievement score.

PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature

Date

Conference Requested? Y / N

Today's Fresh Start Charter School



PROGRESS REPORT Grade 07

Today's Fresh Start Charter School
4514 Crenshaw Blvd. | Los Angeles CA 90043

PROGRESS REPORT

Name: _____		
Grade: _____	Year: _____	Track: A
Co-principal 1: _____		
Co-principal 2: _____		
Teacher: Michelle Gieseke		
Para Prof.: _____		

ACADEMIC SUBJECTS

	Reporting Period		
	1st	2nd	3rd
Reading ELA ELD Reading			
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis	Comments(optional)		
Writing ELA ELD Writing			
Strategies Applications Written & Oral English Lang Conv; Sentence Struct, Grammar, Punct, Capitalization & Spelling	Comments(optional)		
Listening ELA ELD Listening			
Speaking ELA ELD Speaking			
Mathematics			
X' Indicates topic(s) covered: -- -- Number Sense -- -- Measurement & Geometry -- -- Mathematical Reasoning -- -- Algebra & Functions -- -- Stats, Data Anlys & Probability	Comments(optional)		
History/Social Science			
X' Indicates topic(s) covered: -- -- History -- -- Economics -- -- Geography -- -- Culture -- -- Civics	Comments(optional)		
Science			
X' Indicates topic(s) covered: -- -- Physical Sciences -- -- Life Sciences -- -- Earth Sciences	Comments(optional)		
Health Education			
Physical Education			
Arts			
X' Indicates topic(s) covered: -- -- Music -- -- Theatre -- -- Dance -- -- Visual	Comments(optional)		

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardians(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
Year Entered Structured English Immersion Program			
Added Mainstream English Language Arts			
Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
3 - Proficient	3 - Consistent	4 - Early Advanced
2 - Partially Proficient	2 - Inconsistent	3 - Intermediate
1 - Not Proficient	1 - Poor	2 - Early Intermediate
		1 - Beginning

Intervention Codes

D - Extended Learning Day or After School/Saturday Program
E - Emergency Immigrant Education Program
I - Summer/Intersession Intervention Program
S - Saturday School

TEACHER COMMENTS

1ST TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
2ND TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
3RD TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
Dear Parent(s) or Guardian(s), You were informed during a conference that your child:		May be retained	
		Will be retained	
		Grade next year	

EXPLANATION OF SCORES

ACHIEVEMENT SCORE

Indicates student progress towards achievement of grade-level, state and District learning standards.

Advanced	Performance is advanced in relation to the academic content standards tested
Proficient	Performance is proficient in relation to the academic content standards tested
Partially Proficient	Performance is partially proficient in relation to the academic content standards tested
Not Proficient	Performance is not proficient in relation to the academic content standards tested

WORK STUDY HABITS

Indicates development in work and study habits, and learning and social skills.

4	Strong	Always
3	Consistent	Usually
2	Inconsistent	Sometimes
1	Poor	Rarely

ENGLISH LANGUAGE DEVELOPMENT (ELD) SCORES

Indicates limited-English-proficient student's achievement towards the state ELD standards in reading, writing, listening and speaking.

5	Advanced	Communicates effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands.
4	Early Advanced	Begins to combine the elements of the English language in complex cognitively demanding situations and are able to use English as a means for learning in other academic areas.
3	Intermediate	Begins to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
2	Early Intermediate	Starts to respond with increasing ease to more varied communications tasks.
1	Beginning	Demonstrates little or no receptive or productive English skills. They may be able to respond to some communication tasks.

ASSESSMENT INSTRUMENTS

Instruments used to determine student scores include the following:

- Teacher Observation
- Portfolio Assessment
- Diagnostic Assessments
- Student Work Samples
- Projects/Presentations
- Home Assignments
- Journals
- Teacher Checklists
- Daily Work
- Tests

SPECIAL EDUCATION

The program(s) for identified students participating in Designated Instruction and Services (DIS), Full Inclusion (I), Special Day Class (SDC), and Resource Specialist Program (RSP) should be indicated by a check in the appropriate boxes on the progress report, in the area marked Special Education Programs and/or Designated Instruction and Services.

Achievement for students with disabilities is marked in the following manner:

I	Full Inclusion
S	Special Day Class
R	Resource Specialist Program
M	Modified Curriculum

Next to each letter will be a number indicating the grade level at which the student is working according to his/her individualized Education Program (IEP). For example, S/3 shows that the student is in a Special Day Class and is working at a third-grade level.

When no grade level is indicated, the student is working at grade level. Overall achievement marks should be used after the **I, S or R** and grade-level designation to indicate the student's progress in grade-level concepts and skills. If a student is working on progress toward the achievement of IEP goals based on a differentiated curriculum, then indicate the placement followed by an **M** to indicate the modified curriculum along with the achievement score.

PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature

_____ Conference Requested? Y / N

Date _____

Today's Fresh Start Charter School



PROGRESS REPORT Grade 06

PROGRESS REPORT

Name: _____		
Grade: _____	Year: _____	Track: A
Co-principal 1: _____		
Co-principal 2: _____		
Teacher: Michelle Gieseki		
Para Prof.: _____		

ACADEMIC SUBJECTS

	Reporting Period			Comments(optional)
	1st	2nd	3rd	
Reading ELA ELD Reading				
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis				
Writing ELA ELD Writing				
Strategies Applications Written & Oral English Lang Conv: Sentence Struct, Grammar, Punct, Capitalization & Spelling				
Listening ELA ELD Listening				
Speaking ELA ELD Speaking				
Mathematics				
X' Indicates topic(s) covered: -- -- Number Sense -- -- Measurement & Geometry -- -- Mathematical Reasoning -- -- Algebra & Functions -- -- Stats, Data Anlys & Probability				
History/Social Science				
X' Indicates topic(s) covered: -- -- History -- -- Economics -- -- Geography -- -- Culture -- -- Civics				
Science				
X' Indicates topic(s) covered: -- -- Physical Sciences -- -- Life Sciences -- -- Earth Sciences				
Health Education				
Physical Education				
Arts				
X' Indicates topic(s) covered: -- -- Music -- -- Theatre -- -- Dance -- -- Visual				

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardians(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
Year Entered Structured English Immersion Program			
Added Mainstream English Language Arts			
Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
3 - Proficient	3 - Consistent	4 - Early Advanced
2 - Partially Proficient	2 - Inconsistent	3 - Intermediate
1 - Not Proficient	1 - Poor	2 - Early Intermediate
		1 - Beginning
Intervention Codes		
D - Extended Learning Day or After School/Saturday Program		
E - Emergency Immigrant Education Program		
I - Summer/Intersession Intervention Program		
S - Saturday School		

TEACHER COMMENTS

1ST TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
2ND TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
3RD TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
Dear Parent(s) or Guardian(s), You were informed during a conference that your child:	May be retained		
	Will be retained		
	Grade next year		

Today's Fresh Start Charter School



PROGRESS REPORT Grade 05

Today's Fresh Start Charter School
4514 Crenshaw Blvd. | Los Angeles CA 90043

SPECIAL EDUCATION

The program(s) for identified students participating in Designated Instruction and Services (DIS), Full Inclusion (FI), Special Day Class (SDC), and Resource Specialist Program (RSP) should be indicated by a check in the appropriate boxes on the progress report in the area marked Special Education Programs and/or Designated Instruction and Services.

Achievement for students with disabilities is marked in the following manner:

- I Full Inclusion
- S Special Day Class
- R Resource Specialist Program
- M Modified Curriculum

Next to each letter will be a number indicating the grade level at which the student is working according to his/her Individualized Education Program (IEP). For example, S/3 shows that the student is in a Special Day Class and is working at a third-grade level.

When no grade level is indicated, the student is working at grade level. Overall achievement marks should be used after the I, S or R and grade-level designation to indicate the student's progress in grade-level concepts and skills. If a student is working on progress toward the achievement of IEP goals based on a differentiated curriculum, then indicate the placement followed by an M to indicate the modified curriculum along with the achievement score.

PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature _____

Date _____ Conference Requested? Y / N _____

EXPLANATION OF SCORES

ACHIEVEMENT SCORE

Indicates student progress towards achievement of grade-level, state and District learning standards.

- Advanced Performance is advanced in relation to the academic content standards tested
- Proficient Performance is proficient in relation to the academic content standards tested
- Partially Proficient Performance is partially proficient in relation to the academic content standards tested
- Not Proficient Performance is not proficient in relation to the academic content standards tested

WORK STUDY HABITS

Indicates development in work and study habits, and learning and social skills.

- 4 Strong Always
- 3 Consistent Usually
- 2 Inconsistent Sometimes
- 1 Poor Rarely

ENGLISH LANGUAGE DEVELOPMENT (ELD) SCORES

Indicates limited-English-proficient student's achievement towards the state ELD standards in reading, writing, listening and speaking.

- 5 Advanced Communicates effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands.
- 4 Early Advanced Begins to combine the elements of the English language in complex cognitively demanding situations and are able to use English as a means for learning in other academic areas.
- 3 Intermediate Begins to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
- 2 Early Intermediate Starts to respond with increasing ease to more varied communications tasks.
- 1 Beginning Demonstrates little or no receptive or productive English skills. They may be able to respond to some communication tasks.

ASSESSMENT INSTRUMENTS

Instruments used to determine student scores include the following:

- Teacher Observation
- Portfolio Assessment
- Diagnostic Assessments
- Student Work Samples
- Projects/Presentations
- Home Assignments
- Journals
- Teacher Checklists
- Daily Work
- Tests

PROGRESS REPORT

Name: _____		
Grade: _____	Year: _____	Track: A
Co-principal 1: _____		
Co-principal 2: _____		
Teacher: Michelle Gieseke		
Para Prof.: _____		

ACADEMIC SUBJECTS

	Reporting Period		
	1st	2nd	3rd
Reading ELA ELD Reading			
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis	Comments(optional)		
Writing ELA ELD Writing			
Strategies Applications Written & Oral English Lang Conv: Sentence Struct, Grammar, Punct, Capitalization & Spelling	Comments(optional)		
Listening ELA ELD Listening			
Speaking ELA ELD Speaking			
Mathematics			
X' Indicates topic(s) covered: -- -- Number Sense -- -- Measurement & Geometry -- -- Mathematical Reasoning -- -- Algebra & Functions -- -- Stats, Data Anlyns & Probability	Comments(optional)		
History/Social Science			
X' Indicates topic(s) covered: -- -- History -- -- Economics -- -- Geography -- -- Culture -- -- Civics	Comments(optional)		
Science			
X' Indicates topic(s) covered: -- -- Physical Sciences -- -- Life Sciences -- -- Earth Sciences	Comments(optional)		
Health Education			
Physical Education			
Arts			
X' Indicates topic(s) covered: -- -- Music -- -- Theatre -- -- Dance -- -- Visual	Comments(optional)		

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardian(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
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Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
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		1 - Beginning
Intervention Codes		
D - Extended Learning Day or After School/Saturday Program		
E - Emergency Immigrant Education Program		
I - Summer/Intersession Intervention Program		
S - Saturday School		

TEACHER COMMENTS

1ST TRIMESTER
CONFERENCE HELD: _____
WARNING NOTICE SENT ON: _____
TEACHER SIGNATURE: _____
PARENT SIGNATURE: _____
Continue working with your child at home.
2ND TRIMESTER
CONFERENCE HELD: _____
WARNING NOTICE SENT ON: _____
TEACHER SIGNATURE: _____
PARENT SIGNATURE: _____
Continue working with your child at home.
3RD TRIMESTER
CONFERENCE HELD: _____
WARNING NOTICE SENT ON: _____
TEACHER SIGNATURE: _____
PARENT SIGNATURE: _____
Continue working with your child at home.
Dear Parent(s) or Guardian(s), You were informed during a conference that your child:
May be retained
Will be retained
Grade next year

EXPLANATION OF SCORES

ACHIEVEMENT SCORE

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3	Consistent	Usually
2	Inconsistent	Sometimes
1	Poor	Rarely

ENGLISH LANGUAGE DEVELOPMENT (ELD) SCORES

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- Diagnostic Assessments
- Student Work Samples
- Projects/Presentations
- Home Assignments
- Journals
- Teacher Checklists
- Daily Work
- Tests

SPECIAL EDUCATION

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M	Modified Curriculum

Next to each letter will be a number indicating the grade level at which the student is working according to his/her individualized Education Program (IEP). For example, S/3 shows that the student is in a Special Day Class and is working at a third-grade level.

When no grade level is indicated, the student is working at grade level. Overall achievement marks should be used after the **I**, **S** or **R** and grade-level designation to indicate the student's progress in grade-level concepts and skills. If a student is working on progress toward the achievement of IEP goals based on a differentiated curriculum, then indicate the placement followed by an **M** to indicate the modified curriculum along with the achievement score.

PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature _____

_____ Conference Requested? Y / N

Date _____

Today's Fresh Start Charter School



PROGRESS REPORT Grade 04

Today's Fresh Start Charter School
4514 Crenshaw Blvd. | Los Angeles CA 90043

PROGRESS REPORT

Name:		
Grade:	Year: _____	Track: A
Co-principal 1:		
Co-principal 2:		
Teacher:	Michelle Gieseke	
Para Prof.:		

ACADEMIC SUBJECTS

	Reporting Period		
	1st	2nd	3rd
Reading ELA ELD Reading			
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis	Comments(optional)		
Writing ELA ELD Writing			
Strategies Applications Written & Oral English Lang Conv: Sentence Struct, Grammar, Punct, Capitalization & Spelling	Comments(optional)		
Listening ELA ELD Listening			
Speaking ELA ELD Speaking			
Mathematics			
'X' Indicates topic(s) covered: -- -- Number Sense -- -- Measurement & Geometry -- -- Mathematical Reasoning -- -- Algebra & Functions -- -- Stats, Data Anlyis & Probability	Comments(optional)		
History/Social Science			
'X' Indicates topic(s) covered: -- -- History -- -- Economics -- -- Geography -- -- Culture -- -- Civics	Comments(optional)		
Science			
'X' Indicates topic(s) covered: -- -- Physical Sciences -- -- Life Sciences -- -- Earth Sciences	Comments(optional)		
Health Education			
Physical Education			
Arts			
'X' Indicates topic(s) covered: -- -- Music -- -- Theatre -- -- Dance -- -- Visual	Comments(optional)		

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardian(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
Year Entered Structured English Immersion Program			
Added Mainstream English Language Arts			
Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
3 - Proficient	3 - Consistent	4 - Early Advanced
2 - Partially Proficient	2 - Inconsistent	3 - Intermediate
1 - Not Proficient	1 - Poor	2 - Early Intermediate
		1 - Beginning

Intervention Codes

D - Extended Learning Day or After School/Saturday Program
E - Emergency Immigrant Education Program
I - Summer/Intersession Intervention Program
S - Saturday School

TEACHER COMMENTS

1ST TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
2ND TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
3RD TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
Dear Parent(s) or Guardian(s), You were informed during a conference that your child:			
May be retained			
Will be retained			
Grade next year			

EXPLANATION OF SCORES

ACHIEVEMENT SCORE

Indicates student progress towards achievement of grade-level, state and District learning standards.

Advanced	Performance is advanced in relation to the academic content standards tested
Proficient	Performance is proficient in relation to the academic content standards tested
Partially Proficient	Performance is partially proficient in relation to the academic content standards tested
Not Proficient	Performance is not proficient in relation to the academic content standards tested

WORK STUDY HABITS

Indicates development in work and study habits, and learning and social skills.

4	Strong	Always
3	Consistent	Usually
2	Inconsistent	Sometimes
1	Poor	Rarely

ENGLISH LANGUAGE DEVELOPMENT (ELD) SCORES

Indicates limited-English-proficient student's achievement towards the state ELD standards in reading, writing, listening and speaking.

5	Advanced	Communicates effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands.
4	Early Advanced	Begins to combine the elements of the English language in complex cognitively demanding situations and are able to use English as a means for learning in other academic areas.
3	Intermediate	Begins to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
2	Early Intermediate	Starts to respond with increasing ease to more varied communications tasks.
1	Beginning	Demonstrates little or no receptive or productive English skills. They may be able to respond to some communication tasks.

ASSESSMENT INSTRUMENTS

Instruments used to determine student scores include the following:

- Teacher Observation
- Portfolio Assessment
- Diagnostic Assessments
- Student Work Samples
- Projects/Presentations
- Home Assignments
- Journals
- Teacher Checklists
- Daily Work
- Tests

SPECIAL EDUCATION

The program(s) for identified students participating in Designated Instruction and Services (DIS). Full Inclusion (I), Special Day Class (SDC), and Resource Specialist Program (RSP) should be indicated by a check in the appropriate boxes on the progress report, in the area marked Special Education Programs and/or Designated Instruction and Services.

Achievement for students with disabilities is marked in the following manner:

I	Full Inclusion
S	Special Day Class
R	Resource Specialist Program
M	Modified Curriculum

Next to each letter will be a number indicating the grade level at which the student is working according to his/her individualized Education Program (IEP). For example, S/3 shows that the student is in a Special Day Class and is working at a third-grade level.

When no grade level is indicated, the student is working at grade level. Overall achievement marks should be used after the **I, S or R** and grade-level designation to indicate the student's progress in grade-level concepts and skills. If a student is working on progress toward the achievement of IEP goals based on a differentiated curriculum, then indicate the placement followed by an **M** to indicate the modified curriculum along with the achievement score.

PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature

Date

Conference Requested? Y / N

Today's Fresh Start Charter School



PROGRESS REPORT Grade 03

Today's Fresh Start Charter School
4514 Crenshaw Blvd. | Los Angeles CA 90043

PROGRESS REPORT

Name: _____		
Grade: _____	Year: _____	Track: A
Co-principal 1: _____		
Co-principal 2: _____		
Teacher: Michelle Gieseke		
Para Prof.: _____		

ACADEMIC SUBJECTS

	Reporting Period		
	1st	2nd	3rd
Reading ELA ELD Reading			
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis	Comments(optional)		
Writing ELA ELD Writing			
Strategies Applications Written & Oral English Lang Conv: Sentence Struct, Grammar, Punct, Capitalization & Spelling	Comments(optional)		
Listening ELA ELD Listening			
Speaking ELA ELD Speaking			
Mathematics			
X' Indicates topic(s) covered: - - - Number Sense - - - Measurement & Geometry - - - Mathematical Reasoning - - - Algebra & Functions - - - Stats, Data Anlys & Probability	Comments(optional)		
History/Social Science			
X' Indicates topic(s) covered: - - - History - - - Economics - - - Geography - - - Culture - - - Civics	Comments(optional)		
Science			
X' Indicates topic(s) covered: - - - Physical Sciences - - - Life Sciences - - - Earth Sciences	Comments(optional)		
Health Education			
Physical Education			
Arts			
X' Indicates topic(s) covered: - - - Music - - - Theatre - - - Dance - - - Visual	Comments(optional)		

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardian(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
Year Entered Structured English Immersion Program			
Added Mainstream English Language Arts			
Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
3 - Proficient	3 - Consistent	4 - Early Advanced
2 - Partially Proficient	2 - Inconsistent	3 - Intermediate
1 - Not Proficient	1 - Poor	2 - Early Intermediate
		1 - Beginning

Intervention Codes

D - Extended Learning Day or After School/Saturday Program
E - Emergency Immigrant Education Program
I - Summer/Intersession Intervention Program
S - Saturday School

TEACHER COMMENTS

1ST TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
2ND TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
3RD TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
Continue working with your child at home.			
Dear Parent(s) or Guardian(s), You were informed during a conference that your child:	May be retained		
	Will be retained		
	Grade next year		

PROGRESS REPORT

Name: _____		
Grade: KN	Year: _____	Track: A
Co-principal 1: _____		
Co-principal 2: _____		
Teacher: Michelle Giesecki		
Para Prof.: _____		

ACADEMIC SUBJECTS

	Reporting Period		
	1st	2nd	3rd
Reading ELA ELD Reading			
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis	Comments(optional)		
Writing ELA ELD Writing			
Strategies Applications Written & Oral English Lang Conv: Sentence Struct, Grammar, Punct, Capitalization & Spelling	Comments(optional)		
Listening ELA ELD Listening			
Speaking ELA ELD Speaking			
Mathematics			
X' Indicates topic(s) covered: -- -- Number Sense -- -- Measurement & Geometry -- -- Mathematical Reasoning -- -- Algebra & Functions -- -- Stats, Data Anlyns & Probability	Comments(optional)		
History/Social Science			
X' Indicates topic(s) covered: -- -- History -- -- Economics -- -- Geography -- -- Culture -- -- Civics	Comments(optional)		
Science			
X' Indicates topic(s) covered: -- -- Physical Sciences -- -- Life Sciences -- -- Earth Sciences	Comments(optional)		
Health Education			
Physical Education			
Arts			
X' Indicates topic(s) covered: -- -- Music -- -- Theatre -- -- Dance -- -- Visual	Comments(optional)		

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardian(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
Year Entered Structured English Immersion Program			
Added Mainstream English Language Arts			
Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
3 - Proficient	3 - Consistent	4 - Early Advanced
2 - Partially Proficient	2 - Inconsistent	3 - Intermediate
1 - Not Proficient	1 - Poor	2 - Early Intermediate
		1 - Beginning

Intervention Codes

D - Extended Learning Day or After School/Saturday Program
E - Emergency Immigrant Education Program
I - Summer/Intersession Intervention Program
S - Saturday School

TEACHER COMMENTS

1ST TRIMESTER													
CONFERENCE HELD:													
WARNING NOTICE SENT ON:													
TEACHER SIGNATURE: _____													
PARENT SIGNATURE: _____													
Continue working with your child at home.													
2ND TRIMESTER													
CONFERENCE HELD:													
WARNING NOTICE SENT ON:													
TEACHER SIGNATURE: _____													
PARENT SIGNATURE: _____													
Continue working with your child at home.													
3RD TRIMESTER													
CONFERENCE HELD:													
WARNING NOTICE SENT ON:													
TEACHER SIGNATURE: _____													
PARENT SIGNATURE: _____													
Continue working with your child at home.													
Dear Parent(s) or Guardian(s), You were informed during a conference that your child:	<table border="1"> <tr> <td>May be retained</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Will be retained</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade next year</td> <td></td> <td></td> <td></td> </tr> </table>	May be retained				Will be retained				Grade next year			
May be retained													
Will be retained													
Grade next year													

EXPLANATION OF SCORES

ACHIEVEMENT SCORE

Indicates student progress towards achievement of grade-level, state and District learning standards.

Advanced	Performance is advanced in relation to the academic content standards tested
Proficient	Performance is proficient in relation to the academic content standards tested
Partially Proficient	Performance is partially proficient in relation to the academic content standards tested
Not Proficient	Performance is not proficient in relation to the academic content standards tested

WORK STUDY HABITS

Indicates development in work and study habits, and learning and social skills.

4	Strong	Always
3	Consistent	Usually
2	Inconsistent	Sometimes
1	Poor	Rarely

ENGLISH LANGUAGE DEVELOPMENT (ELD) SCORES

Indicates limited-English-proficient student's achievement towards the state ELD standards in reading, writing, listening and speaking.

5	Advanced	Communicates effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands.
4	Early Advanced	Begins to combine the elements of the English language in complex cognitively demanding situations and are able to use English as a means for learning in other academic areas.
3	Intermediate	Begins to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
2	Early Intermediate	Starts to respond with increasing ease to more varied communications tasks.
1	Beginning	Demonstrates little or no receptive or productive English skills. They may be able to respond to some communication tasks.

ASSESSMENT INSTRUMENTS

Instruments used to determine student scores include the following:

- Teacher Observation
- Portfolio Assessment
- Diagnostic Assessments
- Student Work Samples
- Projects/Presentations
- Home Assignments
- Journals
- Teacher Checklists
- Daily Work
- Tests

SPECIAL EDUCATION

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Achievement for students with disabilities is marked in the following manner:

I	Full Inclusion
S	Special Day Class
R	Resource Specialist Program
M	Modified Curriculum

Next to each letter will be a number indicating the grade level at which the student is working according to his/her individualized Education Program (IEP). For example, S/3 shows that the student is in a Special Day Class and is working at a third-grade level.

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PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature

_____ Conference Requested? Y / N

Date _____

Today's Fresh Start Charter School



PROGRESS REPORT Grade KN

PROGRESS REPORT

Name:			
Grade:	Year:	Track: A	
Co-principal 1:			
Co-principal 2:			
Teacher: Michelle Gieseki			
Para Prof.:			

ACADEMIC SUBJECTS

	Reporting Period		
	1st	2nd	3rd
Reading ELA ELD Reading			
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis	Comments(optional)		
Writing ELA ELD Writing			
Strategies Applications Written & Oral English Lang Conv: Sentence Struct, Grammar, Punct, Capitalization & Spelling	Comments(optional)		
Listening ELA ELD Listening			
Speaking ELA ELD Speaking			
Mathematics			
'X' Indicates topic(s) covered: -- -- Number Sense -- -- Measurement & Geometry -- -- Mathematical Reasoning -- -- Algebra & Functions -- -- Stats, Data Anlyns & Probability	Comments(optional)		
History/Social Science			
'X' Indicates topic(s) covered: -- -- History -- -- Economics -- -- Geography -- -- Culture -- -- Civics	Comments(optional)		
Science			
'X' Indicates topic(s) covered: -- -- Physical Sciences -- -- Life Sciences -- -- Earth Sciences	Comments(optional)		
Health Education			
Physical Education			
Arts			
'X' Indicates topic(s) covered: -- -- Music -- -- Theatre -- -- Dance -- -- Visual	Comments(optional)		

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardian(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
Year Entered Structured English Immersion Program			
Added Mainstream English Language Arts			
Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
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		1 - Beginning

Intervention Codes

D - Extended Learning Day or After School/Saturday Program
E - Emergency Immigrant Education Program
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TEACHER COMMENTS

1ST TRIMESTER													
CONFERENCE HELD:													
WARNING NOTICE SENT ON:													
TEACHER SIGNATURE: _____													
PARENT SIGNATURE: _____													
Continue working with your child at home.													
2ND TRIMESTER													
CONFERENCE HELD:													
WARNING NOTICE SENT ON:													
TEACHER SIGNATURE: _____													
PARENT SIGNATURE: _____													
Continue working with your child at home.													
3RD TRIMESTER													
CONFERENCE HELD:													
WARNING NOTICE SENT ON:													
TEACHER SIGNATURE: _____													
PARENT SIGNATURE: _____													
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May be retained													
Will be retained													
Grade next year													

EXPLANATION OF SCORES

ACHIEVEMENT SCORE

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WORK STUDY HABITS

Indicates development in work and study habits, and learning and social skills.

4	Strong	Always
3	Consistent	Usually
2	Inconsistent	Sometimes
1	Poor	Rarely

ENGLISH LANGUAGE DEVELOPMENT (ELD) SCORES

Indicates limited-English-proficient student's achievement towards the state ELD standards in reading, writing, listening and speaking.

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3	Intermediate	Begins to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
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ASSESSMENT INSTRUMENTS

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- Tests

SPECIAL EDUCATION

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PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature _____

_____ Conference Requested? Y / N

Date _____

Today's Fresh Start Charter School



PROGRESS REPORT Grade 01

PROGRESS REPORT

Name: _____		
Grade: _____	Year: _____	Track: A
Co-principal 1: _____		
Co-principal 2: _____		
Teacher: Michelle Gieseki		
Para Prof.: _____		

ACADEMIC SUBJECTS

	Reporting Period		
	1st	2nd	3rd
Reading ELA ELD Reading			
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis	Comments(optional)		
Writing ELA ELD Writing			
Strategies Applications Written & Oral English Lang Conv: Sentence Struct, Grammar, Punct, Capitalization & Spelling	Comments(optional)		
Listening ELA ELD Listening			
Speaking ELA ELD Speaking			
Mathematics			
'X' Indicates topic(s) covered: -- -- Number Sense -- -- Measurement & Geometry -- -- Mathematical Reasoning -- -- Algebra & Functions -- -- Stats, Data Anlys & Probability	Comments(optional)		
History/Social Science			
'X' Indicates topic(s) covered: -- -- History -- -- Economics -- -- Geography -- -- Culture -- -- Civics	Comments(optional)		
Science			
'X' Indicates topic(s) covered: -- -- Physical Sciences -- -- Life Sciences -- -- Earth Sciences	Comments(optional)		
Health Education			
Physical Education			
Arts			
'X' Indicates topic(s) covered: -- -- Music -- -- Theatre -- -- Dance -- -- Visual	Comments(optional)		

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardians(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
Year Entered Structured English Immersion Program			
Added Mainstream English Language Arts			
Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
3 - Proficient	3 - Consistent	4 - Early Advanced
2 - Partially Proficient	2 - Inconsistent	3 - Intermediate
1 - Not Proficient	1 - Poor	2 - Early Intermediate
		1 - Beginning

Intervention Codes

- D - Extended Learning Day or After School/Saturday Program
- E - Emergency Immigrant Education Program
- F - Summer/Intersession Intervention Program
- S - Saturday School

TEACHER COMMENTS

1ST TRIMESTER		
CONFERENCE HELD:		
WARNING NOTICE SENT ON:		
TEACHER SIGNATURE: _____		
PARENT SIGNATURE: _____		
Continue working with your child at home.		
2ND TRIMESTER		
CONFERENCE HELD:		
WARNING NOTICE SENT ON:		
TEACHER SIGNATURE: _____		
PARENT SIGNATURE: _____		
Continue working with your child at home.		
3RD TRIMESTER		
CONFERENCE HELD:		
WARNING NOTICE SENT ON:		
TEACHER SIGNATURE: _____		
PARENT SIGNATURE: _____		
Continue working with your child at home.		

Dear Parent(s) or Guardian(s), You were informed during a conference that your child:	May be retained		
	Will be retained		
	Grade next year		

EXPLANATION OF SCORES

ACHIEVEMENT SCORE

Indicates student progress towards achievement of grade-level, state and District learning standards.

Advanced	Performance is advanced in relation to the academic content standards tested
Proficient	Performance is proficient in relation to the academic content standards tested
Partially Proficient	Performance is partially proficient in relation to the academic content standards tested
Not Proficient	Performance is not proficient in relation to the academic content standards tested

WORK STUDY HABITS

Indicates development in work and study habits, and learning and social skills.

4	Strong	Always
3	Consistent	Usually
2	Inconsistent	Sometimes
1	Poor	Rarely

ENGLISH LANGUAGE DEVELOPMENT (ELD) SCORES

Indicates limited-English-proficient student's achievement towards the state ELD standards in reading, writing, listening and speaking.

5	Advanced	Communicates effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands.
4	Early Advanced	Begins to combine the elements of the English language in complex cognitively demanding situations and are able to use English as a means for learning in other academic areas.
3	Intermediate	Begins to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
2	Early Intermediate	Starts to respond with increasing ease to more varied communications tasks.
1	Beginning	Demonstrates little or no receptive or productive English skills. They may be able to respond to some communication tasks.

ASSESSMENT INSTRUMENTS

Instruments used to determine student scores include the following:

- Teacher Observation
- Portfolio Assessment
- Diagnostic Assessments
- Student Work Samples
- Projects/Presentations
- Home Assignments
- Journals
- Teacher Checklists
- Daily Work
- Tests

SPECIAL EDUCATION

The program(s) for identified students participating in Designated Instruction and Services (DIS). Full Inclusion (I), Special Day Class (SDC), and Resource Specialist Program (RSP) should be indicated by a check in the appropriate boxes on the progress report, in the area marked Special Education Programs and/or Designated Instruction and Services.

Achievement for students with disabilities is marked in the following manner:

I	Full Inclusion
S	Special Day Class
R	Resource Specialist Program
M	Modified Curriculum

Next to each letter will be a number indicating the grade level at which the student is working according to his/her individualized Education Program (IEP). For example, S/3 shows that the student is in a Special Day Class and is working at a third-grade level.

When no grade level is indicated, the student is working at grade level. Overall achievement marks should be used after the I, S or R and grade-level designation to indicate the student's progress in grade-level concepts and skills. If a student is working on progress toward the achievement of IEP goals based on a differentiated curriculum, then indicate the placement followed by an M to indicate the modified curriculum along with the achievement score.

PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature _____

_____ Conference Requested? Y / N

Date _____

Today's Fresh Start Charter School



PROGRESS REPORT Grade 02

Today's Fresh Start Charter School
4514 Crenshaw Blvd. | Los Angeles CA 90043

PROGRESS REPORT

Name: _____		
Grade: _____	Year: _____	Track: A
Co-principal 1: _____		
Co-principal 2: _____		
Teacher: Michelle Giesecki		
Para Prof.: _____		

ACADEMIC SUBJECTS

	Reporting Period		
	1st	2nd	3rd
Reading ELA ELD Reading			
Word Analysis, Fluency & Systematic Vocabulary Development: Concepts About Print Phonemic Awareness Decoding Word Recognition Vocabulary & Concept Development Reading Comprehension Literary Response & Analysis	Comments(optional)		
Writing ELA ELD Writing			
Strategies Applications Written & Oral English Lang Conv: Sentence Struct, Grammar, Punct, Capitalization & Spelling	Comments(optional)		
Listening ELA ELD Listening			
Speaking ELA ELD Speaking			
Mathematics			
X' Indicates topic(s) covered: -- -- -- Number Sense -- -- -- Measurement & Geometry -- -- -- Mathematical Reasoning -- -- -- Algebra & Functions -- -- -- Stats, Data Anlys & Probability	Comments(optional)		
History/Social Science			
X' Indicates topic(s) covered: -- -- -- History -- -- -- Economics -- -- -- Geography -- -- -- Culture -- -- -- Civics	Comments(optional)		
Science			
X' Indicates topic(s) covered: -- -- -- Physical Sciences -- -- -- Life Sciences -- -- -- Earth Sciences	Comments(optional)		
Health Education			
Physical Education			
Arts			
X' Indicates topic(s) covered: -- -- -- Music -- -- -- Theatre -- -- -- Dance -- -- -- Visual	Comments(optional)		

WORK STUDY HABITS

	Reporting Period		
	1st	2nd	3rd
Work & Study Habits			
Makes good use of time			
Works independently			
Organizes materials			
Presents neat & careful work			
Completes homework on time			
Learning & Social Skills			
Follows directions & procedures			
Accepts & respects authority			
Cooperates well in a group situation			
Shows dependability			
Takes responsibility			
Exercises self-control			
Resolves conflicts appropriately			
Demonstrates appropriate social interaction w/peers			
Demonstrates fair play			
Intervention			
Dear Parent(s) or Guardian(s), You were informed during a conference (or in writing) that your child will participate in the following intervention(s):			
Intervention Code			
Intervention Other			
Programs			
English Language Development (ELD) Score			
English Language Development Level			
Year Entered Structured English Immersion Program			
Added Mainstream English Language Arts			
Dual Language Program for English-Only Students			
Special Education			
Progress toward IEP goals is documented on attachment			
Designated Instruction & Services (DIS)			
Progress toward IEP goals is documented on attachment			
Your child is enrolled in the Gifted & Talented Program			

ATTENDANCE

	Reporting Period		
	1st	2nd	3rd
Days Absent			
Days Present			
Days Tardy			

EXPLANATION OF CODES

Academic Subj. Codes	Work Habit Codes	ELD Codes
4 - Advanced	4 - Strong	5 - Advanced
3 - Proficient	3 - Consistent	4 - Early Advanced
2 - Partially Proficient	2 - Inconsistent	3 - Intermediate
1 - Not Proficient	1 - Poor	2 - Early Intermediate
		1 - Beginning

Intervention Codes

D - Extended Learning Day or After School/Saturday Program
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I - Summer/Intersession Intervention Program
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TEACHER COMMENTS

1ST TRIMESTER			
CONFERENCE HELD:			
WARNING NOTICE SENT ON:			
TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____			
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WARNING NOTICE SENT ON:			
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PARENT SIGNATURE: _____			
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Grade next year			

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PARENT OR GUARDIAN COMMENTS

Parent/Guardian Signature

Date

Conference Requested? Y / N

Today's Fresh Start Charter School



PROGRESS REPORT Grade 08