

A Correlation of



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to the

**Arizona
English Language
Proficiency (ELPS)
Standards**

Grades K–6

PEARSON

M/R-24

INTRODUCTION

This document demonstrates how **Scott Foresman Reading Street, copyright 2008** meets the objectives of the *Arizona English Language Proficiency Standards in Listening and Speaking, Reading, and Writing (2004)*. Correlation page references are to the Teacher's Edition and are cited by unit. Lessons in the Teacher's Edition contain facsimile Student Edition pages.

Scott Foresman Reading Street is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text Comprehension.

Literature

Reading Street provides a rich variety of genres that include a balance of fiction and nonfiction. Content-area connections support science and social studies instruction every week. With a greater emphasis on informational text, **Reading Street** prepares students for the kinds of selections they will encounter on state assessments.

Assessment

Reading Street begins the year with the Baseline Group Test to make initial grouping decision. Progress is monitored during instruction and identifies students' needs along the way. The Unit Benchmark Test measures student performance and can be used to regroup. The End-of-Year Benchmark Test gives a summative assessment and shows how far students have come.

Differentiated Instruction

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Each unit gives a clear road map to differentiate instruction for On-Level, Strategic Intervention, and Advanced readers. **Group Time** throughout each lesson provides scaffolded instruction for all readers. Built-in lessons for Strategic Intervention and Advanced learners supplement core instruction every day. Weekly Leveled Readers and Leveled Practice help every student practice and apply comprehension skills and vocabulary in appropriate texts.

ELL Instruction

Reading Street paves the way with highly focused ELL instruction, practice, and resources to meet all proficiency levels and provides an ELL Reader every week to build vocabulary, provide text support, and enrich language skills.

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**Scott Foresman Reading Street © 2008
to the
Arizona English Language Proficiency (ELPS) Standards**

Kindergarten

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Kindergarten	
ELL I	
English Language Proficiency Standards in Listening and Speaking	
Delivery of Oral Communications	
Standard:	
The student will express orally his or her own thinking and ideas.	
ELL Proficiency Standard	
Beginning	
1. Respond to greetings and leave-taking, with simple words, gestures, and other nonverbal behavior.	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>
2. Use gestures to communicate basic needs (e.g., points toward the door when needing to go to the restroom).	<p>This standard can be introduced on these pages.</p> <p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235,</p>

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3. Identify by name a few familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss)	K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377 K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371 K3: 41 K4: 233 K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357 K6: 81, 94, 105, 111, 121, 165
4. Recite simple, familiar rhymes accurately. (ss)	K.1: 13, 23, 38, 47, 55, 77, 87, 101, 109, 117, 139, 149, 164, 173, 181, 203, 213, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K.2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K.3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 222, 231, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K.4: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K.5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K.6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367
Early Intermediate	
1. Use common social greetings and simple repetitive phrases, using isolated words or strings of two- to three-word responses to initiate and respond to greetings, courtesies, and leave-taking (e.g., Hello. How are you? Thank you. You're welcome. See you later).	K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369

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2. Use utterances accompanied by gestures to indicate basic needs in social or classroom settings (e.g., says “bathroom” while pointing toward the door).	<p>This standard can be introduced on these pages.</p> <p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>
3. Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss)	<p>K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377</p> <p>K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371</p> <p>K3: 41</p> <p>K4: 233</p> <p>K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357</p> <p>K6: 81, 94, 105, 111, 121, 165</p>
4. Recite simple, familiar rhymes and songs, using expressive phrasing and intonation. (ss)	<p>K.1: 13, 23, 38, 47, 55, 77, 87, 101, 109, 117, 139, 149, 164, 173, 181, 203, 213, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K.2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K.3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 222, 231, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K.4: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235,</p>

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Intermediate	
1. Respond to and initiate greetings, courtesies, and leave-taking, and provide basic personal information (e.g., name, address, age) related to the context of the conversation, using key words and short phrases.	K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367
2. Communicate in a limited way some basic immediate personal and survival needs, using key words and short phrases (e.g., I'm hungry).	K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367

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<p>3. Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss)</p>	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>
<p>4. Recite familiar rhymes and songs, using clear and audible phrasing and intonation. (ss)</p>	<p>K.1: 13, 23, 38, 47, 55, 77, 87, 101, 109, 117, 139, 149, 164, 173, 181, 203, 213, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K.2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K.3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 222, 231, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K.4: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K.5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K.6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>
<p>Early Advanced</p>	
<p>1. Respond to most social interactions, including introducing self, asking about another person, and answering questions about personal information, using key words, phrases, and some simple sentences.</p>	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137,</p>

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2. Communicate immediate personal and survival needs, using key words, phrases, and some simple sentences.	K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369, K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367
3. Identify by name most familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss)	K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369, K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367

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4. Recite rhymes, songs, and poems, using key words, phrases, and simple sentences. (ss)	<p>K.1: 13, 23, 38, 47, 55, 77, 87, 101, 109, 117, 139, 149, 164, 173, 181, 203, 213, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K.2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K.3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 222, 231, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K.4: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K.5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K.6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>
5. Retell simple stories, including some detail. (s) (m) (ss)	<p>K1: 24, 31, 88, 93, 150, 157, 214, 221, 278, 283, 340, 345</p> <p>K2: 24, 29, 86, 91, 148, 153, 210, 217, 274, 279, 336, 341</p> <p>K3: 24, 29, 86, 91, 148, 153, 210, 215, 272, 277, 334, 339</p> <p>K4: 24, 29, 86, 93, 146, 150, 155, 168, 176, 186, 212, 219, 276, 281, 338, 345</p> <p>K5: 24, 29, 86, 93, 150, 155, 212, 219, 276, 281, 338, 345</p> <p>K6: 24, 29, 86, 91, 148, 153, 210, 217, 238, 274, 279, 336, 343</p>
Advanced	
1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and answering questions regarding personal information, using phrases and simple sentences.	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p>

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367
2. Communicate immediate and future personal and survival needs, using phrases and simple sentences.	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>
3. Describe familiar objects, people, and events using both general and more specific words and phrases. (s) (ss)	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>
4. Recite rhymes, songs, and poems, using expressive wording and phrasing. (ss)	<p>K.1: 13, 23, 38, 47, 55, 77, 87, 101, 109, 117, 139, 149, 164, 173, 181, 203, 213, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K.2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K.3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137,</p>

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	144,147, 160, 166, 169, 174, 177, 184, 199, 209, 222, 231, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K.4: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K.5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K.6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367
5. Retell simple stories, placing events in sequence. (s) (m) (ss)	K1: 24, 31, 88, 93, 150, 157, 214, 221, 278, 283, 340, 345 K2: 24, 29, 86, 91, 148, 153, 210, 217, 274, 279, 336, 341 K3: 24, 29, 86, 91, 148, 153, 210, 215, 272, 277, 334, 339 K4: 24, 29, 86, 93, 146, 150, 155, 168, 176, 186, 212, 219, 276, 281, 338, 345 K5: 24, 29, 86, 93, 150, 155, 212, 219, 276, 281, 338, 345 K6: 24, 29, 86, 91, 148, 153, 210, 217, 238, 274, 279, 336, 343
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning.	K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377 K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371 K3: 41, K4: 233 K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357 K6: 81, 94, 105, 111, 121, 165
Early Intermediate	
1. Speak in isolated words or strings of two to three words, depending on gestures to express meaning.	K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377 K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371 K3: 41 K4: 233 K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357 K6: 81, 94, 105, 111, 121, 165

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
<p>Intermediate</p> <p>1. Speak in short patterns of words and phrases with habitual errors that sometimes impede communication.</p>	<p>K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377 K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371 K3: 41 K4: 233 K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357 K6: 81, 94, 105, 111, 121, 165</p>
<p>Early Advanced</p> <p>1. Speak in short phrases and simple sentences, with some errors, although the errors do not impede communication.</p>	<p>K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377 K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371 K3: 41 K4: 233 K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357 K6: 81, 94, 105, 111, 121, 165</p>
<p>Advanced</p> <p>1. Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with occasional errors:</p>	
<ul style="list-style-type: none"> verb tenses: present tense (including “to be”), past tense, and future tense; 	<p>This standard can be introduced on these pages. K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377 K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371 K3: 41 K4: 233 K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357 K6: 81, 94, 105, 111, 121, 165</p>
<ul style="list-style-type: none"> subject-verb agreement; and 	<p>This standard can be introduced on these pages. K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377 K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371 K3: 41 K4: 233 K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357 K6: 81, 94, 105, 111, 121, 165</p>

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
<ul style="list-style-type: none"> adjectives. 	<p>This standard can be introduced on these pages.</p> <p>K1: 145, 147, 160, 162, 177, 187, 233, 235, 251, 273, 286, 288, 303, 313, 315, 335, 348, 357, 365, 375, 377</p> <p>K2: 41, 43, 143, 145, 156, 173, 183, 205, 220, 229, 231, 237, 239, 247, 269, 271, 282, 291, 293, 299, 309, 331, 333, 344, 353, 361, 371</p> <p>K3: 41</p> <p>K4: 233</p> <p>K5: 187, 207, 209, 222, 239, 249, 271, 284, 293, 301, 311, 357</p> <p>K6: 81, 94, 105, 111, 121, 165</p>
Comprehension of Oral Communications	
Standard:	
The student will listen actively to the ideas of others in order to acquire new knowledge.	
Beginning	
1. Respond to stories dramatized or read aloud, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures. (ss) [Repeated in Reading Comprehension]	<p>K1: 25–30, 88–93, 151–157, 214–221, 279–283, 340–345</p> <p>K2: 25–28, 86–91, 149–153, 210–217, 274–279, 336–341</p> <p>K3: 25–29, 86–91, 149–152, 210–215, 272–277, 334–339</p> <p>K4: 25–29, 86–93, 151–155, 212–219, 277–280, 338–345</p> <p>K5: 25–28, 86–93, 151–155, 212–219, 277–280, 338–345</p> <p>K6: 25–28, 86–91, 148–153, 210–217, 275–278, 336–343</p>
2. Arrange a series of familiar pictures in sequence. (s) (m) (ss)	<p>K1: 24, 88, 150, 189, 214, 278, 340</p> <p>K2: 24, 86, 148, 210, 274, 336</p> <p>K3: 24, 86, 148, 210, 272, 334</p> <p>K4: 24, 86, 150, 212, 276, 338</p> <p>K5: 24, 86, 150, 212, 276, 338</p> <p>K6: 24, 86, 148, 210, 274, 336</p>
3. Follow simple one-word written directions for classroom activities that are accompanied by picture cues.	<p>K2: 82, 104, 112, 122</p> <p>K3: 51</p> <p>K4: 20, 42, 50, 60</p> <p>K6: 348</p>
4. Comprehend a limited number of common words and simple phrases in conversations held on topics of personal relevance (e.g., basic greetings, leave-taking and courtesies), when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p>

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	<p>K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>
Early Intermediate	
<p>1. Respond orally to stories dramatized or read aloud by answering simple questions using isolated words or strings of two- to three-word responses. (ss) [Repeated in Reading Comprehension]</p>	<p>K1: 25–30, 88–93, 151–157, 214–221, 279–283, 340–345</p> <p>K2: 25–28, 86–91, 149–153, 210–217, 274–279, 336–341</p> <p>K3: 25–29, 86–91, 149–152, 210–215, 272–277, 334–339</p> <p>K4: 25–29, 86–93, 151–155, 212–219, 277–280, 338–345</p> <p>K5: 25–28, 86–93, 151–155, 212–219, 277–280, 338–345</p> <p>K6: 25–28, 86–91, 148–153, 210–217, 275–278, 336–343</p>
<p>2. Arrange a series of familiar pictures in sequence and occasionally use key words and physical actions. (s) (m) (ss)</p>	<p>K1: 24, 88, 150, 189, 214, 278, 340</p> <p>K2: 24, 86, 148, 210, 274, 336</p> <p>K3: 24, 86, 148, 210, 272, 334</p> <p>K4: 24, 86, 150, 212, 276, 338</p> <p>K5: 24, 86, 150, 212, 276, 338</p> <p>K6: 24, 86, 148, 210, 274, 336</p>
<p>3. Follow simple one-step (two to three words) oral directions for classroom activities that are accompanied by picture cues. (s) (m)</p>	<p>K2: 82, 104, 112, 122</p> <p>K3: 51</p> <p>K4: 20, 42, 50, 60</p> <p>K6: 348</p>
<p>4. Comprehend a few common words and simple phrases in conversations on topics of personal relevance (e.g., social courtesies, basic needs), when spoken slowly with frequent rephrasing, repetitions, and contextual clues.</p>	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369</p> <p>K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365</p> <p>K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363</p> <p>K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369</p> <p>K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Intermediate	
1. Respond orally to stories dramatized or read aloud by answering factual comprehension questions, using short patterns of words and phrases. (ss) [Repeated in Reading Comprehension]	K1: 25–30, 88–93, 151–157, 214–221, 279–283, 340–345 K2: 25–28, 86–91, 149–153, 210–217, 274–279, 336–341 K3: 25–29, 86–91, 149–152, 210–215, 272–277, 334–339 K4: 25–29, 86–93, 151–155, 212–219, 277–280, 338–345 K5: 25–28, 86–93, 151–155, 212–219, 277–280, 338–345 K6: 25–28, 86–91, 148–153, 210–217, 275–278, 336–343
2. Arrange a series of pictures in sequence and use key words and physical actions. (s) (m) (ss)	K1: 24, 31, 88, 93, 150, 157, 214, 221, 278, 283, 340, 345 K2: 24, 29, 86, 91, 148, 153, 210, 217, 274, 279, 336, 341 K3: 24, 29, 86, 91, 148, 153, 210, 215, 272, 277, 334, 339 K4: 24, 29, 86, 93, 146, 150, 155, 168, 176, 186, 212, 219, 276, 281, 338, 345 K5: 24, 29, 86, 93, 150, 155, 212, 219, 276, 281, 338, 345 K6: 24, 29, 86, 91, 148, 153, 210, 217, 238, 274, 279, 336, 343
3. Follow simple one- to two-step (two to five words) oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	K2: 82, 104, 112, 122 K3: 51 K4: 20, 42, 50, 60 K6: 348
4. Comprehend some words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues.	K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Early Advanced	
<p>1. Respond orally to stories read aloud by answering factual comprehension questions using key words, short phrases, and some simple sentences. (ss) [Repeated in Reading Comprehension]</p>	<p>K1: 25–30, 88–93, 151–157, 214–221, 279–283, 340–345 K2: 25–28, 86–91, 149–153, 210–217, 274–279, 336–341 K3: 25–29, 86–91, 149–152, 210–215, 272–277, 334–339 K4: 25–29, 86–93, 151–155, 212–219, 277–280, 338–345 K5: 25–28, 86–93, 151–155, 212–219, 277–280, 338–345 K6: 25–28, 86–91, 148–153, 210–217, 275–278, 336–343</p>
<p>2. Identify basic sequences of events in stories read aloud. (s) (m) (ss)</p>	<p>K1: 24, 31, 88, 93, 150, 157, 214, 221, 278, 283, 340, 345 K2: 24, 29, 86, 91, 148, 153, 210, 217, 274, 279, 336, 341 K3: 24, 29, 86, 91, 148, 153, 210, 215, 272, 277, 334, 339 K4: 24, 29, 86, 93, 146, 150, 155, 168, 176, 186, 212, 219, 276, 281, 338, 345 K5: 24, 29, 86, 93, 150, 155, 212, 219, 276, 281, 338, 345 K6: 24, 29, 86, 91, 148, 153, 210, 217, 238, 274, 279, 336, 343</p>
<p>3. Follow short two- to three-step oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)</p>	<p>K2: 82, 104, 112, 122 K3: 51 K4: 20, 42, 50, 60 K6: 348</p>
<p>4. Comprehend many words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues.</p>	<p>K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367</p>

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Advanced	
1. Respond orally to stories read aloud by identifying the characters, setting, and key events of stories read aloud, using key words, short phrases, and simple sentences. (ss)	K1: 25–30, 88–93, 151–157, 214–221, 279–283, 340–345 K2: 25–28, 86–91, 149–153, 210–217, 274–279, 336–341 K3: 25–29, 86–91, 149–152, 210–215, 272–277, 334–339 K4: 25–29, 86–93, 151–155, 212–219, 277–280, 338–345 K5: 25–28, 86–93, 151–155, 212–219, 277–280, 338–345 K6: 25–28, 86–91, 148–153, 210–217, 275–278, 336–343
2. Retell simple stories, placing events in sequence. (s) (m) (ss)	K1: 24, 31, 88, 93, 150, 157, 214, 221, 278, 283, 340, 345 K2: 24, 29, 86, 91, 148, 153, 210, 217, 274, 279, 336, 341 K3: 24, 29, 86, 91, 148, 153, 210, 215, 272, 277, 334, 339 K4: 24, 29, 86, 93, 146, 150, 155, 168, 176, 186, 212, 219, 276, 281, 338, 345 K5: 24, 29, 86, 93, 150, 155, 212, 219, 276, 281, 338, 345 K6: 24, 29, 86, 91, 148, 153, 210, 217, 238, 274, 279, 336, 343
3. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	K2: 82, 104, 112, 122 K3: 51 K4: 20, 42, 50, 60 K6: 348
4. Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.	K1: 13, 23, 38, 47, 55, 77, 87, 100, 109, 117, 139, 149, 164, 173, 179, 181, 203, 223, 228, 237, 245, 267, 277, 290, 299, 307, 329, 339, 352, 361, 369 K2: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 144, 147, 160, 166, 169, 174, 177, 184, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 348, 357, 365 K3: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 222, 233, 239, 261, 271, 284, 293, 301, 323, 333, 346, 355, 363 K4: 13, 23, 36, 45, 53, 75, 85, 100, 117, 139, 149, 162, 171, 179, 201, 211, 222, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K5: 13, 23, 36, 45, 53, 75, 85, 100, 109, 117, 139, 149, 162, 171, 179, 201, 211, 226, 235, 243, 265, 275, 288, 297, 305, 327, 337, 352, 361, 369 K6: 13, 23, 36, 45, 53, 75, 85, 98, 107, 115, 137, 147, 160, 169, 177, 199, 209, 224, 233, 241, 263, 273, 286, 295, 303, 325, 335, 350, 359, 367

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
English Language Proficiency Standards in Reading	
ELL I	
Print Concepts	
The student will demonstrate understanding of print concepts of the English language.	
Beginning	
1. Demonstrate appropriate book handling skills (e.g., hold a book right side up and turn pages in the correct direction).	K1: 18, 24, 110, 340
Early Intermediate	
1. Demonstrate appropriate book handling skills (e.g., identify the front cover, back cover, and title page of a book).	K1: 14, 18, 42, 48, 78, 101, 104, 140, 168, 204, 232, 240, 268, 294, 330, 356 K2: 14, 40, 76, 102, 108, 138, 148, 164, 200, 228, 264, 290, 326, 352 K3: 14, 40, 76, 102, 138, 148, 200, 226, 264, 288, 326, 350 K4: 14, 40, 104, 140, 202, 230, 276, 292, 300, 328 K5: 40, 76, 104, 140, 172, 202, 230, 292, 328, 356 K6: 14, 40, 102, 108, 138, 164, 170, 200, 228, 290, 296, 326, 336, 354, 360
Intermediate	
1. Demonstrate appropriate book handling skills (e.g., recognize left to right and top to bottom directionality of English reading).	K1: 12, 18, 24, 37, 46, 76, 86, 99, 108, 110, 138, 148, 163, 172, 202, 212, 214, 227, 236, 266, 276, 278, 289, 298, 328, 338, 340, 351, 360 K2: 12, 22, 35, 44, 74, 84, 97, 103, 106, 136, 146, 159, 168, 198, 208, 223, 232 K3: 12, 22, 35, 44, 74, 84, 97, 106, 136, 146, 159, 168, 198, 208, 221, 230, 260, 270, 283, 292, 322, 332, 345, 354 K4: 12, 22, 35, 44, 74, 84, 99, 108, 138, 148, 150, 161, 170, 200, 210, 225, 234, 264, 274, 287, 296, 326, 336, 351, 360 K5: 12, 22, 35, 44, 52, 74, 84, 99, 108, 116, 138, 148, 161, 170, 178, 200, 210, 225, 234, 242, 264, 274, 287, 296, 304, 326, 336, 338, 351, 360, 368 K6: 12, 22, 35, 44, 52, 74, 84, 97, 106, 114, 136, 146, 159, 168, 176, 198, 208, 223, 232, 240, 262, 272, 285, 294, 302, 324, 334, 349, 358, 366
2. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).	K1: 14, 43, 51, 204, 252, 268, 340 K2: 76, 81, 200, 326, 358 K3: 86, 138, 200, 324 K4: 14, 140, 212, 233, 266 K5: 21, 140, 202, 266 K6: 14, 76, 86, 166, 326
Early Advanced	
1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books.	K1: 12, 18, 24, 37, 46, 76, 86, 99, 108, 110, 138, 148, 163, 172, 202, 212, 214, 227, 236, 266, 276, 278, 289, 298, 328, 338, 340, 351, 360 K2: 12, 22, 35, 44, 74, 84, 97, 103, 106, 136, 146, 159, 168, 198, 208, 223, 232

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2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.	<p>K1: 49, 77, 88, 203</p> <p>K2: 86, 199</p> <p>K3: 138</p> <p>K4: 266, 338</p> <p>K5: 75</p> <p>K6: 13, 75, 199, 210, 264, 325</p>
Advanced	
1. Distinguish between printed letters and words.	<p>K1: 17, 32–33, 81, 94–95, 102–103, 111, 142–143, 154, 158–159, 166–167, 207, 231, 284</p> <p>K2: 17, 39, 47, 55, 79, 93, 101, 109, 141, 155, 163, 171, 219, 227, 235, 267, 281, 289, 297, 329, 343, 351, 359</p> <p>K3: 17, 31, 38, 47, 79, 93, 109, 141, 155, 163, 170, 203, 217, 225, 233, 265, 279, 287, 295, 327, 340–341, 349, 357</p> <p>K4: 17, 30–31, 39, 47, 79, 94–95, 111, 157, 165, 205, 221–222, 229, 236, 269, 283, 291, 299, 331, 346–347, 355, 363</p> <p>K5: 17, 31, 39, 47, 78, 95, 143, 157, 165, 173, 205, 221, 283, 291, 299, 347, 355, 363</p> <p>K6: 17, 31, 39, 47, 78, 101, 141, 163, 203, 219, 235, 361</p>
2. Demonstrate the one-to-one correlation between a spoken word and a printed word.	<p>K1: 16, 41, 50, 57, 80, 103, 112, 119, 142, 167, 176, 183, 206, 231, 240, 247, 271, 292, 302, 309, 333, 355, 364, 371</p> <p>K2: 17, 39, 48, 55, 79, 101, 110, 117, 141, 163, 172, 203, 227, 236, 243, 267, 289, 298, 305, 329, 351, 360, 367</p> <p>K3: 17, 39, 48, 56, 79, 101, 110, 117, 141, 163, 172, 179, 203, 225, 234, 241, 265, 287, 296, 303, 327, 349, 358, 365</p> <p>K4: 17, 39, 48, 55, 79, 103, 112, 119, 143, 165, 174, 181, 205, 229, 238, 245, 269, 291, 300, 307, 331, 355, 364, 371</p> <p>K5: 17, 39, 48, 55, 70, 103, 112, 119, 143, 165, 174, 181, 205, 229, 238, 245, 269, 291, 295, 300, 307, 331, 355, 364, 371</p> <p>K6: 17, 39, 48, 55, 79, 101, 110, 117, 141, 163, 172, 179, 203, 227, 236, 243, 267, 289, 298, 305, 329, 353, 362, 369</p>

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3. Identify letters, words, and sentences.	<p>K1: 17, 32–33, 49, 54, 77, 81, 88, 94–95, 102–103, 111, 142–143, 154, 158–159, 166–167, 203, 207, 231, 271, 284–285, 292–293, 301, 309, 310–311, 333, 346–347, 354–355, 363, 371, 372–373, DI 35, DI 36</p> <p>K2: 17, 18, 31, 39, 47, 55, 56, 79, 86, 93, 101, 102, 109, 110, 117, 119, 141, 155, 163, 171, 179, 181, 199, 203, 219, 227, 235, 267, 281, 289, 297, 305, 307, 329, 343, 351, 359, 367, 369</p> <p>K3: 17, 18, 31, 38, 39, 47, 48, 55, 79, 93, 95, 101, 103, 109, 138, 141, 154, 155, 163, 170, 203, 217, 225, 233, 265, 279, 287, 295, 296, 304, 327, 340–341, 349, 357, 365, 371, 373</p> <p>K4: 17, 30–31, 39, 47, 55, 79, 94–95, 103, 111, 112, 119, 121, 143, 157, 165, 205, 221–222, 229, 236, 245, 247, 266, 269, 283, 291, 299, 300, 307, 309, 331, 338, 346–347, 355, 363, 364</p> <p>K5: 17, 31, 39, 47, 48, 57, 75, 78, 79, 95, 112, 143, 157, 165, 173, 174, 181, 183, 204, 205, 221, 229, 238, 245, 247, 269, 283, 291, 299, 347, 355, 363, 364, 371, 373</p> <p>K6: 13, 17, 31, 39, 47, 48, 55, 57, 75, 78, 79, 93, 101, 110, 117, 119, 141, 155, 163, 172, 179, 181, 199, 203, 210, 219, 227, 235, 236, 243, 245, 264, 267, 281, 289, 298, 305, 307, 325, 329, 345, 353, 361, 362, 369, 371</p>
Phonetic Awareness & Decoding	
Standard:	
The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	
Beginning	
1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as k, l, m, n, p).	<p>K1: 139, 217, 284, 292, 295, 301, 303, 309, 310–311, 333, 346–347, 354, 357, 363, 365, 371, 372–373</p> <p>K2: 17, 30–31, 38–39, 41, 47, 49, 55, 56–57, 60, 79, 92–93, 100–101, 108, 109, 117, 118–119, 141, 154–155, 162–163, 171, 179, 180–181, 203, 218–219, 226–227, 235, 237, 243, 244–245, 267, 280–281, 288–289, 297, 305, 329, 342–343, 350–351, 353, 359, 361, 367, 368–369</p> <p>K3: 17, 30–31, 38, 47, 51, 55, 56–57, 70, 92–93, 117, 118–119, 141, 154–155, 162–163, 170, 179, 180–181, 203, 216–217, 224–225, 233, 241, 242–243, 265, 278–279, 286–287, 295, 303, 304–305, 327, 340–341, 348–349, 357, 365, 366–367</p> <p>K4: 17, 30–31, 38–39, 47, 55, 56–57, 79, 94–95, 111, 119, 156–157, 173, 181, 201, 205, 221–222, 228–229, 236, 268–269, 282–283, 290–291, 299, 307, 331, 346–347, 354–355, 363, 371</p> <p>K5: 17, 30–31, 38–39, 47, 49, 55, 78, 94–95, 119–120, 143, 156–157, 164–165, 173, 181, 182–183, 205, 220–221, 269, 282–283, 290–</p>

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Early Intermediate	
1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language, including initial and final consonants (e.g., use words such as libro and clase or sentences such as <i>El libro esta en la clase</i> to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences).	K1: 139, 217, 284, 292, 295, 301, 303, 309, 310–311, 333, 346–347, 354, 357, 363, 365, 371, 372–373 K2: 17, 30–31, 38–39, 41, 47, 49, 55, 56–57, 60, 79, 92–93, 100–101, 108, 109, 117, 118–119, 141, 154–155, 162–163, 171, 179, 180–181, 203, 218–219, 226–227, 235, 237, 243, 244–245, 267, 280–281, 288–289, 297, 305, 329, 342–343, 350–351, 353, 359, 361, 367, 368–369 K3: 17, 30–31, 38, 47, 51, 55, 56–57, 70, 92–93, 117, 118–119, 141, 154–155, 162–163, 170, 179, 180–181, 203, 216–217, 224–225, 233, 241, 242–243, 265, 278–279, 286–287, 295, 303, 304–305, 327, 340–341, 348–349, 357, 365, 366–367 K4: 17, 30–31, 38–39, 47, 55, 56–57, 79, 94–95, 111, 119, 156–157, 173, 181, 201, 205, 221–222, 228–229, 236, 268–269, 282–283, 290–291, 299, 307, 331, 346–347, 354–355, 363, 371 K5: 17, 30–31, 38–39, 47, 49, 55, 78, 94–95, 119–120, 143, 156–157, 164–165, 173, 181, 182–183, 205, 220–221, 269, 282–283, 290–291, 299, 331, 346–347, 354–355, 363, 371 K6: 17, 30–31, 35, 38–39, 39, 41, 47, 55, 56–57, 78, 92–93, 100–101, 109, 116–117, 118–119, 141, 154–155, 162–163, 171, 179, 180–181, 141, 154–155, 162–163, 171, 179, 180–181, 203, 218–219, 226–227, 235, 243, 244–245, 266, 280–281, 288–289, 297, 305, 306–307, 329, 344–345, 352–353, 361, 369, 370–371
2. Distinguish spoken rhyming words from non-rhyming words.	K1: 16, 32, 40, 49, 57
3. Identify the initial sounds (not letters) of a spoken word.	K1: 270, 284, 292, 309, 332, 346, 354, 363, 371 K2: 16, 38, 47, 55, 78, 92, 100, 109, 117, 140, 154, 162, 171, 179, 202, 218, 235, 243, 266, 297, 305, 328, 350 K3: 16, 30, 38, 47, 55, 78, 92, 100, 140, 154, 162, 171, 179, 202, 216, 224, 233, 241, 264, 266, 278, 286, 295, 303, 326, 357, 365 K4: 16, 30, 38, 55, 78, 94, 102, 111, 119, 142, 156, 164, 173, 181, 204, 220, 228, 245, 268, 290, 299, 307, 330, 354, 363, 371 K5: 16, 30, 55, 78, 94, 102, 119, 142, 156, 164, 173, 181, 204, 220, 245, 268, 282, 290, 299,

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<p>Intermediate</p> <p>1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language, including long and short vowels (e.g., for students whose first language is Spanish, sounds such as th, ll, b)</p>	<p>Related content:</p> <p>K1: 139, 217, 284, 292, 295, 301, 303, 309, 310–311, 333, 346–347, 354, 357, 363, 365, 371, 372–373</p> <p>K2: 17, 30–31, 38–39, 41, 47, 49, 55, 56–57, 60, 79, 92–93, 100–101, 108, 109, 117, 118–119, 141, 154–155, 162–163, 171, 179, 180–181, 203, 218–219, 226–227, 235, 237, 243, 244–245, 267, 280–281, 288–289, 297, 305, 329, 342–343, 350–351, 353, 359, 361, 367, 368–369</p> <p>K3: 17, 30–31, 38, 47, 51, 55, 56–57, 70, 92–93, 117, 118–119, 141, 154–155, 162–163, 170, 179, 180–181, 203, 216–217, 224–225, 233, 241, 242–243, 265, 278–279, 286–287, 295, 303, 304–305, 327, 340–341, 348–349, 357, 365, 366–367</p> <p>K4: 17, 30–31, 38–39, 47, 55, 56–57, 79, 94–95, 111, 119, 156–157, 173, 181, 201, 205, 221–222, 228–229, 236, 268–269, 282–283, 290–291, 299, 307, 331, 346–347, 354–355, 363, 371</p> <p>K5: 17, 30–31, 38–39, 47, 49, 55, 78, 94–95, 119–120, 143, 156–157, 164–165, 173, 181, 182–183, 205, 220–221, 269, 282–283, 290–291, 299, 331, 346–347, 354–355, 363, 371</p> <p>K6: 17, 30–31, 35, 38–39, 39, 41, 47, 55, 56–57, 78, 92–93, 100–101, 109, 116–117, 118–119, 141, 154–155, 162–163, 171, 179, 180–181, 141, 154–155, 162–163, 171, 179, 180–181, 203, 218–219, 226–227, 235, 243, 244–245, 266, 280–281, 288–289, 297, 305, 306–307, 329, 344–345, 352–353, 361, 369, 370–371</p>
2. Identify rhyming words in response to an oral prompt.	K1: 16, 32, 40, 49, 57
3. Identify the initial and final sounds (not letters) of a spoken word.	<p>K1: 270, 284, 292, 309, 332, 346, 354, 363, 371</p> <p>K2: 16, 38, 47, 55, 78, 92, 100, 109, 117, 140, 154, 162, 171, 179, 202, 218, 235, 243, 266, 297, 305, 328, 350, K3: 16, 30, 38, 47, 55, 78, 92, 100, 140, 154, 162, 171, 179, 202, 216, 224, 233, 241, 264, 266, 278, 286, 295, 303, 326, 357, 365</p> <p>K4: 16, 30, 38, 55, 78, 94, 102, 111, 119, 142, 156, 164, 173, 181, 204, 220, 228, 245, 268, 290, 299, 307, 330, 354, 363, 371</p> <p>K5: 16, 30, 55, 78, 94, 102, 119, 142, 156, 164, 173, 181, 204, 220, 245, 268, 282, 290, 299, 307, 330, 346, 354, 363, 371</p> <p>K6: 16, 47, 55, 78, 100, 109, 117, 162, 179, 202, 226, 266, 280, 288, 297, 305, 328, 361</p>

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4. Name some upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as Ss, Pp, Cc).	<p>K1: 17, 32–33, 40–41, 49, 57, 58–59, 81, 94–95, 102–103, 111, 119, 120–121, 143, 158–159, 166–167, 175, 183, 207, 222–223, 230–231, 239, 247, 248–249, 271, 285, 293, 333, 347, 355, 363</p> <p>K2: 17, 30–31, 39, 47, 55, 56–57, 79, 93, 101, 109, 140, 141, 155, 163, 171, 219, 227, 235, 267, 281, 289, 297, 329, 343, 351, 359</p> <p>K3: 17, 31, 38, 47, 79, 93, 109, 141, 155, 163, 170, 203, 217, 225, 233, 265, 279, 287, 295, 327, 340–341, 349, 357</p> <p>K4: 17, 30–31, 39, 47, 79, 94–95, 111, 157, 165, 205, 221–222, 229, 236, 269, 283, 291, 299, 331, 346–347, 355, 363</p> <p>K5: 17, 31, 39, 47, 78, 95, 143, 157, 165, 173, 205, 221, 283, 291, 299, 347, 355, 363</p> <p>K6: 17, 31, 39, 47, 78, 101, 141, 163, 203, 219, 235, 361</p>
Early Advanced	
1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	<p>Related content:</p> <p>K1: 139, 217, 284, 292, 295, 301, 303, 309, 310–311, 333, 346–347, 354, 357, 363, 365, 371, 372–373</p> <p>K2: 17, 30–31, 38–39, 41, 47, 49, 55, 56–57, 60, 79, 92–93, 100–101, 108, 109, 117, 118–119, 141, 154–155, 162–163, 171, 179, 180–181, 203, 218–219, 226–227, 235, 237, 243, 244–245, 267, 280–281, 288–289, 297, 305, 329, 342–343, 350–351, 353, 359, 361, 367, 368–369</p> <p>K3: 17, 30–31, 38, 47, 51, 55, 56–57, 70, 92–93, 117, 118–119, 141, 154–155, 162–163, 170, 179, 180–181, 203, 216–217, 224–225, 233, 241, 242–243, 265, 278–279, 286–287, 295, 303, 304–305, 327, 340–341, 348–349, 357, 365, 366–367</p> <p>K4: 17, 30–31, 38–39, 47, 55, 56–57, 79, 94–95, 111, 119, 156–157, 173, 181, 201, 205, 221–222, 228–229, 236, 268–269, 282–283, 290–291, 299, 307, 331, 346–347, 354–355, 363, 371</p> <p>K5: 17, 30–31, 38–39, 47, 49, 55, 78, 94–95, 119–120, 143, 156–157, 164–165, 173, 181, 182–183, 205, 220–221, 269, 282–283, 290–291, 299, 331, 346–347, 354–355, 363, 371</p> <p>K6: 17, 30–31, 35, 38–39, 39, 41, 47, 55, 56–57, 78, 92–93, 100–101, 109, 116–117, 118–119, 141, 154–155, 162–163, 171, 179, 180–181, 141, 154–155, 162–163, 171, 179, 180–181, 203, 218–219, 226–227, 235, 243, 244–245, 266, 280–281, 288–289, 297, 305, 306–307, 329, 344–345, 352–353, 361, 369, 370–371</p>
2. Produce rhyming words in response to an oral prompt.	K1: 16, 32, 40, 49, 57

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3. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes.	K3: 47, 48, 140, 171, 295, 357 K4: 47, 204, 236 K5: 38, 47, 55, 111, 142, 173, 245, 299, 330, 363 K6: 16, 78, 140, 202, 266, 288, 328
4. Orally produce groups of words that begin with the same initial sound.	K1: 270, 284, 292, 309, 332, 346, 363, 371 K2: 16, 38, 47, 55, 78, 92, 109, 117, 140, 154, 171, 179, 202, 218, 235, 243, 266, 297, 305, 328, 350 K3: 16, 30, 47, 55, 78, 92, 100, 140, 154, 171, 179, 202, 216, 233, 241, 264, 278, 286, 295, 303, 326, 357, 365 K4: 16, 30, 38, 55, 78, 94, 111, 119, 142, 156, 173, 181, 204, 220, 228, 245, 268, 290, 299, 307, 330, 354, 363, 371 K5: 16, 30, 55, 142, 156, 164, 181, 204, 220, 245, 268, 282, 290, 299, 307, 330, 346, 354, 363, 371 K6: 16, 47, 55, 78, 109, 117, 162, 179, 202, 226, 266, 280, 288, 297, 305, 328, 361
5. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., D d).	K1: 17, 32–33, 40–41, 49, 57, 58–59, 81, 94–95, 102–103, 111, 119, 120–121, 143, 158–159, 166–167, 175, 183, 207, 222–223, 230–231, 239, 247, 248–249, 271, 285, 293, 333, 347, 355, 363 K2: 17, 30–31, 39, 47, 55, 56–57, 79, 93, 101, 109, 140, 141, 155, 163, 171, 219, 227, 235, 267, 281, 289, 297, 329, 343, 351, 359 K3: 17, 31, 38, 47, 79, 93, 109, 141, 155, 163, 170, 203, 217, 225, 233, 265, 279, 287, 295, 327, 340–341, 349, 357 K4: 17, 30–31, 39, 47, 79, 94–95, 111, 157, 165, 205, 221–222, 229, 236, 269, 283, 291, 299, 331, 346–347, 355, 363 K5: 17, 31, 39, 47, 78, 95, 143, 157, 165, 173, 205, 221, 283, 291, 299, 347, 355, 363 K6: 17, 31, 39, 47, 78, 101, 141, 163, 203, 219, 235, 361
Advanced	
1. Produce English graphemes represented by all the single-lettered consonants and vowels.	K1: 139, 217, 284, 292, 295, 301, 303, 309, 310–311, 333, 346–347, 354, 357, 363, 365, 371, 372–373 K2: 17, 30–31, 38–39, 41, 47, 49, 55, 56–57, 60, 79, 92–93, 100–101, 108, 109, 117, 118–119, 141, 154–155, 162–163, 171, 179, 180–181, 203, 218–219, 226–227, 235, 237, 243, 244–245, 267, 280–281, 288–289, 297, 305, 329, 342–343, 350–351, 353, 359, 361, 367, 368–369 K3: 17, 30–31, 38, 47, 51, 55, 56–57, 70, 92–93, 117, 118–119, 141, 154–155, 162–163, 170, 179, 180–181, 203, 216–217, 224–225, 233, 241, 242–243, 265, 278–279, 286–287, 295, 303, 304–305, 327, 340–341, 348–349, 357,

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2. Recognize that a new word is created when a specific letter is changed, added, or removed.	K2: 38, 100, 162, 226, 288, 350 K3: 38, 100, 224, 269, 286, 348 K4: 38, 102, 228, 330, 354 K5: 16, 38, 78, 102, 164, 204, 228, 251 K6: 43, 113, 122, 140, 167, 207, 231
3. Move sequentially from sound to sound and represent the number, order, and similarity or difference of two and three isolated phonemes.	K3: 47, 48, 140, 171, 295, 357 K4: 47, 204, 236 K5: 38, 47, 55, 111, 142, 173, 245, 299, 330, 363 K6: 16, 78, 140, 202, 266, 288, 328
4. Orally blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man).	K1: 80, 102, 111, 119, 175, 206, 226, 239, 267, 271, 292 K2: 75, 78, 140, 117, 288 K3: 199 K4: 164, 204, 290, 327 K5: 13, 17, 139, 143, 269, 290 K6: 38, 75, 199, 263, 266, 288, 328, 352, 361, 369
5. Recognize and name all upper and lower case letters of the alphabet.	K1: 17, 32–33, 40–41, 49, 57, 58–59, 81, 94–95, 102–103, 111, 119, 120–121, 143, 158–159, 166–167, 175, 183, 207, 222–223, 230–231, 239, 247, 248–249, 271, 285, 293, 333, 347, 355, 363 K2: 17, 30–31, 39, 47, 55, 56–57, 79, 93, 101, 109, 140, 141, 155, 163, 171, 219, 227, 235, 267, 281, 289, 297, 329, 343, 351, 359 K3: 17, 31, 38, 47, 79, 93, 109, 141, 155, 163, 170, 203, 217, 225, 233, 265, 279, 287, 295, 327, 340–341, 349, 357 K4: 17, 30–31, 39, 47, 79, 94–95, 111, 157, 165, 205, 221–222, 229, 236, 269, 283, 291, 299, 331, 346–347, 355, 363 K5: 17, 31, 39, 47, 78, 95, 143, 157, 165, 173, 205, 221, 283, 291, 299, 347, 355, 363 K6: 17, 31, 39, 47, 78, 101, 141, 163, 203, 219, 235, 361

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Vocabulary	
Standard	
The student will acquire English language vocabulary and use it in relevant contexts.	
(Some content also covered in Listening & Speaking)	
Beginning	
1. Sort a few common objects or pictures into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	K1: 36, 43, 179, 326, 337 K2: 11, 145, 175, 183, 261, 355 K3: 61, 72, 321 K4: 61, 251 K5: 61, 83, 199 K6: 11, 73, 261
2. Identify a few common signs, symbols, and labels in the environment, including traffic signs. (s) (m) (ss)	K1: 137, 200, 201, 326, 327 K2: 73, 197 K3: 10, 73, 196, 197, 258, 259, 321 K4: 10, 137, 233, 263 K5: 10, 11, 21, 73, 136, 137, 198, 199 K6: 11, 72, 135, 166, 197
Early Intermediate	
1. Sort some common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	K1: 36, 43, 179, 326, 337 K2: 11, 145, 175, 183, 261, 355 K3: 61, 72, 321 K4: 61, 251 K5: 61, 83, 199 K6: 11, 73, 261
2. Identify some common signs, symbols, and labels in the environment. (s) (m) (ss)	K1: 137, 200, 201, 326, 327 K2: 73, 197 K3: 10, 73, 196, 197, 258, 259, 321 K4: 10, 137, 233, 263 K5: 10, 11, 21, 73, 136, 137, 198, 199 K6: 11, 72, 135, 166, 197
Intermediate	
1. Sort many common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	K1: 36, 43, 179, 326, 337 K2: 11, 145, 175, 183, 261, 355 K3: 61, 72, 321 K4: 61, 251 K5: 61, 83, 199 K6: 11, 73, 261
2. Identify many common signs, symbols, and labels in the environment. (s) (m) (ss)	K1: 137, 200, 201, 326, 327 K2: 73, 197 K3: 10, 73, 196, 197, 258, 259, 321 K4: 10, 137, 233, 263 K5: 10, 11, 21, 73, 136, 137, 198, 199 K6: 11, 72, 135, 166, 197
Early Advanced	
1. Sort most common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	K1: 36, 43, 179, 326, 337 K2: 11, 145, 175, 183, 261, 355 K3: 61, 72, 321 K4: 61, 251 K5: 61, 83, 199 K6: 11, 73, 261

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
2. Comprehend (point, label, name) with the aid of picture cues one or two simple grade-level words, when heard or read aloud. (s) (m) (ss)	K1: 23, 38, 47, 87, 100, 109, 149, 164, 173, 213, 228, 237, 277, 290, 299, 339, 352, 361 K2: 23, 36, 45, 85, 98, 107, 147, 160, 169, 209, 224, 233, 272, 286, 295, 335, 348 K3: 23, 36, 45, 85, 98, 107, 147, 160, 169, 209, 222, 231, 271, 284, 293, 333, 346, 355 K4: 23, 36, 45, 85, 100, 109, 149, 162, 171, 211, 226, 235, 275, 288, 297, 337, 352, 361 K5: 23, 36, 45, 85, 100, 109, 149, 162, 171, 211, 226, 235, 275, 288, 297, 337, 352, 361 K6: 23, 36, 45, 75, 85, 98, 137, 147, 160, 199, 209, 224, 263, 273, 286, 325, 335, 359
Advanced	
1. Sort common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	K1: 36, 43, 179, 326, 337 K2: 11, 145, 175, 183, 261, 355 K3: 61, 72, 321 K4: 61, 251 K5: 61, 83, 199 K6: 11, 73, 261
2. Comprehend (point, label, name) with the aid of picture cues a few simple grade-level words, when heard or read aloud. (s) (m) (ss)	K1: 23, 38, 47, 87, 100, 109, 149, 164, 173, 213, 228, 237, 277, 290, 299, 339, 352, 361 K2: 23, 36, 45, 85, 98, 107, 147, 160, 169, 209, 224, 233, 272, 286, 295, 335, 348 K3: 23, 36, 45, 85, 98, 107, 147, 160, 169, 209, 222, 231, 271, 284, 293, 333, 346, 355 K4: 23, 36, 45, 85, 100, 109, 149, 162, 171, 211, 226, 235, 275, 288, 297, 337, 352, 361 K5: 23, 36, 45, 85, 100, 109, 149, 162, 171, 211, 226, 235, 275, 288, 297, 337, 352, 361 K6: 23, 36, 45, 75, 85, 98, 137, 147, 160, 199, 209, 224, 263, 273, 286, 325, 335, 359
Comprehending Text	
Standard:	
The student will analyze text for expression, enjoyment, and response to other related content areas.	
Beginning	
1. Respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures. (ss)	K1: 15, 20, 21, 24, 36, 39, 48, 56, 60, 79, 84, 88, 101, 110, 118, 122, 165, 229, 269, 274, 275, 278, 300, 308, 312, 353, DI 31, DI 32, DI 35 K2: 77, 82, 83, 86, 91, 96, 99, 105, 108, 116, 120, 206, 225, 230, 238, 248, DI 32 K3: 77, 82, 86, 99, 108, 113, 116, 120, 201, 210, 220, 223, 240, 244, 347, DI 32, DI 34 K4: 101, 203, 208, 209, 212, 219, 227, 236, 244, 248, 329, 334, 338, 350, 353, 362, 367, 370, 374, DI 34, DI 36 K5: 37, 203, 208, 209, 212, 219, 224, 227, 236, 241, 244, 248, 313, 334, 358, 366, 367, 376, DI 34 K6: 77, 82, 83, 86, 91, 99, 108, 116, 120, 206, 222, 230, 231, 238, 248, 265, 270, 274, 279, 284, 287, 206, 304, 308, 332, 356, 364, DI 35

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
2. Arrange a series of familiar pictures in sequence. (s) (m) (ss)	K.1: 141, 146, 147, 150, 165, 171, 174, 182, 186, 291, DI 33 K.2: 99, 265, 270, 271, 274, 284, 287, 296, 304, 308, 349, DI 35 K.3: 82, 83, 104, 105, 112, 122, 123, 344 K.4: 15, 20, 21, 24, 37, 43, 46, 54, 58, 141, 146, 150, 160, 163, 169, 172, 177, 180, 184, DI 31, DI 33 K.5: 101
3. Follow simple one-word written directions for classroom activities that are accompanied by picture cues.	K1: 10–11, 44, 74–75, 136–137, 200–201, 264–265, 326–327 K2: 10–11, 50, 72–73, 82, 104, 112, 122, 134–135, 196–197, 260–261, 322–323 K3: 10–11, 51, 72–73, 134–135, 158, 196–197, 258–259, 320–321 K4: 10–11, 20, 42, 50, 60, 72–73, 136–137, 198–199, 262–263, 324–325 K5: 10–11, 72–73, 134–135, 198–199, 262–263, 324–325 K6: 10–11, 72–73, 134–135, 196–197, 260–261, 322–323, 348
4. Sometimes participate in choral reading by acting out its meaning	K1: 25–29, 56, 94, 118, 146, 151–157, 158, 222, 284, 346 K2: 30, 92, 154, 218, 280, 336–341, 342, 361 K3: 30, 92, 154, 216, 278, 340 K4: 30, 94, 151–155, 156, 220, 282, 334, 346, 366, 376 K5: 30, 94, 151–155, 156, 220, 282, 346 K6: 30, 42, 50, 60, 92, 154, 218, 280, 344, 368
Early Intermediate	
1. Respond orally to stories dramatized or read to him or her by answering simple questions, using isolated words or strings of two- to three-word responses. (ss)	K1: 15, 20, 21, 24, 36, 39, 48, 56, 60, 79, 84, 88, 101, 110, 118, 122, 165, 229, 269, 274, 275, 278, 300, 308, 312, 353, DI 31, DI 32, DI 35 K2: 77, 82, 83, 86, 91, 96, 99, 105, 108, 116, 120, 206, 225, 230, 238, 248, DI 32 K3: 77, 82, 86, 99, 108, 113, 116, 120, 201, 210, 220, 223, 240, 244, 347, DI 32, DI 34 K4: 101, 203, 208, 209, 212, 219, 227, 236, 244, 248, 329, 334, 338, 350, 353, 362, 367, 370, 374, DI 34, DI 36 K5: 37, 203, 208, 209, 212, 219, 224, 227, 236, 241, 244, 248, 313, 334, 358, 366, 367, 376, DI 34 K6: 77, 82, 83, 86, 91, 99, 108, 116, 120, 206, 222, 230, 231, 238, 248, 265, 270, 274, 279, 284, 287, 206, 304, 308, 332, 356, 364, DI 35
2. Arrange a series of familiar pictures in sequence and occasionally use key words and physical actions.	K.1: 141, 146, 147, 150, 165, 171, 174, 182, 186, 291, DI 33 K.2: 99, 265, 270, 271, 274, 284, 287, 296, 304, 308, 349, DI 35, K.3: 82, 83, 104, 105, 112, 122, 123, 344, K.4: 15, 20, 21, 24, 37, 43, 46, 54, 58, 141, 146, 150, 160, 163, 169, 172, 177, 180, 184, DI 31, DI 33, K.5: 101

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
3. Follow simple one-step (two to three words) written directions for classroom activities that are accompanied by picture cues. (s) (m) (ss)	K1: 10–11, 44, 74–75, 136–137, 200–201, 264–265, 326–327 K2: 10–11, 50, 72–73, 82, 104, 112, 122, 134–135, 196–197, 260–261, 322–323 K3: 10–11, 51, 72–73, 134–135, 158, 196–197, 258–259, 320–321 K4: 10–11, 20, 42, 50, 60, 72–73, 136–137, 198–199, 262–263, 324–325 K5: 10–11, 72–73, 134–135, 198–199, 262–263, 324–325 K6: 10–11, 72–73, 134–135, 196–197, 260–261, 322–323, 348
4. Often participate in choral reading by acting out its meaning.	K1: 25–29, 56, 94, 118, 146, 151–157, 158, 222, 284, 346 K2: 30, 92, 154, 218, 280, 336–341, 342, 361 K3: 30, 92, 154, 216, 278, 340 K4: 30, 94, 151–155, 156, 220, 282, 334, 346, 366, 376 K5: 30, 94, 151–155, 156, 220, 282, 346 K6: 30, 42, 50, 60, 92, 154, 218, 280, 344, 368
Intermediate	
1. Respond orally to stories dramatized or read to him or her by answering factual comprehension questions, using short patterns of words and phrases. (ss)	K1: 15, 20, 21, 24, 36, 39, 48, 56, 60, 79, 84, 88, 101, 110, 118, 122, 165, 229, 269, 274, 275, 278, 300, 308, 312, 353, DI 31, DI 32, DI 35 K2: 77, 82, 83, 86, 91, 96, 99, 105, 108, 116, 120, 206, 225, 230, 238, 248, DI 32 K3: 77, 82, 86, 99, 108, 113, 116, 120, 201, 210, 220, 223, 240, 244, 347, DI 32, DI 34 K4: 101, 203, 208, 209, 212, 219, 227, 236, 244, 248, 329, 334, 338, 350, 353, 362, 367, 370, 374, DI 34, DI 36 K5: 37, 203, 208, 209, 212, 219, 224, 227, 236, 241, 244, 248, 313, 334, 358, 366, 367, 376, DI 34 K6: 77, 82, 83, 86, 91, 99, 108, 116, 120, 206, 222, 230, 231, 238, 248, 265, 270, 274, 279, 284, 287, 206, 304, 308, 332, 356, 364, DI 35
2. Arrange a series of pictures in sequence and use key words and physical actions. (s) (m) (ss)	K.1: 141, 146, 147, 150, 165, 171, 174, 182, 186, 291, DI 33 K.2: 99, 265, 270, 271, 274, 284, 287, 296, 304, 308, 349, DI 35 K.3: 82, 83, 104, 105, 112, 122, 123, 344 K.4: 15, 20, 21, 24, 37, 43, 46, 54, 58, 141, 146, 150, 160, 163, 169, 172, 177, 180, 184, DI 31, DI 33 K.5: 101
3. Follow simple one- to two-step (two to five words) written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	K1: 10–11, 44, 74–75, 136–137, 200–201, 264–265, 326–327 K2: 10–11, 50, 72–73, 82, 104, 112, 122, 134–135, 196–197, 260–261, 322–323 K3: 10–11, 51, 72–73, 134–135, 158, 196–197, 258–259, 320–321 K4: 10–11, 20, 42, 50, 60, 72–73, 136–137,

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	198–199, 262–263, 324–325 K5: 10–11, 72–73, 134–135, 198–199, 262–263, 324–325 K6: 10–11, 72–73, 134–135, 196–197, 260–261, 322–323, 348
4. Consistently participate in choral reading by acting out its meaning.	K1: 25–29, 56, 94, 118, 146, 151–157, 158, 222, 284, 346 K2: 30, 92, 154, 218, 280, 336–341, 342, 361 K3: 30, 92, 154, 216, 278, 340 K4: 30, 94, 151–155, 156, 220, 282, 334, 346, 366, 376 K5: 30, 94, 151–155, 156, 220, 282, 346 K6: 30, 42, 50, 60, 92, 154, 218, 280, 344, 368
Early Advanced	
1. Respond orally to stories read to him or her by answering factual comprehension questions using key words, short phrases, and some simple sentences. (ss)	K1: 15, 20, 21, 24, 36, 39, 48, 56, 60, 79, 84, 88, 101, 110, 118, 122, 165, 229, 269, 274, 275, 278, 300, 308, 312, 353, DI 31, DI 32, DI 35 K2: 77, 82, 83, 86, 91, 96, 99, 105, 108, 116, 120, 206, 225, 230, 238, 248, DI 32 K3: 77, 82, 86, 99, 108, 113, 116, 120, 201, 210, 220, 223, 240, 244, 347, DI 32, DI 34 K4: 101, 203, 208, 209, 212, 219, 227, 236, 244, 248, 329, 334, 338, 350, 353, 362, 367, 370, 374, DI 34, DI 36 K5: 37, 203, 208, 209, 212, 219, 224, 227, 236, 241, 244, 248, 313, 334, 358, 366, 367, 376, DI 34 K6: 77, 82, 83, 86, 91, 99, 108, 116, 120, 206, 222, 230, 231, 238, 248, 265, 270, 274, 279, 284, 287, 206, 304, 308, 332, 356, 364, DI 35
2. Identify basic sequences of events in stories read aloud. (s) (m) (ss)	K1: 24, 88, 150, 189, 214, 278, 340 K2: 24, 86, 148, 210, 274, 336 K3: 24, 86, 148, 210, 272, 334 K4: 24, 86, 150, 212, 276, 338 K5: 24, 86, 150, 212, 276, 338 K6: 24, 86, 148, 210, 274, 336
3. Follow short two- to three-step written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	K1: 10–11, 44, 74–75, 136–137, 200–201, 264–265, 326–327 K2: 10–11, 50, 72–73, 82, 104, 112, 122, 134–135, 196–197, 260–261, 322–323 K3: 10–11, 51, 72–73, 134–135, 158, 196–197, 258–259, 320–321 K4: 10–11, 20, 42, 50, 60, 72–73, 136–137, 198–199, 262–263, 324–325 K5: 10–11, 72–73, 134–135, 198–199, 262–263, 324–325 K6: 10–11, 72–73, 134–135, 196–197, 260–261, 322–323, 348
4. Sometimes participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud.	K1: 25–29, 56, 94, 118, 146, 151–157, 158, 222, 284, 346 K2: 30, 92, 154, 218, 280, 336–341, 342, 361 K3: 30, 92, 154, 216, 278, 340

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	K4: 30, 94, 151–155, 156, 220, 282, 334, 346, 366, 376 K5: 30, 94, 151–155, 156, 220, 282, 346 K6: 30, 42, 50, 60, 92, 154, 218, 280, 344, 368
5. Restate information from expository text read aloud by the teacher, using key words, short phrases, and some simple sentences, with teacher support. (s) (m) (ss)	K2: 25–28 K3: 272–277 K6: 148–153, 337–343
6. Make predictions about content based on book title and illustrations. (s) (m) (ss)	K1: 14, 78, 140, 204, 268, 330 K2: 14, 76, 138, 200, 264, 326 K3: 14, 76, 138, 200, 262 K4: 14, 140, 202, 328 K5: 14, 76, 140, 202, 266, 328 K6: 14, 200, 264, 326
Advanced	
1. Identify the characters, setting, and key events of stories read to him or her, using key words, short phrases, and simple sentences. (ss)	K1: 15, 20, 21, 24, 36, 39, 48, 56, 60, 79, 84, 88, 101, 110, 118, 122, 165, 229, 269, 274, 275, 278, 300, 308, 312, 353, DI 31, DI 32, DI 35 K2: 77, 82, 83, 86, 91, 96, 99, 105, 108, 116, 120, 206, 225, 230, 238, 248, DI 32 K3: 77, 82, 86, 99, 108, 113, 116, 120, 201, 210, 220, 223, 240, 244, 347, DI 32, DI 34 K4: 101, 203, 208, 209, 212, 219, 227, 236, 244, 248, 329, 334, 338, 350, 353, 362, 367, 370, 374, DI 34, DI 36 K5: 37, 203, 208, 209, 212, 219, 224, 227, 236, 241, 244, 248, 313, 334, 358, 366, 367, 376, DI 34 K6: 77, 82, 83, 86, 91, 99, 108, 116, 120, 206, 222, 230, 231, 238, 248, 265, 270, 274, 279, 284, 287, 206, 304, 308, 332, 356, 364, DI 35
2. Retell simple stories, placing events in sequence. (s) (m) (ss)	K1: 24, 31, 88, 93, 150, 157, 189, 214, 221, 278, 283, 340, 345 K2: 24, 29, 86, 91, 148, 153, 210, 217, 274, 279, 336, 341 K3: 24, 29, 86, 91, 148, 153, 210, 215, 272, 277, 334, 339 K4: 24, 29, 86, 93, 146, 150, 155, 168, 176, 186, 212, 219, 276, 281, 338, 345 K5: 24, 29, 86, 93, 150, 155, 212, 219, 276, 281, 338, 345 K6: 24, 29, 86, 91, 148, 153, 210, 217, 238, 274, 279, 336, 343
3. Follow short two- to three-step written directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	K1: 10–11, 44, 74–75, 136–137, 200–201, 264–265, 326–327 K2: 10–11, 50, 72–73, 82, 104, 112, 122, 134–135, 196–197, 260–261, 322–323 K3: 10–11, 51, 72–73, 134–135, 158, 196–197, 258–259, 320–321 K4: 10–11, 20, 42, 50, 60, 72–73, 136–137, 198–199, 262–263, 324–325 K5: 10–11, 72–73, 134–135, 198–199, 262–263,

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	324–325 K6: 10–11, 72–73, 134–135, 196–197, 260–261, 322–323, 348
4. Consistently participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud.	K1: 25–29, 56, 94, 118, 146, 151–157, 158, 222, 284, 346 K2: 30, 92, 154, 218, 280, 336–341, 342, 361 K3: 30, 92, 154, 216, 278, 340 K4: 30, 94, 151–155, 156, 220, 282, 334, 346, 366, 376 K5: 30, 94, 151–155, 156, 220, 282, 346 K6: 30, 42, 50, 60, 92, 154, 218, 280, 344, 368
5. Respond to basic comprehension questions about expository text read aloud by the teacher, using key words, phrases, and simple sentences. (s) (m) (ss)	K2: 25–28 K3: 272–277 K6: 148–153, 337–343
6. Make predictions about content based on book title, illustrations, and text. (s) (m) (ss)	K1: 14, 78, 140, 204, 268, 330 K2: 14, 76, 138, 200, 264, 326 K3: 14, 76, 138, 200, 262 K4: 14, 140, 202, 328 K5: 14, 76, 140, 202, 266, 328 K6: 14, 200, 264, 326
English Language Proficiency Standards in Writing	
ELL I	
Writing Applications	
Standard:	
The student will express his or her thinking and ideas in a variety of writing genres.	
Beginning	
1. Respond with drawings to stories dramatized or contextualized by the teacher. (s)	K1: 19, 34, 43, 61, 83, 96, 105, 113, 123, 145, 160, 169, 187, 209, 224, 233, 251, 273, 286, 295, 313, 335, 348, 357 K2: 19, 32, 41, 49, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 344, 353, 371 K3: 19, 32, 41, 59, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 267, 280, 289, 307, 329, 342, 351, 369 K4: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375 K5: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375 K6: 19, 32, 41, 81, 103, 111, 121, 143, 156, 165, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 346, 355, 373

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Early Intermediate	
1. Relate short messages by drawing, dictating to an adult, or using imitative writing. (s)	<p>K1: 19, 34, 43, 61, 83, 96, 105, 113, 123, 145, 160, 169, 187, 209, 224, 233, 251, 273, 286, 295, 313, 335, 348, 357</p> <p>K2: 19, 32, 41, 49, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 344, 353, 371</p> <p>K3: 19, 32, 41, 59, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 267, 280, 289, 307, 329, 342, 351, 369</p> <p>K4: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375</p> <p>K5: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375</p> <p>K6: 19, 32, 41, 81, 103, 111, 121, 143, 156, 165, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 346, 355, 373</p>
Intermediate	
1. Relate short messages by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words. (s)	<p>K1: 19, 34, 43, 61, 83, 96, 105, 113, 123, 145, 160, 169, 187, 209, 224, 233, 251, 273, 286, 295, 313, 335, 348, 357</p> <p>K2: 19, 32, 41, 49, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 344, 353, 371</p> <p>K3: 19, 32, 41, 59, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 267, 280, 289, 307, 329, 342, 351, 369</p> <p>K4: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375</p> <p>K5: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375</p> <p>K6: 19, 32, 41, 81, 103, 111, 121, 143, 156, 165, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 346, 355, 373</p>
2. Dictate friendly letters and thank-you notes.	<p>K4: 239</p> <p>K6: 41</p>
3. Draw a picture about ideas generated through class discussion.	<p>K1: 34, 96, 160, 224, 233, 241, 286, 295, 348, 357, 365</p> <p>K2: 32, 40, 49, 59, 94, 103, 156, 165, 220, 229, 282, 291, 344, 353,</p> <p>K3: 32, 41, 49, 94, 103, 156, 165, 218, 227, 280, 289, 342, 351</p> <p>K4: 32, 41, 96, 105, 113, 158, 167, 175, 222, 231, 284, 293, 348, 357</p> <p>K5: 32, 41, 81, 96, 105, 158, 167, 222, 231, 284, 293, 301, 348, 357</p> <p>K6: 32, 41, 94, 103, 156, 165, 173, 220, 229, 237, 288, 291, 293, 309, 346, 355, 363</p>

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Early Advanced	
1. Relate messages (e.g., labels, lists, observations, directions, and letters) and short stories by drawing, dictating to an adult, using imitative writing, writing key, self-selected words, or writing one to two simple sentences. (s)	K1: 43, 105, 224, 233, 241, 251, 273, 313, 335, 348, 375 K2: 32, 59, 81, 156 K3: 19, 59, 81, 156, 268, 280, 289, 307, 308, 369 K4: 32, 59, 239, 271, 293, 333 K5: 105, 145, 158, 271, 284, 301, 311, 333, 348, 375 K6: 19, 32, 41, 59, 156, 183, 282, 299, 346, 355, 363
2. Participate in writing simple poetry, rhymes, songs, or chants.	K1: 123, 241 K2: 237, 299 K3: 111, 173 K4: 113 K5: 239 K6: 111, 247, 309, 373
3. Use labels, captions, or picture descriptors to expand and enhance meaning (e.g., words that clearly go with the picture text).	K1: 21, 31, 93, 147, 157, 221, 223, 273, 283, 345, K2: 29, 32, 86, 91, 138, 153, 200, 217, 279, 341, K3: 29, 32, 91, 153, 215, 277, 339 K4: 21, 29, 76–77, 93, 155, 219, 281, 345 K5: 29, 93, 113, 155, 219, 281, 345 K6: 29, 43, 91, 153, 217, 279, 343
Advanced	
1. Relate messages and short stories by writing one to two simple sentences, using key words that are posted and commonly used in the classroom. (s)	K1: 19, 34, 43, 61, 83, 96, 105, 113, 123, 145, 160, 169, 187, 209, 224, 233, 251, 273, 286, 295, 313, 335, 348, 357 K2: 19, 32, 41, 49, 59, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 344, 353, 371 K3: 19, 32, 41, 59, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 267, 280, 289, 307, 308, 329, 342, 351, 369 K4: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 239, 249, 271, 284, 293, 311, 333, 348, 357, 375 K5: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 301, 311, 333, 348, 357, 375 K6: 19, 32, 41, 81, 103, 111, 121, 143, 156, 165, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 346, 355, 373
2. Write simple, short letters, including one to two sentences, and key words posted and commonly used in the classroom.	K1: 96, 105, 145, 160, 177, 209, 224, 251, 286, 295, 313, 335, 348, 357, 375 K2: 19, 32, 41, 49, 59, 81, 94, 103, 121, 143, 156, 165, 173, 183, 220, 229, 247, 269, 282, 291, 331, 344, 353, 371 K3: 19, 41, 49, 81, 94, 103, 143, 156, 165, 183, 205, 218, 227, 267, 280, 289, 307, 329, 342, 351, 359 K4: 19, 32, 41, 81, 96, 105, 123, 145, 158, 167,

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Continued	185, 207, 222, 231, 239, 249, 271, 284, 293, 311, 348, 357, 365, 375 K5: 32, 41, 49, 96, 105, 123, 167, 175, 185, 207, 222, 231, 249, 284, 293, 311, 348, 375 K6: 19, 41, 49, 59, 81, 94, 143, 156, 165, 183, 220, 229, 291, 331, 346, 355
3. Create pictures or text with distinctive personal style and originality.	K1: 19, 21, 34, 43, 61, 83, 96, 105, 113, 123, 145, 147, 160, 169, 187, 209, 223, 224, 233, 251, 273, 286, 295, 313, 335, 348, 357 K2: 19, 32, 41, 49, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 344, 353, 371 K3: 19, 32, 41, 59, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 267, 280, 289, 307, 329, 342, 351, 369 K4: 19, 21, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375 K5: 19, 32, 41, 59, 81, 96, 105, 113, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375 K6: 19, 32, 41, 43, 81, 103, 111, 121, 143, 156, 165, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 346, 355, 373
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Write, with support, 1 to 5 letters of the alphabet.	K1: 18, 82, 144, 208, 272, 334, TR10–TR13 K2: 18, 80, 142, 204, 268, 330, TR10–TR13 K3: 18, 80, 142, 204, 266, 328, TR10–TR13 K4: 18, 80, 144, 206, 270, 332, TR10–TR13 K5: 18, 80, 144, 206, 270, 332, TR10–TR13 K6: 18, 80, 142, 204, 268, 330, TR10–TR13
2. Distinguish between upper and lower case letters.	K1: 40, 49, 57, 102, 110, 119, 166, 175, 183, 230, 239, 247, 292, 301, 309, 354, 363, 371 K6: 274
3. Occasionally write letters of given sounds.	K2: 31, 49, 93, 155, 173, 219, 237, 281, 343, 361 K3: 31, 49, 93, 111, 155, 217, 235, 279, 297, 341 K4: 31, 49, 95, 157, 175, 221, 239, 283, 391, 347 K5: 31, 49, 95, 113, 157, 175, 221, 239, 283, 347, 365 K6: 31, 49, 93, 111, 155, 173, 219, 237, 281, 299, 345, 363, 365
Early Intermediate	
1. Write legibly, with support, 5 to 10 lower case and upper case letters of the alphabet.	K1: 18, 82, 144, 208, 272, 334, TR10–TR13 K2: 18, 80, 142, 204, 268, 330, TR10–TR13 K3: 18, 80, 142, 204, 266, 328, TR10–TR13 K4: 18, 80, 144, 206, 270, 332, TR10–TR13

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Continued	K5: 18, 80, 144, 206, 270, 332, TR10–TR13 K6: 18, 80, 142, 204, 268, 330, TR10–TR13
2. Independently and legibly write 1 to 5 lower case and upper case letters of the alphabet.	K1: 18, 82, 144, 208, 272, 334, TR10–TR13 K2: 18, 80, 142, 204, 268, 330, TR10–TR13 K3: 18, 80, 142, 204, 266, 328, TR10–TR13 K4: 18, 80, 144, 206, 270, 332, TR10–TR13 K5: 18, 80, 144, 206, 270, 332, TR10–TR13 K6: 18, 80, 142, 204, 268, 330, TR10–TR13
3. Sometimes write letters of given sounds.	K2: 31, 49, 93, 155, 173, 219, 237, 281, 343, 361 K3: 31, 49, 93, 111, 155, 217, 235, 279, 297, 341 K4: 31, 49, 95, 157, 175, 221, 239, 283, 391, 347 K5: 31, 49, 95, 113, 157, 175, 221, 239, 283, 347, 365 K6: 31, 49, 93, 111, 155, 173, 219, 237, 281, 299, 345, 363, 365
4. Write, with support, the date. (s) (m)	These pages prepare students to meet this standard. K.1: 12, 22, 37, 46, 54, 76, 86, 99, 108, 116, 138, 148, 163, 172, 180, 202, 212, 227, 236, 244, 266, 276, 289, 298, 306, 328, 338, 351, 360, 368 K.2: 12, 22, 35, 44, 52, 74, 84, 97, 106, 114, 136, 146, 159, 168, 176, 198, 208, 223, 232, 240, 262, 272, 285, 294, 302, 324, 334, 347, 356, 364 K.3: 12, 22, 35, 44, 52, 74, 84, 97, 106, 114, 136, 146, 159, 168, 176, 198, 208, 221, 230, 238, 260, 270, 283, 292, 300, 322, 332, 345, 354, 362 K.4: 12, 22, 35, 44, 52, 74, 84, 99, 108, 116, 138, 148, 161, 170, 178, 200, 210, 225, 234, 242, 264, 274, 287, 296, 304, 326, 336, 351, 360, 368 K.5: 12, 22, 35, 44, 52, 74, 84, 99, 108, 116, 138, 148, 161, 170, 178, 200, 210, 225, 234, 242, 264, 274, 287, 296, 304, 326, 336, 351, 360, 368 K.6: 12, 22, 35, 44, 52, 74, 84, 97, 106, 114, 136, 146, 159, 168, 176, 198, 208, 223, 232, 240, 262, 272, 285, 294, 302, 324, 334, 349, 358, 366
5. Write his or her first name.	K1: 21, 45, 51, 53, 61, 83, 84, 85, 96, 123, 169
6. Occasionally organize writing from left to right and top to bottom, and use spaces between words.	K1: 19, 177, 295 K3: 30 K4: 231 K6: 291
7. Occasionally use capital letters to begin “important” words.	K1: 19, 83, 96, 123, 169, 273, 303, 313 K2: 81, 94, 96, 111, 121, 165, 167 K5: 123, 145, 158, 175, 185, 231, 271
Intermediate	
1. Write legibly, with support, 11 to 16 lower case and upper case letters of the alphabet.	K1: 18, 82, 144, 208, 272, 334, TR10–TR13 K2: 18, 80, 142, 204, 268, 330, TR10–TR13 K3: 18, 80, 142, 204, 266, 328, TR10–TR13 K4: 18, 80, 144, 206, 270, 332, TR10–TR13

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	K5: 18, 80, 144, 206, 270, 332, TR10–TR13 K6: 18, 80, 142, 204, 268, 330, TR10–TR13
2. Independently and legibly write 6 to 8 lower case and upper case letters of the alphabet.	K1: 18, 82, 144, 208, 272, 334, TR10–TR13 K2: 18, 80, 142, 204, 268, 330, TR10–TR13 K3: 18, 80, 142, 204, 266, 328, TR10–TR13 K4: 18, 80, 144, 206, 270, 332, TR10–TR13 K5: 18, 80, 144, 206, 270, 332, TR10–TR13 K6: 18, 80, 142, 204, 268, 330, TR10–TR13
3. Often write letters of given sounds and use resources (e.g., environmental print, word wall) to spell correctly.	K1: 16, 22, 41, 50, 57, 62, 80, 82, 103, 112, 119, 124, 142, 144, 148, 167, 176, 183, 188, 206, 208, 212, 231, 240, 247, 252, 271, 272, 276, 293, 302, 309, 314, 333, 334, 338, 355, 364, 371, 376 K2: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 172, 179, 184, 203, 204, 208, 227, 236, 243, 248, 267, 268, 272, 289, 298, 305, 310, 329, 330, 334, 351, 360, 367, 372 K3: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 172, 179, 184, 203, 204, 208, 225, 234, 241, 246, 265, 266, 270, 287, 296, 303, 308, 327, 328, 332, 349, 358, 365, 370 K4: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 103, 112, 119, 124, 143, 144, 148, 165, 174, 181, 186, 205, 206, 210, 229, 233, 238, 245, 250, 269, 270, 274, 291, 300, 307, 312, 331, 332, 336, 355, 364, 371, 376 K5: 17, 18, 21, 22, 39, 48, 55, 79, 80, 84, 103, 112, 119, 124, 143, 144, 148, 165, 174, 181, 186, 205, 206, 210, 229, 238, 245, 250, 269, 270, 274, 291, 295, 300, 307, 312, 331, 332, 336, 355, 364, 371, 376 K6: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 166, 172, 179, 184, 203, 204, 208, 227, 236, 243, 248, 267, 268, 272, 289, 298, 305, 310, 329, 330, 334, 353, 362, 369, 374
4. Write, with support, 2 to 3 words posted and commonly used in the classroom. (s) (m) (ss)	K1: 16, 22, 41, 50, 57, 62, 80, 82, 103, 112, 119, 124, 142, 144, 148, 167, 176, 183, 188, 206, 208, 212, 231, 240, 247, 252, 271, 272, 276, 293, 302, 309, 314, 333, 334, 338, 355, 364, 371, 376 K2: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 172, 179, 184, 203, 204, 208, 227, 236, 243, 248, 267, 268, 272, 289, 298, 305, 310, 329, 330, 334, 351, 360, 367, 372 K3: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 172, 179, 184, 203, 204, 208, 225, 234, 241, 246, 265, 266, 270, 287, 296, 303, 308, 327, 328, 332, 349, 358, 365, 370

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	<p>K4: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 103, 112, 119, 124, 143, 144, 148, 165, 174, 181, 186, 205, 206, 210, 229, 233, 238, 245, 250, 269, 270, 274, 291, 300, 307, 312, 331, 332, 336, 355, 364, 371, 376</p> <p>K5: 17, 18, 21, 22, 39, 48, 55, 79, 80, 84, 103, 112, 119, 124, 143, 144, 148, 165, 174, 181, 186, 205, 206, 210, 229, 238, 245, 250, 269, 270, 274, 291, 295, 300, 307, 312, 331, 332, 336, 355, 364, 371, 376</p> <p>K6: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 166, 172, 179, 184, 203, 204, 208, 227, 236, 243, 248, 267, 268, 272, 289, 298, 305, 310, 329, 330, 334, 353, 362, 369, 374</p>
5. Write his or her first and last name.	K1: 21, 45, 51, 53, 61, 83, 84, 85, 96, 123, 169
6. Sometimes organize writing from left to right and top to bottom, and use spaces between words.	<p>K1: 19, 177, 295</p> <p>K3: 30</p> <p>K4: 231</p> <p>K6: 291</p>
7. Sometimes use capital letters to begin “important” words.	<p>K1: 19, 83, 96, 123, 169, 273, 303, 313</p> <p>K2: 81, 94, 96, 111, 121, 165, 167</p> <p>K5: 123, 145, 158, 175, 185, 231, 271</p>
Early Advanced	
1. Write legibly, with support, 17 to 22 lower case and upper case letters of the alphabet.	<p>K1: 18, 82, 144, 208, 272, 334, TR10–TR13</p> <p>K2: 18, 80, 142, 204, 268, 330, TR10–TR13</p> <p>K3: 18, 80, 142, 204, 266, 328, TR10–TR13</p> <p>K4: 18, 80, 144, 206, 270, 332, TR10–TR13</p> <p>K5: 18, 80, 144, 206, 270, 332, TR10–TR13</p> <p>K6: 18, 80, 142, 204, 268, 330, TR10–TR13</p>
2. Independently and legibly write 7 to 10 lower case and upper case letters of the alphabet.	<p>K1: 18, 82, 144, 208, 272, 334, TR10–TR13</p> <p>K2: 18, 80, 142, 204, 268, 330, TR10–TR13</p> <p>K3: 18, 80, 142, 204, 266, 328, TR10–TR13</p> <p>K4: 18, 80, 144, 206, 270, 332, TR10–TR13</p> <p>K5: 18, 80, 144, 206, 270, 332, TR10–TR13</p> <p>K6: 18, 80, 142, 204, 268, 330, TR10–TR13</p>
3. Apply letter-sound relationships to spell simple words with some consonants and a few vowels.	<p>K2: 31, 49, 93, 155, 173, 219, 237, 281, 343, 361</p> <p>K3: 31, 49, 93, 111, 155, 217, 235, 279, 297, 341</p> <p>K4: 31, 49, 95, 157, 175, 221, 239, 283, 391, 347</p> <p>K5: 31, 49, 95, 113, 157, 175, 221, 239, 283, 347, 365</p> <p>K6: 31, 49, 93, 111, 155, 173, 219, 237, 281, 299, 345, 363, 365</p>

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<p>4. Write, with support, many words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences. (s) (m) (ss)</p>	<p>K1: 16, 22, 41, 50, 57, 62, 80, 82, 103, 112, 119, 124, 142, 144, 148, 167, 176, 183, 188, 206, 208, 212, 231, 240, 247, 252, 271, 272, 276, 293, 302, 309, 314, 333, 334, 338, 355, 364, 371, 376</p> <p>K2: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 172, 179, 184, 203, 204, 208, 227, 236, 243, 248, 267, 268, 272, 289, 298, 305, 310, 329, 330, 334, 351, 360, 367, 372</p> <p>K3: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 172, 179, 184, 203, 204, 208, 225, 234, 241, 246, 265, 266, 270, 287, 296, 303, 308, 327, 328, 332, 349, 358, 365, 370</p> <p>K4: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 103, 112, 119, 124, 143, 144, 148, 165, 174, 181, 186, 205, 206, 210, 229, 233, 238, 245, 250, 269, 270, 274, 291, 300, 307, 312, 331, 332, 336, 355, 364, 371, 376</p> <p>K5: 17, 18, 21, 22, 39, 48, 55, 79, 80, 84, 103, 112, 119, 124, 143, 144, 148, 165, 174, 181, 186, 205, 206, 210, 229, 238, 245, 250, 269, 270, 274, 291, 295, 300, 307, 312, 331, 332, 336, 355, 364, 371, 376</p> <p>K6: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 166, 172, 179, 184, 203, 204, 208, 227, 236, 243, 248, 267, 268, 272, 289, 298, 305, 310, 329, 330, 334, 353, 362, 369, 374</p>
<p>5. Write his or her first and last name and some names of other family members.</p>	<p>K1: 21, 45, 51, 53, 61, 83, 84, 85, 96, 123, 169</p>
<p>6. Often organize writing from left to right and top to bottom, and use spaces between words.</p>	<p>K1: 19, 177, 295 K3: 30 K4: 231 K6: 291</p>
<p>7. Often use capital letters to begin “important” words.</p>	<p>K1: 19, 83, 96, 123, 169, 273, 303, 313 K2: 81, 94, 96, 111, 121, 165, 167 K5: 123, 145, 158, 175, 185, 231, 271</p>
<p>Advanced</p>	
<p>1. Copy legibly all of the lower case and upper case letters of the alphabet.</p>	<p>K1: 18, 82, 144, 208, 272, 334, TR10–TR13 K2: 18, 80, 142, 204, 268, 330, TR10–TR13 K3: 18, 80, 142, 204, 266, 328, TR10–TR13 K4: 18, 80, 144, 206, 270, 332, TR10–TR13 K5: 18, 80, 144, 206, 270, 332, TR10–TR13 K6: 18, 80, 142, 204, 268, 330, TR10–TR13</p>

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2. Independently and legibly write lower case and upper case letters of the alphabet.	K1: 18, 82, 144, 208, 272, 334, TR10–TR13 K2: 18, 80, 142, 204, 268, 330, TR10–TR13 K3: 18, 80, 142, 204, 266, 328, TR10–TR13 K4: 18, 80, 144, 206, 270, 332, TR10–TR13 K5: 18, 80, 144, 206, 270, 332, TR10–TR13 K6: 18, 80, 142, 204, 268, 330, TR10–TR13
3. Apply letter-sound relationships to spell simple words with consonants and vowels (e.g., CVC words).	K2: 31, 49, 93, 155, 173, 219, 237, 281, 343, 361 K3: 31, 49, 93, 111, 155, 217, 235, 279, 297, 341 K4: 31, 49, 95, 157, 175, 221, 239, 283, 391, 347 K5: 31, 49, 95, 113, 157, 175, 221, 239, 283, 347, 365 K6: 31, 49, 93, 111, 155, 173, 219, 237, 281, 299, 345, 363, 365
4. Write, with support, words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences.	K1: 16, 22, 41, 50, 57, 62, 80, 82, 103, 112, 119, 124, 142, 144, 148, 167, 176, 183, 188, 206, 208, 212, 231, 240, 247, 252, 271, 272, 276, 293, 302, 309, 314, 333, 334, 338, 355, 364, 371, 376 K2: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 172, 179, 184, 203, 204, 208, 227, 236, 243, 248, 267, 268, 272, 289, 298, 305, 310, 329, 330, 334, 351, 360, 367, 372 K3: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 172, 179, 184, 203, 204, 208, 225, 234, 241, 246, 265, 266, 270, 287, 296, 303, 308, 327, 328, 332, 349, 358, 365, 370 K4: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 103, 112, 119, 124, 143, 144, 148, 165, 174, 181, 186, 205, 206, 210, 229, 233, 238, 245, 250, 269, 270, 274, 291, 300, 307, 312, 331, 332, 336, 355, 364, 371, 376 K5: 17, 18, 21, 22, 39, 48, 55, 79, 80, 84, 103, 112, 119, 124, 143, 144, 148, 165, 174, 181, 186, 205, 206, 210, 229, 238, 245, 250, 269, 270, 274, 291, 295, 300, 307, 312, 331, 332, 336, 355, 364, 371, 376 K6: 17, 18, 22, 39, 48, 55, 60, 79, 80, 84, 101, 110, 117, 122, 141, 142, 146, 163, 166, 172, 179, 184, 203, 204, 208, 227, 236, 243, 248, 267, 268, 272, 289, 298, 305, 310, 329, 330, 334, 353, 362, 369, 374
5. Write his or her complete name and the names of family members.	K1: 21, 45, 51, 53, 61, 83, 84, 85, 96, 123, 169
6. Consistently organize writing from left to right and top to bottom, and use spaces between words.	K1: 19, 177, 295 K3: 30 K4: 231 K6: 291

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7. Consistently use capital letters to begin "important" words.	K1: 19, 83, 96, 123, 169, 273, 303, 313 K2: 81, 94, 96, 111, 121, 165, 167 K5: 123, 145, 158, 175, 185, 231, 271
Writing Process	
Standard:	
Students use the steps of the writing process as a writing piece moves toward completion.	
Early Intermediate	
1. Generate ideas through class discussion.	K1: 34, 96, 160, 224, 233, 241, 286, 295, 348, 357, 365 K2: 32, 40, 49, 59, 94, 103, 156, 165, 220, 229, 282, 291, 344, 353, K3: 32, 41, 49, 94, 103, 156, 165, 218, 227, 280, 289, 342, 351 K4: 32, 41, 96, 105, 113, 158, 167, 175, 222, 231, 284, 293, 348, 357 K5: 32, 41, 81, 96, 105, 158, 167, 222, 231, 284, 293, 301, 348, 357 K6: 32, 41, 94, 103, 156, 165, 173, 220, 229, 237, 288, 291, 293, 309, 346, 355, 363
Intermediate	
1. Generate ideas through class discussion and draw a picture about the ideas generated.	K1: 34, 96, 160, 224, 233, 241, 286, 295, 348, 357, 365 K2: 32, 40, 49, 59, 94, 103, 156, 165, 220, 229, 282, 291, 344, 353, K3: 32, 41, 49, 94, 103, 156, 165, 218, 227, 280, 289, 342, 351 K4: 32, 41, 96, 105, 113, 158, 167, 175, 222, 231, 284, 293, 348, 357 K5: 32, 41, 81, 96, 105, 158, 167, 222, 231, 284, 293, 301, 348, 357 K6: 32, 41, 94, 103, 156, 165, 173, 220, 229, 237, 288, 291, 293, 309, 346, 355, 363
2. Create a group draft scripted by the teacher.	K1: 19, 61, 83, 123, 145, 187, 209, 251, 273, 313, 335, 375 K2: 19, 59, 81, 121, 143, 183, 205, 247, 269, 309, 331, 371 K3: 19, 59, 81, 121, 143, 183, 205, 245, 267, 307, 329, 369 K4: 19, 59, 81, 123, 145, 185, 207, 249, 271, 311, 333, 375 K5: 19, 59, 81, 123, 145, 185, 207, 249, 271, 311, 333, 375 K6: 19, 59, 81, 121, 143, 183, 205, 247, 269, 309, 331, 373
3. Reread original draft scripted by the teacher and add additional details as needed.	K1: 19, 83, 145, 209, 273, 335 K2: 19, 81, 143, 205, 269, 331 K3: 19, 81, 143, 205, 267, 329 K4: 19, 81, 145, 207, 271, 333 K5: 19, 81, 145, 207, 271, 333 K6: 19, 81, 143, 205, 269, 331

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Early Advanced	
1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated.	K1: 34, 96, 160, 224, 233, 241, 286, 295, 348, 357, 365 K2: 32, 40, 49, 59, 94, 103, 156, 165, 220, 229, 282, 291, 344, 353, K3: 32, 41, 49, 94, 103, 156, 165, 218, 227, 280, 289, 342, 351 K4: 32, 41, 96, 105, 113, 158, 167, 175, 222, 231, 284, 293, 348, 357 K5: 32, 41, 81, 96, 105, 158, 167, 222, 231, 284, 293, 301, 348, 357 K6: 32, 41, 94, 103, 156, 165, 173, 220, 229, 237, 288, 291, 293, 309, 346, 355, 363
2. Communicate by drawing, telling, or writing for a purpose.	K1: 19, 34, 43, 61, 83, 96, 105, 113, 123, 145, 160, 169, 187, 209, 224, 233, 251, 273, 286, 295, 313, 335, 348, 357 K2: 19, 32, 41, 49, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 344, 353, 371 K3: 19, 32, 41, 59, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 267, 280, 289, 307, 329, 342, 351, 369 K4: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375 K5: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375 K6: 19, 32, 41, 81, 103, 111, 121, 143, 156, 165, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 346, 355, 373
3. Reread for clarity original draft scripted by the teacher and add additional details as needed.	K1: 19, 83, 145, 209, 273, 335 K2: 19, 81, 143, 205, 269, 331 K3: 19, 81, 143, 205, 267, 329 K4: 19, 81, 145, 207, 271, 333 K5: 19, 81, 145, 207, 271, 333 K6: 19, 81, 143, 205, 269, 331
Advanced	
1. Discuss the purpose for a drawing or for a writing piece.	K1: 19, 34, 43, 61, 83, 96, 105, 113, 123, 145, 160, 169, 187, 209, 224, 233, 251, 273, 286, 295, 313, 335, 348, 357 K2: 19, 32, 41, 49, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 344, 353, 371 K3: 19, 32, 41, 59, 81, 94, 103, 111, 121, 143, 156, 165, 173, 183, 205, 220, 229, 247, 267, 280, 289, 307, 329, 342, 351, 369 K4: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375 K5: 19, 32, 41, 59, 81, 96, 105, 123, 145, 158, 167, 185, 207, 222, 231, 249, 271, 284, 293, 311, 333, 348, 357, 375

Arizona English Language Proficiency Standards	Scott Foresman Reading Street
Continued	K6: 19, 32, 41, 81, 103, 111, 121, 143, 156, 165, 183, 205, 220, 229, 247, 269, 282, 291, 309, 331, 346, 355, 373
2. Write a draft (e.g., story, caption, letter, observations, message).	K1: 21, 147, 223, 273 K3: 32 K4: 21 K5: 113 K6: 43
3. Reread for clarity original draft and add additional details to improve audience understanding.	K1: 19, 83, 145, 209, 273, 335 K2: 19, 81, 143, 205, 269, 331 K3: 19, 81, 143, 205, 267, 329 K4: 19, 81, 145, 207, 271, 333 K5: 19, 81, 145, 207, 271, 333 K6: 19, 81, 143, 205, 269, 331

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to the
Arizona English Language Proficiency (ELPS) Standards
Grade 1 and Grade 2

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Grade 1 and Grade 2	
ELL II	
English Language Proficiency Standards in Listening and Speaking	
Delivery of Oral Communications	
Standard:	
The student will express orally his or her own thinking and ideas.	
Beginning	
1. Respond to and initiate greetings, courtesies, and leave-taking, and provide basic personal information (e.g., name, address, age) related to the context of the conversation, using key words and short phrases.	Grade 1: 1.3: 71c
2. Communicate immediate personal and survival needs, using key words and short phrases.	Related content: Grade 1: 1.1: 77c
3. Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (m) (ss)	Grade 1: 1.1: 10m, 14b, 30m, 34b, 52m, 56b, 76b, 94m, 98b, 110b, 114m, 118b, 130b 1.2: 10m, 12b, 14b, 30b, 38b, 40b, 56b, 66b, 68b, 86b, 88b, 116b, 132b, 140b, 142b 1.3: 10m, 14b, 30b, 36m, 40b, 64b, 70b, 72b, 88b, 92m, 96b, 118m, 122b, 144m, 146b, 148b, 168b 1.4: 72m, 100b, 158b 1.5: 44m, 112b, 140m, 142b
4. Recite familiar rhymes and songs, with clear and audible phrasing and intonation. (ss)	Grade 1: 1.1: 10m, 30m, 52m, 74m, 94m, 114m 1.2: 10m, 36m, 64m, 84m, 112m, 183m 1.3: 10m, 36m, 68m, 92m, 118m, 144m 1.4: 10m, 44m, 72m, 98m, 126m, 156m 1.5: 10m, 44m, 64m, 110m, 140m, 170m
5. Retell simple stories, including some detail. (s) (m) (ss)	Grade 1: 1.3: 39c 1.4: 13c, 75c, 101c, 129c 1.5: 13c, 173c
6. Contribute to classroom and small group academic discussions by asking and answering simple questions. (s) (m) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Continued	1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
Early Intermediate	
1. Respond appropriately to most social interactions, including introducing self, asking about another person, and answering questions about personal information, using key words, phrases, and some simple sentences.	Grade 1: 1.1: 117c 1.2: 13c, 68g, 70-71, 79d 1.3: 71c 1.4: 47c 1.5: 174g, 197d
2. Communicate immediate personal and survival needs, using key words phrases, and some simple sentences.	Related content: Grade 1: 1.1: 77c
3. Identify by name most familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (m) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
4. Recite rhymes, songs, and poems, using key words, phrases, and simple sentences. (ss)	Grade 1: 1.1: 10m, 30m, 52m, 74m, 94m, 114m 1.2: 10m, 36m, 64m, 84m, 112m, 183m 1.3: 10m, 36m, 68m, 92m, 118m, 144m 1.4: 10m, 44m, 72m, 98m, 126m, 156m 1.5: 10m, 44m, 64m, 110m, 140m, 170m
5. Retell a simple story, placing events in sequence. (s) (m) (ss)	Grade 1: 1.3: 39c 1.4: 13c, 75c, 101c, 129c 1.5: 13c, 173c
6. Contribute to classroom and small group academic discussions by asking and answering questions and expressing abilities, using key words phrases, and some simple sentences. (s) (m) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
7. Issue two- to three-word basic, routine directions and commands in a manner that the listener can follow, although meaning may be conveyed by gestures. (s) (m)	Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Intermediate	
1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and/or simple sentences.	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
2. Role-play a short telephone conversation with another person, using English in socially and culturally appropriate ways.	Grade 2: 2.5: 205d
3. Describe familiar objects, people, and events in some detail, using both general and more specific words and phrases. (s) (m) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
4. Recite rhymes, songs, and poems, using expressive wording and phrasing. (ss)	Grade 1: 1.1: 10m, 30m, 52m, 74m, 94m, 114m 1.2: 10m, 36m, 64m, 84m, 112m, 183m 1.3: 10m, 36m, 68m, 92m, 118m, 144m 1.4: 10m, 44m, 72m, 98m, 126m, 156m 1.5: 10m, 44m, 64m, 110m, 140m, 170m
5. Retell simple stories, placing events in sequence and including details about the events, characters, and setting. (s) (m) (ss)	Grade 1: 1.3: 39c 1.4: 13c, 75c, 101c, 129c 1.5: 13c, 173c
6. Contribute to classroom and small group academic discussions by asking and answering questions and attracting needed attention to a situation (e.g., Help me, please; Excuse me; Please repeat that; Is this correct?), using phrases and simple sentences. (s) (m) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
7. Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning. (s) (m)	Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Early Advanced	
1. Participate in short, routine social conversations held in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs, using simple and more complex sentences in socially and culturally appropriate ways.	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167, 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
2. Role-play a longer telephone conversation where more than one issue is discussed with another person, using English in socially and culturally appropriate ways.	Grade 2: 2.5: 205d
3. Describe immediate surroundings in some detail, such as in the classroom, school, or home. (s)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
4. Recite poems or brief dramatic dialogues, using clear diction, volume, and phrasing. (ss)	Grade 1: 1.5: 143c, 173c
5. Retell stories, using basic story grammar, sequencing story events by answering who, what, where, when, how and why questions. (ss)	Grade 1: 1.3: 39c 1.4: 13c, 75c, 101c, 129c 1.5: 13c, 173c
6. Contribute to classroom and small group academic discussions by asking and answering questions, and making comparisons (e.g., stating similarities and differences in objects, people, and events), using simple and more complex sentences. (s) (m) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
7. Issue one- to two-step routine directions in a manner that the listener can follow. (s) (m)	Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Advanced	
1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using simple and more complex sentences in socially and culturally appropriate ways. (s) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
2. Role-play a longer telephone conversation where several issues are discussed with another person, using English in socially and culturally appropriate ways.	Grade 2: 2.5: 205d
3. Ask and respond to questions about various attributes (e.g., size color, shape, physical characteristics) of people, objects, events, and situations. (s) (m) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
4. Present dramatic interpretations of experiences, stories, poems, or plays, using clear diction, volume, and phrasing. (ss)	Grade 1: 1.3: 39c 1.4: 13c, 75c, 101c, 129c 1.5: 13c, 173c
5. Relate an experience or creative story in logical sequence, maintaining focus on the topic and using clear enunciation. (s) (ss)	Grade 1: 1.3: 39c 1.4: 13c, 75c, 101c, 129c 1.5: 13c, 173c
6. Contribute to classroom and small group academic discussions by asking and answering questions, making comparisons, and agreeing and disagreeing with others, using simple and complex sentences. (s) (m) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
7. Issue two- to three-step routine directions in a manner that the listener can follow. (s) (m)	Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Use present and past verb tenses, with some errors.	Grade 1: 1.3: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 63d, 65d, 66–67, 71b, 87d, 89d, 90–91, 93d, 95b, 113d, 115d, 116–117 1.5: 141d, 143b, 167d, 168–169
Early Intermediate	
1. Use present and past verb tenses, including the verb “to be,” with some errors.	Grade 1: 1.3: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 63d, 65d, 66–67, 71b, 87d, 89d, 90–91, 93d, 95b, 113d, 115d, 116–117 1.5: 141d, 143b, 167d, 168–169
2. Use nouns and verbs in simple sentences, with some errors.	Grade 1: 1.2: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 92–83, 85d, 87b, 105d, 109c, 110–111, 113d, 115b, 131d, 135c, 136–137, 139d, 141b, 159d, 161d, 162–163 1.5: 133d, 138–139, 141d, 143b, 167d, 168–169
Intermediate	
1. Use various verb tenses, with some errors, including present, past, and future tenses.	Grade 1: 1.2: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 92–83, 85d, 87b, 105d, 109c, 110–111, 113d, 115b, 131d, 135c, 136–137, 139d, 141b, 159d, 161d, 162–163 1.5: 133d, 138–139
2. Use nouns, verbs, and adjectives in simple sentences, with some errors.	Grade 1: 1.2: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 92–83, 85d, 87b, 105d, 109c, 110–111, 113d, 115b, 131d, 135c, 136–137, 139d, 141b, 159d, 161d, 162–163 1.5: 133d, 138–139, 141d, 143b, 167d, 168–169
3. Use, with some errors, basic subject-verb agreement in simple sentences.	Grade 1: 1.3: 37d, 39b, 63d, 65d, 66–67, 69d, 71b, 87d, 89d, 90–91, 121b, 139d, 141d, 142–143

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Early Advanced	
1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	Grade 1: 1.3: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 63d, 65d, 66–67, 71b, 87d, 89d, 90–91, 93d, 95b, 113d, 115d, 116–117 1.5: 141d, 143b, 167d, 168–169
2. Use nouns, personal pronouns (subjective, objective, and possessive), verbs, and adjectives in simple sentences, with some errors.	Grade 1: 1.2: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 92–83, 85d, 87b, 105d, 109c, 110–111, 113d, 115b, 131d, 135c, 136–137, 139d, 141b, 159d, 161d, 162–163 1.5: 133d, 138–139, 141d, 143b, 167d, 168–169
3. Use, with few errors, basic subject-verb agreement in simple sentences.	Grade 1: 1.3: 37d, 39b, 63d, 65d, 66–67, 69d, 71b, 87d, 89d, 90–91, 121b, 139d, 141d, 142–143
Advanced	
1. Use various verb tenses, with few errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	Grade 1: 1.3: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 63d, 65d, 66–67, 71b, 87d, 89d, 90–91, 93d, 95b, 113d, 115d, 116–117 1.5: 141d, 143b, 167d, 168–169
2. Use nouns, personal pronouns, verbs, and adjectives in simple sentences, with few errors.	Grade 1: 1.2: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 92–83, 85d, 87b, 105d, 109c, 110–111, 113d, 115b, 131d, 135c, 136–137, 139d, 141b, 159d, 161d, 162–163 1.5: 133d, 138–139, 141d, 143b, 167d, 168–169
3. Use consistently subject-verb agreement in simple sentences.	Grade 1: 1.3: 37d, 39b, 63d, 65d, 66–67, 69d, 71b, 87d, 89d, 90–91, 121b, 139d, 141d, 142–143
Comprehension of Oral Communications	
Standard:	
The student will listen actively to the ideas of others in order to acquire new knowledge.	
Beginning	
1. Respond orally to stories dramatized or read aloud by answering factual comprehension questions, using short patterns of words and phrases. (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197

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2. Follow simple one- to two-step (two to five words) oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115
3. Comprehend many words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues.	Grade 1: 1.1: 24a, 25d, 28b, 46a, 47d, 50b, 66a, 67d, 72b, 88a, 89d, 92b, 108a, 109d, 112b, 128a, 129d, 132b 1.2: 28a, 29d, 34b, 54a, 55d, 62b, 78a, 79d, 82b, 104a, 105d, 110b, 130a, 131d, 136b, 158a, 159d, 162b 1.3: 28a, 29d, 34b, 62a, 63d, 66b, 86a, 87d, 90b, 95c, 112a, 113d, 116b, 138a, 139d, 142b, 166a, 167d, 172b 1.4: 38a, 39d, 42b, 66a, 67d, 70b, 90a, 91d, 96b, 118a, 119d, 124b, 150a, 151d, 154b, 180a, 181d, 186b 1.5: 34a, 35d, 42b, 47c, 66a, 67d, 74b, 102a, 103d, 108b, 132a, 133d, 138b, 164a, 165d, 168b, 196a, 197d, 202b
Early Intermediate	
1. Respond orally to stories read aloud by answering factual comprehension questions, using key words, short phrases, and some simple sentences. (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
2. Follow short two- to three-step oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
3. Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.	<p>Grade 1: 1.1: 24a, 25d, 28b, 46a, 47d, 50b, 66a, 67d, 72b, 88a, 89d, 92b, 108a, 109d, 112b, 128a, 129d, 132b 1.2: 28a, 29d, 34b, 54a, 55d, 62b, 78a, 79d, 82b, 104a, 105d, 110b, 130a, 131d, 136b, 158a, 159d, 162b 1.3: 28a, 29d, 34b, 62a, 63d, 66b, 86a, 87d, 90b, 95c, 112a, 113d, 116b, 138a, 139d, 142b, 166a, 167d, 172b 1.4: 38a, 39d, 42b, 66a, 67d, 70b, 90a, 91d, 96b, 118a, 119d, 124b, 150a, 151d, 154b, 180a, 181d, 186b 1.5: 34a, 35d, 42b, 47c, 66a, 67d, 74b, 102a, 103d, 108b, 132a, 133d, 138b, 164a, 165d, 168b, 196a, 197d, 202b</p>
Intermediate	
1. Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (ss)	<p>Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197</p>
2. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	<p>Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115</p>
3. Comprehend a range of expressions used to request personal details, direct classroom activities, identify people, objects, and events, and ask for/grant permission, when spoken slowly with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	<p>Grade 1: 1.1: 24a, 25d, 28b, 46a, 47d, 50b, 66a, 67d, 72b, 88a, 89d, 92b, 108a, 109d, 112b, 128a, 129d, 132b 1.2: 28a, 29d, 34b, 54a, 55d, 62b, 78a, 79d, 82b, 104a, 105d, 110b, 130a, 131d, 136b, 158a, 159d, 162b 1.3: 28a, 29d, 34b, 62a, 63d, 66b, 86a, 87d, 90b, 95c, 112a, 113d, 116b, 138a, 139d, 142b, 166a, 167d, 172b 1.4: 38a, 39d, 42b, 66a, 67d, 70b, 90a, 91d, 96b, 118a, 119d, 124b, 150a, 151d, 154b, 180a, 181d, 186b 1.5: 34a, 35d, 42b, 47c, 66a, 67d, 74b, 102a, 103d, 108b, 132a, 133d, 138b, 164a, 165d, 168b, 196a, 197d, 202b</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Early Advanced	
1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
2. Follow multiple-step oral directions related to the position of one’s movement in space, including positive and negative commands. (s) (m) (ss)	Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115
3. Follow short predictable discourse on familiar matters, including personal experiences, abilities, and needs with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Grade 1: 1.1: 24a, 25d, 28b, 46a, 47d, 50b, 66a, 67d, 72b, 88a, 89d, 92b, 108a, 109d, 112b, 128a, 129d, 132b 1.2: 28a, 29d, 34b, 54a, 55d, 62b, 78a, 79d, 82b, 104a, 105d, 110b, 130a, 131d, 136b, 158a, 159d, 162b 1.3: 28a, 29d, 34b, 62a, 63d, 66b, 86a, 87d, 90b, 95c, 112a, 113d, 116b, 138a, 139d, 142b, 166a, 167d, 172b 1.4: 38a, 39d, 42b, 66a, 67d, 70b, 90a, 91d, 96b, 118a, 119d, 124b, 150a, 151d, 154b, 180a, 181d, 186b 1.5: 34a, 35d, 42b, 47c, 66a, 67d, 74b, 102a, 103d, 108b, 132a, 133d, 138b, 164a, 165d, 168b, 196a, 197d, 202b
Advanced	
1. Respond orally to read-aloud stories, poems, and informational text by identifying key details and specific facts, using accurate, natural, and varied vocabulary. (s) (ss)	Grade 1: 1.1: 24–25, 46–47, 66–67, 88–89, 97c, 108–109, 128–129 1.2: 28–29, 54–55, 78–79, 104–105, 130–131, 158–159 1.3: 28–29, 62–63, 86–87, 112–113, 121c, 138–139, 166–167 1.4: 38–39, 66–67, 90–91, 118–119, 150–151, 180–181 1.5: 34–35, 47c, 66–67, 102–103, 132–133, 164–165, 196–197
2. Follow multiple-step directions related to the position, frequency, and duration of one’s movements in space, including positive and negative commands. (s) (m) (ss)	Grade 1: 1.1: 42–43, 110–111 1.2: 79b 1.3: 13c, 39c, 91a, 114–115
3. Follow short predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate with	Grade 1: 1.1: 24a, 25d, 28b, 46a, 47d, 50b, 66a, 67d, 72b, 88a, 89d, 92b, 108a, 109d, 112b, 128a, 129d, 132b

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some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	<p>1.2: 28a, 29d, 34b, 54a, 55d, 62b, 78a, 79d, 82b, 104a, 105d, 110b, 130a, 131d, 136b, 158a, 159d, 162b</p> <p>1.3: 28a, 29d, 34b, 62a, 63d, 66b, 86a, 87d, 90b, 95c, 112a, 113d, 116b, 138a, 139d, 142b, 166a, 167d, 172b</p> <p>1.4: 38a, 39d, 42b, 66a, 67d, 70b, 90a, 91d, 96b, 118a, 119d, 124b, 150a, 151d, 154b, 180a, 181d, 186b</p> <p>1.5: 34a, 35d, 42b, 47c, 66a, 67d, 74b, 102a, 103d, 108b, 132a, 133d, 138b, 164a, 165d, 168b, 196a, 197d, 202b</p>
English Language Proficiency Standards in Reading	
ELL II	
Print Concepts	
Standard:	
The student will demonstrate understanding of print concepts of the English language.	
Beginning	
1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books.	<p>These pages provide opportunities for students to meet this standard.</p> <p>Grade 1:</p> <p>1.1: 12–13, 32–33, 54–55, 76–77, 96–97, 116–117</p> <p>1.2: 12–13, 38–39, 66–67, 86–87, 114–115, 140–142</p> <p>1.3: 12–13, 38–39, 70–71, 94–95, 120–121, 146–147</p> <p>1.4: 12–13, 46–47, 74–75, 100–101, 128–129, 158–159</p> <p>1.5: 12–13, 46–47, 74b, 78–79, 112–113, 142–143, 172–173</p>
2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.	<p>These pages provide opportunities for students to meet this standard.</p> <p>Grade 1:</p> <p>1.1: 12–13, 32–33, 54–55, 76–77, 96–97, 116–117</p> <p>1.2: 12–13, 38–39, 66–67, 86–87, 114–115, 140–142</p> <p>1.3: 12–13, 38–39, 70–71, 94–95, 120–121, 146–147</p> <p>1.4: 12–13, 46–47, 74–75, 100–101, 128–129, 158–159</p> <p>1.5: 12–13, 46–47, 74b, 78–79, 112–113, 142–143, 172–173</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Early Intermediate	
1. Distinguish between printed letters and words.	<p>These pages provide opportunities for students to meet this standard.</p> <p>Grade 1: 1.1: 12–13, 32–33, 54–55, 76–77, 96–97, 116–117 1.2: 12–13, 38–39, 66–67, 86–87, 114–115, 140–142, 1.3: 12–13, 38–39, 70–71, 94–95, 120–121, 146–147, 1.4: 12–13, 46–47, 74–75, 100–101, 128–129, 158–159 1.5: 12–13, 46–47, 74b, 78–79, 112–113, 142–143, 172–173</p>
2. Demonstrate the one-to-one correlation between a spoken word and a printed word.	<p>These pages provide opportunities for students to meet this standard.</p> <p>Grade 1: 1.1: 12–13, 32–33, 54–55, 76–77, 96–97, 116–117 1.2: 12–13, 38–39, 66–67, 86–87, 114–115, 140–142 1.3: 12–13, 38–39, 70–71, 94–95, 120–121, 146–147 1.4: 12–13, 46–47, 74–75, 100–101, 128–129, 158–159 1.5: 12–13, 46–47, 74b, 78–79, 112–113, 142–143, 172–173</p>
3. Identify letters, words, and sentences.	<p>These pages provide opportunities for students to meet this standard.</p> <p>Grade 1: 1.1: 12–13, 32–33, 54–55, 76–77, 96–97, 116–117 1.2: 12–13, 38–39, 66–67, 86–87, 114–115, 140–142 1.3: 12–13, 38–39, 70–71, 94–95, 120–121, 146–147 1.4: 12–13, 46–47, 74–75, 100–101, 128–129, 158–159 1.5: 12–13, 46–47, 74b, 78–79, 112–113, 142–143, 172–173</p>
Intermediate	
1. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	<p>Grade 1: 1.1: 11d, 13b, 25d, 27d, 28–29, 31d, 95d, 109d, 111d, 115d, 117b, 129d, 131d, 132–133 1.2: 116b 1.5: 41b, 45d, 47b, 67d, 73d, 74–75, 77d, 79b, 103d, 107c, 108–109</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Early Advanced	
1. Identify a few organizational features (e.g., title, author, and table of contents) of a book. (s) (m) (ss)	Grade 1: 1.1: 12b, 14–15, 26–27, 34–35, 48–49, 56–57, 68–69, 76b, 78–79, 90–91, 96b, 98b, 98–99, 118–119, 130–131 1.2: 14–15, 30–31, 40–41, 56–57, 68–69, 88–89, 116–117, 132–133, 142–143, 160–161 1.3: 14–15, 30–31, 40–41, 72–73, 96–97, 122–123, 148–149, 168–169 1.4: 12b, 14–15, 40–41, 48–49, 68–69, 76–77, 102b, 102–103, 130–131, 160–161, 182–183 1.5: 14b, 14–15, 36–37, 48–49, 80–81, 114–115, 144–145, 174–175, 198–199
2. Alphabetize a series of words to the first letter.	Grade 1: 1.1: 10k 1.2: 137a 1.3: 35a, 139b 1.4: 125a, 187a 1.5: 75a, 203a
Advanced	
1. Identify some organizational features (e.g., title, author, table of contents, glossary, headings, captions) of a book. (s) (m) (ss)	Grade 1: 1.1: 12b, 14–15, 26–27, 34–35, 48–49, 56–57, 68–69, 76b, 78–79, 90–91, 96b, 98b, 98–99, 118–119, 130–131 1.2: 14–15, 30–31, 40–41, 56–57, 68–69, 88–89, 116–117, 132–133, 142–143, 160–161 1.3: 14–15, 30–31, 40–41, 72–73, 96–97, 122–123, 148–149, 168–169 1.4: 12b, 14–15, 40–41, 48–49, 68–69, 76–77, 102b, 102–103, 130–131, 160–161, 182–183 1.5: 14b, 14–15, 36–37, 48–49, 80–81, 114–115, 144–145, 174–175, 198–199
2. Alphabetize a series of words to the second letter.	Grade 2: 2.1: 67a 2.2: 215a, 251a 2.3: 401a 2.4: 41a
Phonetic Awareness & Decoding	
Standard:	
The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	
Beginning	
1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	Related: Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c,

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Continued	76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c, 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d
2. Identify the initial and final sounds (not letters) of a spoken word.	Grade 1: 1.1: 10m, 14b, 30m, 34b, 52m, 56b, 76b, 94m, 98b, 110b, 114m, 118b, 130b 1.2: 10m, 12b, 14b, 30b, 38b, 40b, 56b, 66b, 68b, 86b, 88b, 116b, 132b, 140b, 142b 1.3: 10m, 14b, 30b, 36m, 40b, 64b, 70b, 72b, 88b, 92m, 96b, 118m, 122b, 144m, 146b, 148b, 168b, 1.4: 72m, 100b, 158b, 1.5: 44m, 112b, 140m, 142b
3. Blend some English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man).	Grade 1: 1.1: 10m, 14b, 30m, 34b, 52m, 56b, 76b, 94m, 98b, 110b, 114m, 118b, 130b 1.2: 10m, 12b, 14b, 30b, 38b, 40b, 56b, 66b, 68b, 86b, 88b, 116b, 132b, 140b, 142b, 1.3: 10m, 14b, 30b, 36m, 40b, 64b, 70b, 72b, 88b, 92m, 96b, 118m, 122b, 144m, 146b, 148b, 168b 1.4: 72m, 100b, 158b 1.5: 44m, 112b, 140m, 142b
4. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., D d).	Grade 1: 1.1: 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 82–83, 85d, 87b, 105d, 109c, 110–111 1.2: 65d, 79d, 81d, 82–83 1.5: 108–109, 138–139, 168–169, 141d, 168–169
5. Recognize that a new word is created when a specific letter is changed, added, or removed.	Grade 1: 1.1: 54b, 74m, 96b, 116b 1.2: 112m, 114b, 138m 1.3: 12b, 68m, 94b, 114b, 120b, 140b, 144m 1.4: 10m, 12b, 44m, 72m, 98m, 128b 1.5: 10m, 12b, 76m, 78b, 110m, 172b
6. Know that two words can make new, compound words (e.g., popcorn, sailboat, classroom). (s) (m) (ss)	Grade 1: 1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78 1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82
7. Read a few common regular contractions.	Grade 1: 1.2: 86c–86d, 86f, 88c–88d, 106c, 110c, 110e, 114a, 132c–132d, DI 81 1.3: 14a, 120c–120d, 120f, 122c–122d, 142c, 142e, 145d, 147b, 148a, DI 82 1.4: 40a, 127d, 130g, 151d

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Early Intermediate	
1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	Related: Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d
2. Distinguish initial (e.g., s/a/t), medial (e.g., s/a/t), and final sounds (e.g., s/a/t) in single-syllable words.	Grade 1: 1.1: 10m, 14b, 30m, 34b, 52m, 56b, 76b, 94m, 98b, 110b, 114m, 118b, 130b 1.2: 10m, 12b, 14b, 30b, 38b, 40b, 56b, 66b, 68b, 86b, 88b, 116b, 132b, 140b, 142b 1.3: 10m, 14b, 30b, 36m, 40b, 64b, 70b, 72b, 88b, 92m, 96b, 118m, 122b, 144m, 146b, 148b, 168b 1.4: 72m, 100b, 158b 1.5: 44m, 112b, 140m, 142b
3. Blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man).	Grade 1: 1.1: 10m, 14b, 30m, 34b, 52m, 56b, 76b, 94m, 98b, 110b, 114m, 118b, 130b 1.2: 10m, 12b, 14b, 30b, 38b, 40b, 56b, 66b, 68b, 86b, 88b, 116b, 132b, 140b, 142b 1.3: 10m, 14b, 30b, 40b, 64b, 70b, 64b, 70b, 72b, 88b, 92m, 96b, 118m, 122b, 144m, 146b, 148b, 168b 1.4: 72m, 74b, 100b, 158b 1.5: 44m, 112b, 140m, 142b
4. Pronounce a few English graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as /m/, /n/, /p/).	Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d

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5. Recognize and name all upper and lower case letters of the alphabet.	Grade 1: 1.1: 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 82–83, 85d, 87b, 105d, 109c, 110–111 1.2: 65d, 79d, 81d, 82–83 1.5: 108–109, 138–139, 168–169, 141d, 168–169
6. Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change hat to cat, pan to an).	Grade 1: 1.1: 54b, 74m, 96b, 116b 1.2: 112m, 114b, 138m 1.3: 12b, 68m, 94b, 114b, 120b, 140b, 144m 1.4: 10m, 12b, 44m, 72m, 98m, 128b 1.5: 10m, 12b, 76m, 78b, 110m, 172b
7. Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme (e.g., “dog” makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).	Grade 1: 1.1: 10m, 14b, 30m, 34b, 52m, 56b, 76b, 94m, 98b, 110b, 114m, 118b, 130b 1.2: 10m, 12b, 14b, 30b, 38b, 40b, 56b, 66b, 68b, 86b, 88b, 116b, 132b, 140b, 142b 1.3: 10m, 14b, 30b, 40b, 64b, 70b, 64b, 70b, 72b, 88b, 92m, 96b, 118m, 122b, 144m, 146b, 148b, 168b 1.4: 72m, 74b, 100b, 158b 1.5: 44m, 112b, 140m, 142b
8. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words (e.g., look, looks, looked, looking).	Grade 1: 1.1: 74p, 75d, 76e, 76f, 78d, 90e, 92d, 92p, 93d, 94e, 96d, 114e, 116d, 1.3: 37d, 39b, 63d, 65d, 71b, 93d, 95b, 113d, 115d, 116–117, 119d, 121b, 139d, 141d, 142–143
9. Occasionally identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 1: 1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78 1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82
10. Read some common regular contractions.	Grade 1: 1.2: 86c–86d, 86f, 88c–88d, 106c, 110c, 110e, 114a, 132c–132d, DI 81 1.3: 14a, 120c–120d, 120f, 122c–122d, 142c, 142e, 145d, 147b, 148a, DI 82 1.4: 40a, 127d, 130g, 151d
11. Occasionally read common abbreviations. (s) (m) (ss)	Grade 2: 2.3: 365a 2.6: 297b, 319c
12. Occasionally use knowledge of word order (syntax) and context to confirm decoding.	Grade 1: 1.1: 14c, 26d, 34c, 48c–48d, 56c, 68c–68d, 75d, 77b, 89b, 90c–90d, 91d, 92–93, 98c, 110c–110d, 118c, 130c, 1.2: 14c, 30c–30d, 40c, 80c–80d, 116c, 132c–132d, 142c, 160c–160d, 1.3: 14c, 30c–30d, 64c–64d, 96c, 122c, 148c, 1.4: 14c, 48c, 76c, 102c, 130d, 152c–152d, 160c, 1.5: 36c–36d, 48c, 68c–68d, 80c, 104d, 114c, 144o, 166c–166d, 174c, 198c–198d

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Intermediate	
1. Produce English graphemes represented by all the single-lettered consonants and vowels.	<p>Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d</p>
2. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes.	<p>Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d</p>
3. Blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., an, man).	<p>Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c, 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d</p>
4. Pronounce some English graphemes with general accuracy while reading aloud.	<p>Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
5. Generate a series of rhyming words, including consonant blends.	Grade 1: 1.1: 14d, 26–27, 48–49, 90–91, 96d, 130–131 1.2: 140b, 142b 1.3: 82–83, 168–169 1.4: 78–79, 182–183 1.5: 10b, 110m
6. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., s/p/l/a/t= splat; r/i/ch=rich).	Grade 1: 1.1: 10m, 14b, 30m, 34b, 52m, 56b, 76b, 94m, 98b, 110b, 114m, 118b, 130b 1.2: 10m, 12b, 14b, 30b, 38b, 40b, 56b, 66b, 68b, 86b, 88b, 116b, 132b, 140b, 142b 1.3: 10m, 14b, 30b, 40b, 64b, 70b, 64b, 70b, 72b, 88b, 92m, 96b, 118m, 122b, 144m, 146b, 148b, 168b 1.4: 72m, 74b, 100b, 158b 1.5: 44m, 112b, 140m, 142b
7. Recognize inflectional forms of words.	Grade 1: 1.1: 74p, 75d, 76e, 76f, 78d, 90e, 92d, 92p, 93d, 94e, 96d, 114e, 116d 1.3: 37d, 39b, 63d, 65d, 71b, 93d, 95b, 113d, 115d, 116–117, 119d, 121b, 139d, 141d, 142–143
8. Sometimes identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 1: 1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78 1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82
9. Read many common regular contractions.	Grade 1: 1.2: 86c–86d, 86f, 88c–88d, 106c, 110c, 110e, 114a, 132c–132d, DI 81 1.3: 14a, 120c–120d, 120f, 122c–122d, 142c, 142e, 145d, 147b, 148a, DI 82 1.4: 40a, 127d, 130g, 151d
10. Sometimes read common abbreviations. (s) (m) (ss)	Grade 2: 2.3: 365a 2.6: 297b, 319c
11. Sometimes use knowledge of word order (syntax) and context to confirm decoding.	Grade 1: 1.1: 14c, 26d, 34c, 48c–48d, 56c, 68c–68d, 75d, 77b, 89b, 90c–90d, 91d, 92–93, 98c, 110c–110d, 118c, 130c 1.2: 14c, 30c–30d, 40c, 80c–80d, 116c, 132c–132d, 142c, 160c–160d 1.3: 14c, 30c–30d, 64c–64d, 96c, 122c, 148c 1.4: 14c, 48c, 76c, 102c, 130d, 152c–152d, 160c 1.5: 36c–36d, 48c, 68c–68d, 80c, 104d, 114c, 144o, 166c–166d, 174c, 198c–198d

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Early Advanced	
1. Generate sounds from some letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d
2. Move sequentially from sound to sound and represent the number, order, and similarity or difference of two and three isolated phonemes.	Grade 1: 1.1: 10m, 14b, 30m, 34b, 52m, 56b, 76b, 94m, 98b, 110b, 114m, 118b, 130b 1.2: 10m, 12b, 14b, 30b, 38b, 40b, 56b, 66b, 68b, 86b, 88b, 116b, 132b, 140b, 142b 1.3: 10m, 14b, 30b, 40b, 64b, 70b, 64b, 70b, 72b, 88b, 92m, 96b, 118m, 122b, 144m, 146b, 148b, 168b 1.4: 72m, 74b, 100b, 158b 1.5: 44m, 112b, 140m, 142b
3. Blend two to four phonemes orally into recognizable words (e.g., /c/a/t=cat; /fl/a/t= flat).	Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d
4. Pronounce many English graphemes with general accuracy while reading aloud.	Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c, 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d

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5. Comprehend that as letters of words change, so do the sounds.	Grade 1: 1.1: 54b, 74m, 96b, 116b 1.2: 112m, 114b, 138m 1.3: 12b, 68m, 94b, 114b, 120b, 140b, 144m 1.4: 10m, 12b, 44m, 72m, 98m, 128b 1.5: 10m, 12b, 76m, 78b, 110m, 172b
6. Segment spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., tiger makes /t/i/g/e/r/).	Grade 1: 1.2: 140b, 140c–140d, 140f, 141c, 142b, 142c–142d, 162c, 162e, DI 84 1.3: 30c–30d, 1.5: 46c–46d, 46f, 48c–48d, 74c, 74e
7. Recognize inflectional forms of words, including irregular plurals (e.g., wife/wives).	Grade 1: 1.1: 74p, 75d, 76e, 76f, 78d, 90e, 92d, 92p, 93d, 94e, 96d, 114e, 116d, 1.3: 37d, 39b, 63d, 65d, 71b, 93d, 95b, 113d, 115d, 116–117, 119d, 121b, 139d, 141d, 142–143
8. Often identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 1: 1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78, 1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82
9. Read most common regular contractions.	Grade 1: 1.2: 86c–86d, 86f, 88c–88d, 106c, 110c, 110e, 114a, 132c–132d, DI 81, 1.3: 14a, 120c–120d, 120f, 122c–122d, 142c, 142e, 145d, 147b, 148a, DI 82 1.4: 40a, 127d, 130g, 151d
10. Often read common abbreviations. (s) (m) (ss)	Grade 2: 2.3: 365a 2.6: 297b, 319c
11. Often use knowledge of word order (syntax) and context to confirm decoding.	Grade 1: 1.1: 14c, 26d, 34c, 48c–48d, 56c, 68c–68d, 75d, 77b, 89b, 90c–90d, 91d, 92–93, 98c, 110c–110d, 118c, 130c 1.2: 14c, 30c–30d, 40c, 80c–80d, 116c, 132c–132d, 142c, 160c–160d 1.3: 14c, 30c–30d, 64c–64d, 96c, 122c, 148c 1.4: 14c, 48c, 76c, 102c, 130d, 152c–152d, 160c 1.5: 36c–36d, 48c, 68c–68d, 80c, 104d, 114c, 144o, 166c–166d, 174c, 198c–198d

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Advanced	
1. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d
2. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., “tiger” makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).	Grade 1: 1.2: 140b, 140c–140d, 140f, 141c, 142b, 142c–142d, 162c, 162e, DI 84 1.3: 30c–30d 1.5: 46c–46d, 46f, 48c–48d, 74c, 74e
3. Blend isolated phonemes to form two-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes “tiger”).	Grade 1: 1.2: 140b, 140c–140d, 140f, 141c, 142b, 142c–142d, 162c, 162e, DI 84 1.3: 30c–30d 1.5: 46c–46d, 46f, 48c–48d, 74c, 74e
4. Pronounce most English graphemes with general accuracy while reading aloud.	Grade 1: 1.1: 10m, 10n, 12c, 14b, 30m, 30n, 32c, 52n, 54b, 54c, 56b, 74n, 76c, 94m, 94n, 96c, 114n, 116c 1.2: 10n, 12b, 12c, 14b, 36n, 38c, 54b, 64n, 66c, 76a, 84n, 86c, 112n, 114c, 138n, 140c 1.3: 10n, 12c, 36n, 36o, 38c, 68n, 70c, 92n, 94c, 118n, 120c, 144n, 146c 1.4: 10n, 12c, 44n, 46c, 72n, 74c, 98n, 100c, 126n, 128c, 156n, 158c 1.5: 10n, 12c, 44n, 46c–46d, 76n, 76o, 110n, 112c, 140n, 142c, 170n, 172c, 172d
5. Demonstrate sound and symbol relationships and basic word formation rules in phrases, simple sentences, or simple text.	Grade 1: 1.2: 140b, 140c–140d, 140f, 141c, 142b, 142c–142d, 162c, 162e, DI 84 1.3: 30c–30d 1.5: 46c–46d, 46f, 48c–48d, 74c, 74e
6. Segment two-syllable words into syllables and count the number of sounds in syllables and syllables in words.	Grade 1: 1.2: 140b, 140c–140d, 140f, 141c, 142b, 142c–142d, 162c, 162e, DI 84 1.3: 30c–30d 1.5: 46c–46d, 46f, 48c–48d, 74c, 74e

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
7. Apply knowledge of inflectional endings that drop the final e to add endings such as –ing, -ed or that require changing the final y to i (e.g., baby/babies).	Grade 1: 1.1: 74p, 75d, 76e, 76f, 78d, 90e, 92d, 92p, 93d, 94e, 96d, 114e, 116d 1.3: 37d, 39b, 63d, 65d, 71b, 93d, 95b, 113d, 115d, 116–117, 119d, 121b, 139d, 141d, 142–143
8. Consistently identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 1: 1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78 1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82
9. Read all common regular contractions and irregular contractions (e.g., don't, shan't, can't).	Grade 1: 1.2: 86c–86d, 86f, 88c–88d, 106c, 110c, 110e, 114a, 132c–132d, DI 81 1.3: 14a, 120c–120d, 120f, 122c–122d, 142c, 142e, 145d, 147b, 148a, DI 82 1.4: 40a, 127d, 130g, 151d
10. Consistently read common abbreviations. (s) (m) (ss)	Grade 2: 2.3: 365a 2.6: 297b, 319c
11. Consistently use knowledge of word order (syntax) and context to confirm decoding.	Grade 2: 2.1: 35c, 40, 41, 43d, 97d, 119c, 129d 2.4: 44–45, 45a, 98–99, 100a, 126–127, 127a 2.5: 182–183, 183a 2.6: 298–299, 299a, 352–353, 353a, 410–411, 411a
Vocabulary	
Standard:	
The student will acquire English language vocabulary and use it in relevant contexts	
(Some content also covered in Listening & Speaking)	
Beginning	
1. Recognize one to two common high frequency sight words.	Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68e, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 140e, 142d, 160e, 162d 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 146e, 148d, 168e, 172d 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 68e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
2. Comprehend (point, label, name) with the aid of picture cues a couple of simple grade-level words, when heard or read aloud. (s) (m) (ss)	Grade 1: 1.1: 14c, 26d, 34c, 48c–48d, 56c, 68c–68d, 75d, 77b, 89b, 90c–90d, 91d, 92–93, 98c, 110c–110d, 118c, 130c 1.2: 14c, 30c–30d, 40c, 80c–80d, 116c, 132c–132d, 142c, 160c–160d 1.3: 14c, 30c–30d, 64c–64d, 96c, 122c, 148c 1.4: 14c, 48c, 76c, 102c, 130d, 152c–152d, 160c 1.5: 36c–36d, 48c, 68c–68d, 80c, 104d, 114c, 144o, 166c–166d, 174c, 198c–198d
Early Intermediate	
1. Recognize a few (three to four) common high frequency sight words.	Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68e, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 140e, 142d, 160e, 162d 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 146e, 148d, 168e, 172d 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 68e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d
2. Comprehend (point, label, name) with the aid of picture cues a few simple content-area words. (s) (m) (ss)	Grade 1: 1.1: 14c, 26d, 34c, 48c–48d, 56c, 68c–68d, 75d, 77b, 89b, 90c–90d, 91d, 92–93, 98c, 110c–110d, 118c, 130c 1.2: 14c, 30c–30d, 40c, 80c–80d, 116c, 132c–132d, 142c, 160c–160d 1.3: 14c, 30c–30d, 64c–64d, 96c, 122c, 148c 1.4: 14c, 48c, 76c, 102c, 130d, 152c–152d, 160c 1.5: 36c–36d, 48c, 68c–68d, 80c, 104d, 114c, 144o, 166c–166d, 174c, 198c–198d
3. Recognize that two words can make a compound word (e.g., lunchtime, daydream, everyday). (s) (m) (ss)	Grade 1: 1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78 1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82
4. Understand one to two key words that signal grade-specific mathematical operations (e.g., plus, add to). (m)	Grade 1: 1.2: 115a 1.4: 95b

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Intermediate	
1. Recognize some (five to 25) common high frequency sight words.	Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68e, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 140e, 142d, 160e, 162d 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 146e, 148d, 168e, 172d 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 68e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d
2. Comprehend (point, label, name) with the aid of picture cues some simple content-area words (e.g., sphere, cube, perimeter, body parts, mountain). (s) (m) (ss)	Grade 1: 1.1: 14c, 26d, 34c, 48c–48d, 56c, 68c–68d, 75d, 77b, 89b, 90c–90d, 91d, 92–93, 98c, 110c–110d, 118c, 130c 1.2: 14c, 30c–30d, 40c, 80c–80d, 116c, 132c–132d, 142c, 160c–160d 1.3: 14c, 30c–30d, 64c–64d, 96c, 122c, 148c 1.4: 14c, 48c, 76c, 102c, 130d, 152c–152d, 160c 1.5: 36c–36d, 48c, 68c–68d, 80c, 104d, 114c, 144o, 166c–166d, 174c, 198c–198d
3. Occasionally determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss)	Grade 1: 1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78 1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82
4. Understand a few key words that signal grade-specific mathematical operations (e.g., sum, combine, decrease, minus, gives). (m)	This standard can be introduced on these pages. Grade 1: 1.2: 115a 1.4: 95b
5. Use personal dictionary or word walls with pictures to find the meaning of known vocabulary. (s) (m) (ss)	Grade 1: 1.1: 73a 1.2: 163a
Early Advanced	
1. Recognize many (26 to 50) common high frequency sight words.	Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68e, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d,

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Continued	<p>106e, 110d, 112p, 114e, 116d, 132e, 136d, 140e, 142d, 160e, 162d</p> <p>1.3: 10p, 12e, 14d, 30e, 34d, 36p, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 146e, 148d, 168e, 172d</p> <p>1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 68e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d</p> <p>1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d</p>
<p>2. Comprehend (point, label, name) with the aid of picture cues many simple content-area grade-level words and a few, more complex words (e.g., symmetry, equivalent, centimeter, adaptation, volcano, continent, revolution, pioneer, government). (s) (m) (ss)</p>	<p>Grade 1:</p> <p>1.1: 14c, 26d, 34c, 48c–48d, 56c, 68c–68d, 75d, 77b, 89b, 90c–90d, 91d, 92–93, 98c, 110c–110d, 118c, 130c</p> <p>1.2: 14c, 30c–30d, 40c, 80c–80d, 116c, 132c–132d, 142c, 160c–160d</p> <p>1.3: 14c, 30c–30d, 64c–64d, 96c, 122c, 148c</p> <p>1.4: 14c, 48c, 76c, 102c, 130d, 152c–152d, 160c</p> <p>1.5: 36c–36d, 48c, 68c–68d, 80c, 104d, 114c, 144o, 166c–166d, 174c, 198c–198d</p>
<p>3. Sometimes determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss)</p>	<p>Grade 1:</p> <p>1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78</p> <p>1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82</p>
<p>4. Recognize the meaning of a few common prefixes (e.g., un-, re-, dis-) and suffixes (e.g., -ful, -ly, -less) when attached to known vocabulary. (s) (m) (ss)</p>	<p>Grade 2:</p> <p>2.4: 14–15, 15a, 68–69, 69a, 88a, 88e, 90–91, 94b</p> <p>2.5: 154n–154o, 154q, 155b, 156c–156d, 156–157, 157a, 174c, 174–175, 178c, 178e, 180n–180o, 180p, 180q, 181b, 182c–182d, 204c, 206c, 206d, 206e, 226c, DI 65</p> <p>2.6: 308p, 368a, 376n–376o, 376q, 377b, 404c, 406c, 406e, 408n–408o, 408q, 409b, 410c, 410d, 426d, 428c, 428d, 432c, 432d, DI 68</p>
<p>5. Understand some key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m)</p>	<p>This standard can be introduced on these pages.</p> <p>Grade 1:</p> <p>1.2: 115a</p> <p>1.4: 95b</p>
<p>6. Use picture dictionary to find the meanings of known vocabulary. (s) (m) (ss)</p>	<p>Grade 1:</p> <p>1.1: 73a</p> <p>1.2: 163a</p>

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7. Know what homophones are (e.g., here, hear; to, too, two; hole, whole).	Grade 1: 1.4: 119b, 120-121 1.5: 134-135
8. Know what idiomatic expressions are (e.g., last straw, cold feet, in hot water).	Grade 1: 1.1: 45 1.5: 205
Advanced	
1. Recognize many (51 to 75) common regular and irregular sight words (e.g., the, have, said, of).	Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68e, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 140e, 142d, 160e, 162d 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 146e, 148d, 168e, 172d 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 68e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d
2. Comprehend (name, use, define) some content-area grade-level words that are more complex, using knowledge of word order and context to confirm meaning. (s) (m) (ss)	Grade 1: 1.1: 14c, 26d, 34c, 48c–48d, 56c, 68c–68d, 75d, 77b, 89b, 90c–90d, 91d, 92–93, 98c, 110c–110d, 118c, 130c 1.2: 14c, 30c–30d, 40c, 80c–80d, 116c, 132c–132d, 142c, 160c–160d 1.3: 14c, 30c–30d, 64c–64d, 96c, 122c, 148c 1.4: 14c, 48c, 76c, 102c, 130d, 152c–152d, 160c 1.5: 36c–36d, 48c, 68c–68d, 80c, 104d, 114c, 144o, 166c–166d, 174c, 198c–198d
3. Often determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss)	Grade 1: 1.3: 38b, 38c–38d, 38f, 39c, 40c–40d, 64a, 66c, 66e, 88b, 88c–88d, DI 78 1.4: 126m, 126n–126o, 126q, 127d, 130c–130d, 154c, 154e–154f, 182c–182d, DI 82

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4. Recognize the meaning of some common prefixes and suffixes when attached to known vocabulary. (s) (m) (ss)	Grade 2: 2.4: 14–15, 15a, 68–69, 69a, 88a, 88e, 90–91, 94b 2.5: 154n–154o, 154q, 155b, 156c–156d, 156–157, 157a, 174c, 174–175, 178c, 178e, 180n–180o, 180p, 180q, 181b, 182c–182d, 204c, 206c, 206d, 206e, 226c, DI 65 2.6: 308p, 368a, 376n–376o, 376q, 377b, 404c, 406c, 406e, 408n–408o, 408q, 409b, 410c, 410d, 426d, 428c, 428d, 432c, 432d, DI 68
5. Understand many words that indicate grade-specific mathematical operations (e.g., difference between, product, times, double, yields). (m)	This standard can be introduced on these pages. Grade 1: 1.2: 115a 1.4: 95b
6. Use picture dictionary to find the meanings of unknown vocabulary. (s) (m) (ss)	Grade 1: 1.1: 73a 1.2: 163a
7. Know correct usage of a few problematic homophones (e.g., here, hear; bear, bare).	Grade 1: 1.4: 119b, 120-121 1.5: 134-135
8. Understand a few grade-appropriate idiomatic expressions (e.g., raining cats and dogs, fish out of water).	Grade 1: 1.1: 45 1.5: 205
Fluency	
Standard:	
The student will read with fluency and accuracy.	
Beginning	
1. Read aloud a few short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	Grade 1: 1.1: 27b, 49b, 71a, 91b, 109a, 111b, 131b 1.2: 29a, 33a, 55a, 61a, 81b, 105a, 109a, 131a, 135a, 159a, 161b 1.3: 29a, 33a, 63a, 65b, 87a, 89b, 113a, 115b, 139a, 141b, 167a, 171a 1.4: 39a, 41b, 67a, 69b, 91a, 95a, 123a, 151a, 153b, 181a 1.5: 35a, 67a, 103a, 133a, 137a, 167a, 197a
Early Intermediate	
2. Read aloud some short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	Grade 1: 1.1: 27b, 49b, 71a, 91b, 109a, 111b, 131b 1.2: 29a, 33a, 55a, 61a, 81b, 105a, 109a, 131a, 135a, 159a, 161b 1.3: 29a, 33a, 63a, 65b, 87a, 89b, 113a, 115b, 139a, 141b, 167a, 171a 1.4: 39a, 41b, 67a, 69b, 91a, 95a, 123a, 151a, 153b, 181a 1.5: 35a, 67a, 103a, 133a, 137a, 167a, 197a

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Intermediate	
1. Read aloud many short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	Grade 1: 1.1: 27b, 49b, 71a, 91b, 109a, 111b, 131b 1.2: 29a, 33a, 55a, 61a, 81b, 105a, 109a, 131a, 135a, 159a, 161b 1.3: 29a, 33a, 63a, 65b, 87a, 89b, 113a, 115b, 139a, 141b, 167a, 171a 1.4: 39a, 41b, 67a, 69b, 91a, 95a, 123a, 151a, 153b, 181a 1.5: 35a, 67a, 103a, 133a, 137a, 167a, 197a
2. Occasionally read grade level text with at least 90 percent accuracy.	Grade 1: 1.1: 28e–28g, 50e–50g, 72e–72g, 92e–92g, 112e–112g, 132e–132g 1.2: 34e–34g, 62e–62g, 82e–82g, 110e–110g, 136e–136g, 162e–162g 1.3: 34e–34g, 66e–66g, 90e–90g, 116e–116g, 142e–142g, 172e–172g 1.4: 42e–42f, 70e–70g, 96e–96g, 124e–124g, 154e–154g, 186e–186g 1.5: 42e–42g, 74e–74g, 108e–108g, 138e–138g, 168e–168g, 202e–202g
Early Advanced	
1. Sometimes read aloud familiar grade-level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	Grade 1: 1.1: 27b, 49b, 71a, 91b, 109a, 111b, 131b 1.2: 29a, 33a, 55a, 61a, 81b, 105a, 109a, 131a, 135a, 159a, 161b 1.3: 29a, 33a, 63a, 65b, 87a, 89b, 113a, 115b, 139a, 141b, 167a, 171a 1.4: 39a, 41b, 67a, 69b, 91a, 95a, 123a, 151a, 153b, 181a 1.5: 35a, 67a, 103a, 133a, 137a, 167a, 197a
2. Sometimes read grade level text with at least 90 percent accuracy.	Grade 1: 1.1: 28e–28g, 50e–50g, 72e–72g, 92e–92g, 112e–112g, 132e–132g 1.2: 34e–34g, 62e–62g, 82e–82g, 110e–110g, 136e–136g, 162e–162g 1.3: 34e–34g, 66e–66g, 90e–90g, 116e–116g, 142e–142g, 172e–172g 1.4: 42e–42f, 70e–70g, 96e–96g, 124e–124g, 154e–154g, 186e–186g 1.5: 42e–42g, 74e–74g, 108e–108g, 138e–138g, 168e–168g, 202e–202g

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Advanced	
1. Often read aloud familiar grade-level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	Grade 1: 1.1: 27b, 49b, 71a, 91b, 109a, 111b, 131b 1.2: 29a, 33a, 55a, 61a, 81b, 105a, 109a, 131a, 135a, 159a, 161b 1.3: 29a, 33a, 63a, 65b, 87a, 89b, 113a, 115b, 139a, 141b, 167a, 171a 1.4: 39a, 41b, 67a, 69b, 91a, 95a, 123a, 151a, 153b, 181a 1.5: 35a, 67a, 103a, 133a, 137a, 167a, 197a
2. Often read grade level text with at least 90 percent accuracy.	Grade 1: 1.1: 28e–28g, 50e–50g, 72e–72g, 92e–92g, 112e–112g, 132e–132g 1.2: 34e–34g, 62e–62g, 82e–82g, 110e–110g, 136e–136g, 162e–162g 1.3: 34e–34g, 66e–66g, 90e–90g, 116e–116g, 142e–142g, 172e–172g 1.4: 42e–42f, 70e–70g, 96e–96g, 124e–124g, 154e–154g, 186e–186g 1.5: 42e–42g, 74e–74g, 108e–108g, 138e–138g, 168e–168g, 202e–202g
Comprehending Text	
Standard:	
The student will analyze text for expression, enjoyment, and response to other related content areas.	
Beginning	
1. Identify basic sequences of events in stories read to him or her. (s) (m) (ss)	Grade 1: 1.1: 20–21 1.2: 85a, 85d, 88g, 100–101, 105d, 110e, DI 81 1.3: 44–45, 132–133, 145a–145b, 145d, 148g, 158–159, 167d, 172e, DI 84 1.5: 45a–45b, 45d, 48q, 52–53, 67d, DI 78
2. Make predictions about content based on book title and illustrations. (s) (m) (ss)	Grade 1: 1.1: 14, 26, 34, 48, 56, 68, 78, 90, 98, 110, 118, 130 1.2: 14, 30, 40, 56, 68, 80, 88, 106, 116, 132, 142, 160 1.3: 14, 30, 40, 64, 72, 88, 96, 114, 122–138, 140, 148, 168 1.4: 14, 40, 48, 68, 76, 92, 102, 120, 128b, 130, 152, 160, 182 1.5: 14, 36, 48, 68, 80, 104, 114, 134, 144, 166, 174, 198
3. Participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud.	Grade 1: 1.3: 139a, 167a 1.5: 35a, 197a
4. Restate information from expository text read to him or her, using key words, short phrases, and some simple sentences with teacher support. (s) (m) (ss)	Grade 1: 1.2: 56–61, 116–129, 132–135 1.4: 40–41, 68–69, 92–95, 1.5: 104–107, 114–131

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5. Indicate the meaning of common signs and symbols in the environment. (s) (m) (ss)	Grade 1: 1.1: 93a 1.2: 36k, 68–77, 80–81 1.3: 89c
6. Follow short two- to three-step written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Grade 1: 1.1: 13a, 42–43 1.3: 13c, 39c 1.4: 45c
7. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Grade 1: 1.1: 10k, 18-19, 26-27, 30k, 48-49, 52k, 68-69, 74k, 82-83, 90-91, 94k, 102-103, 110-111, 114k, 124-125, 130-131 1.2: 10k, 30-31, 36k, 56-57, 64k, 74-75, 80-81, 84k, 94-95, 100-101, 106-107, 112k, 115a, 128-129, 132-133, 138k, 150-151, 156-157 1.3: 10k, 22-23, 30-31, 36k, 56-57, 64-67, 68k, 74-75, 88-89, 92k, 108-109, 110-111, 114-115, 118k, 134-135, 144k, 158-159, 160-161 1.4: 10k, 28-29, 40-41, 44k, 64-65, 68-69, 72k, 80-81, 88-89, 92-93, 94-95, 95b, 98k, 106-107, 116-117, 120-121, 126k, 134-135, 146-147, 152-153, 156k, 164-165, 176-177, 184-185 1.5: 10k, 18-19, 24-25, 36-37, 44k, 76k, 92-93, 104-105, 106-107, 110k, 118-119, 128-129, 134-135, 152-153, 156-157, 170k, 184-185, 192-193
Early Intermediate	
1. Retell a simple story, placing events in sequence. (s) (m) (ss)	Grade 1: 1.1: 20–21 1.2: 85a, 85d, 88g, 100–101, 105d, 110e, DI 81 1.3: 44–45, 132–133, 145a–145b, 145d, 148g, 158–159, 167d, 172e, DI 84 1.5: 45a–45b, 45d, 48q, 52–53, 67d, DI 78
2. Make predictions about content based on book title, illustrations, and text. (s) (m) (ss)	Grade 2: 2.1: 16–17, 38e, 46–47, 62–63, 72–73, 90–91, 100–101, 122–123, 132–133, 152–153 2.2: 166–167, 184–185, 194–195, 214e, 222–223, 246–247, 256–257, 276–277, 286–287, 306–307 2.3: 320–321, 340e, 348–349, 368e, 376–377, 398e, 406–407, 420–421, 430–431, 454–455 2.4: 16–17, 34e, 46–47, 62e, 70–71, 90–91, 100–101, 118–119, 128–129, 144–145 2.5: 158–159, 174–175, 184–185, 204e, 212–213, 228–229, 238–239, 258–259, 268–269, 286–287 2.6: 300–301, 316–317, 326–327, 346e, 354–355, 370–371, 380–381, 404e, 412, 413, 428–429

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3. Participate in the reading of poetry by clapping and chanting to rhythms and rhymes.	Grade 1: 1.1: 90–91, 130–131 1.2: 160–161 1.5: 198–199
4. Respond to basic comprehension questions about expository text read to him or her, using key words, phrases, and simple sentences. (s) (m) (ss)	Grade 1: 1.2: 56–61, 116–129, 132–135 1.4: 40–41, 68–69, 92–95, 1.5: 104–107, 114–131
5. Indicate the meaning of specific signs (e.g., traffic, safety, warning signs.) (s) (m) (ss)	Grade 1: 1.1: 93a 1.2: 36k, 68–77, 80–81 1.3: 89c
6. Identify specific details (e.g., numbers, letters, a few key words, short expressions) of text read to him or her. (s) (m) (ss)	Grade 1: 1.2: 56–61, 116–129, 132–135, 1.4: 40–41, 68–69, 92–95, 1.5: 104–107, 114–131
7. Follow short two- to three-step written directions for classroom activities with a few picture cues to assist. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m)	Grade 1: 1.1: 13a, 42–43 1.3: 13c, 39c 1.4: 45c
8. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Grade 1: 1.1: 10k, 18-19, 26-27, 30k, 48-49, 52k, 68-69, 74k, 82-83, 90-91, 94k, 102-103, 110-111, 114k, 124-125, 130-131, 1.2: 10k, 30-31, 36k, 56-57, 64k, 74-75, 80-81, 84k, 94-95, 100-101, 106-107, 112k, 115a, 128-129, 132-133, 138k, 150-151, 156-157, 1.3: 10k, 22-23, 30-31, 36k, 56-57, 64-67, 68k, 74-75, 88-89, 92k, 108-109, 110-111, 114-115, 118k, 134-135, 144k, 158-159, 160-161 1.4: 10k, 28-29, 40-41, 44k, 64-65, 68-69, 72k, 80-81, 88-89, 92-93, 94-95, 95b, 98k, 106-107, 116-117, 120-121, 126k, 134-135, 146-147, 152-153, 156k, 164-165, 176-177, 184-185 1.5: 10k, 18-19, 24-25, 36-37, 44k, 76k, 92-93, 104-105, 106-107, 110k, 118-119, 128-129, 134-135, 152-153, 156-157, 170k, 184-185, 192-193
Intermediate	
1. Retell a simple story, placing events in sequence and including details about the events, characters, and setting. (ss)	Grade 1: 1.1: 20–21 1.2: 85a, 85d, 88g, 100–101, 105d, 110e, DI 81 1.3: 44–45, 132–133, 145a–145b, 145d, 148g, 158–159, 167d, 172e, DI 84 1.5: 45a–45b, 45d, 48q, 52–53, 67d, DI 78

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2. Predict what might happen next in a reading selection. (s) (ss)	Grade 2: 2.1: 16–17, 38e, 46–47, 62–63, 72–73, 90–91, 100–101, 122–123, 132–133, 152–153 2.2: 166–167, 184–185, 194–195, 214e, 222–223, 246–247, 256–257, 276–277, 286–287, 306–307 2.3: 320–321, 340e, 348–349, 368e, 376–377, 398e, 406–407, 420–421, 430–431, 454–455 2.4: 16–17, 34e, 46–47, 62e, 70–71, 90–91, 100–101, 118–119, 128–129, 144–145 2.5: 158–159, 174–175, 184–185, 204e, 212–213, 228–229, 238–239, 258–259, 268–269, 286–287 2.6: 300–301, 316–317, 326–327, 346e, 354–355, 370–371, 380–381, 404e, 412, 413, 428–429
3. Identify rhyming pairs of words in poetry.	Grade 1: 1.1: 90–91, 130–131 1.2: 160–161 1.5: 198–199
4. Respond to basic comprehension questions about expository text read independently, using key words and phrases, and simple sentences. (s) (m) (ss)	Grade 1: 1.2: 56–61, 116–129, 132–135 1.4: 40–41, 68–69, 92–95, 1.5: 104–107, 114–131
5. Indicate the meaning of common signs and symbols (e.g., computer icons, mathematical symbols). (s) (m) (ss)	Grade 1: 1.1: 93a 1.2: 36k, 68–77, 80–81 1.3: 89c
6. Occasionally comprehend a few simple mathematics word problems. (m)	Grade 1: 1.2: 115a 1.4: 95b
7. Follow two- to three-step written directions for classroom activities with some picture cues to assist. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Grade 1: 1.1: 13a, 42–43 1.3: 13c, 39c 1.4: 45c

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8. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Grade 1: 1.1: 10k, 18-19, 26-27, 30k, 48-49, 52k, 68-69, 74k, 82-83, 90-91, 94k, 102-103, 110-111, 114k, 124-125, 130-131 1.2: 10k, 30-31, 36k, 56-57, 64k, 74-75, 80-81, 84k, 94-95, 100-101, 106-107, 112k, 115a, 128-129, 132-133, 138k, 150-151, 156-157 1.3: 10k, 22-23, 30-31, 36k, 56-57, 64-67, 68k, 74-75, 88-89, 92k, 108-109, 110-111, 114-115, 118k, 134-135, 144k, 158-159, 160-161 1.4: 10k, 28-29, 40-41, 44k, 64-65, 68-69, 72k, 80-81, 88-89, 92-93, 94-95, 95b, 98k, 106-107, 116-117, 120-121, 126k, 134-135, 146-147, 152-153, 156k, 164-165, 176-177, 184-185 1.5: 10k, 18-19, 24-25, 36-37, 44k, 76k, 92-93, 104-105, 106-107, 110k, 118-119, 128-129, 134-135, 152-153, 156-157, 170k, 184-185, 192-193
Early Advanced	
1. Respond to stories by answering questions about cause and effect and other relationships. (s) (ss)	Grade 2: 2.3: 373a–373b, 373d, 374e, 380–381, 397b, 410–411, 427a–427b, 427d, 428e, 438–439, 453b, DI 66 2.6: 358–359, 376r, 376–377, 377b, 394–395, 403b, 416–417, DI 67
2. Compare a prediction about an action or event to what actually occurs in the reading selection. (s) (ss)	Grade 2: 2.1: 36g, 60g, 88g, 120g, 150g 2.2: 182g, 212g, 243g, 274g, 303g 2.3: 338g, 366g, 395g, 418g, 452g 2.4: 31g, 60g, 88g, 116g, 142g 2.5: 172g, 202g, 226g, 256g, 284g 2.6: 314g, 344g, 368g, 402g, 426g
3. Identify rhyme, rhythm, and repetition in poetry.	Grade 2: 2.1: 36e, 38a, 40b 2.2: 196–197, 228–229, 292–293, 303e 2.5: 188–189 2.6: 302–303
4. Identify the main idea of expository or functional text read independently. (s) (m) (ss)	Grade 1: 1.2: 56–61, 116–129, 132–135 1.4: 40–41, 68–69, 92–95 1.5: 104–107, 114–131
5. Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, mathematical symbols, simple charts, and graphs). (s) (m) (ss)	Grade 1: 1.1: 93a 1.2: 36k, 68–77, 80–81 1.3: 89c
6. Sometimes comprehend some simple mathematics word problems. (m)	Grade 1: 1.2: 115a 1.4: 95b

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
7. Follow up to five-step written directions for classroom activities with a few picture cues to assist. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m)	Grade 2: 2.2: 163c, 249d 2.4: 98–99 2.5: 170–171, 228–231
8. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Grade 1: 1.1: 10k, 18-19, 26-27, 30k, 48-49, 52k, 68-69, 74k, 82-83, 90-91, 94k, 102-103, 110-111, 114k, 124-125, 130-131 1.2: 10k, 30-31, 36k, 56-57, 64k, 74-75, 80-81, 84k, 94-95, 100-101, 106-107, 112k, 115a, 128-129, 132-133, 138k, 150-151, 156-157 1.3: 10k, 22-23, 30-31, 36k, 56-57, 64-67, 68k, 74-75, 88-89, 92k, 108-109, 110-111, 114-115, 118k, 134-135, 144k, 158-159, 160-161 1.4: 10k, 28-29, 40-41, 44k, 64-65, 68-69, 72k, 80-81, 88-89, 92-93, 94-95, 95b, 98k, 106-107, 116-117, 120-121, 126k, 134-135, 146-147, 152-153, 156k, 164-165, 176-177, 184-185 1.5: 10k, 18-19, 24-25, 36-37, 44k, 76k, 92-93, 104-105, 106-107, 110k, 118-119, 128-129, 134-135, 152-153, 156-157, 170k, 184-185, 192-193
9. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text. (s) (m) (ss)	Grade 1: 1.1: 98e 1.2: 142e 1.3: 37a, 40e, 92r, 92-93, 117b 1.4: 48g, 56-57, 67d, 72r, 72-73, 97b 1.5: 122-123, 158-159
Advanced	
1. Describe character traits (e.g., honesty, courage), setting, plot, and narrator of a story. (ss)	Grade 2: 2.1: 13a–13b, 13d, 14e, 18–19, 37b, 44b, 69a–69b, 69d, 70e, 82–83, 89b, 140–141, DI 64, DI 66, 2.2: 18–19, 178–179 2.3: 403a–403b, 403d, 404e, 414–415, 419b, DI 67, 2.4: 96r, 96–97, 97b, 114–115, DI 67 2.5: 196–197, 208r, 208–209, 209b, 222–223, 225c, 227b, 255a, DI 66, 2.6: 408r, 408–409, 409b, 422–423, 427b, DI 68, DI 69
2. Predict events and actions in text based upon prior knowledge and text features. (s) (ss)	Grade 2: 2.1: 16–17, 38e, 46–47, 62–63, 72–73, 90–91, 100–101, 122–123, 132–133, 152–153 2.2: 166–167, 184–185, 194–195, 214e, 222–223, 246–247, 256–257, 276–277, 286–287, 306–307, 2.3: 320–321, 340e, 348–349, 368e, 376–377, 398e, 406–407, 420–421, 430–431, 454–455, 2.4: 16–17, 34e, 46–47, 62e, 70–71, 90–91, 100–101, 118–119, 128–129, 144–145 2.5: 158–159, 174–175, 184–185, 204e, 212–213, 228–229, 238–239, 258–259, 268–269, 286–287, 2.6: 300–301, 316–317, 326–327, 346e, 354–355, 370–371, 380–381, 404e, 412, 413, 428–429

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3. Identify words that an author uses to create rich auditory experiences in poetry.	Grade 2: 2.1: 36e, 38a, 40b 2.2: 196–197, 228–229, 292–293, 303e 2.5: 188–189 2.6: 302–303
4. Relate the gist of expository or functional text read independently, although some rereading and clarification is needed. (s) (m) (ss)	Grade 2: 2.1: 46–59, 68b, 90–93, 100–119, 128b, 152–155 2.2: 162b, 184–187 2.3: 316b, 340–341, 344b, 368–369 2.4: 46–59, 70–87, 124b, 144–147 2.6: 296b, 316–319
5. Interpret information in functional documents (e.g., maps, schedules, pamphlets). (ss)	Grade 2: 2.1: 118–119, 157a 2.2: 281a, 371a 2.3: 425a 2.4: 65a, 80–85, 95a 2.5: 207a, 263a 2.6: 328–329, 336–337, 338–339, 400–401, 433a
6. Often comprehend many simple mathematics word problems. (m)	Grade 1: 1.2: 115a 1.4: 95b
7. Follow up to five-step written directions for classroom activities. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m)	Grade 2: 2.2: 163c, 249d 2.4: 98–99 2.5: 170–171, 228–231
8. Comprehend content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Grade 1: 1.1: 10k, 18-19, 26-27, 30k, 48-49, 52k, 68-69, 74k, 82-83, 90-91, 94k, 102-103, 110-111, 114k, 124-125, 130-131 1.2: 10k, 30-31, 36k, 56-57, 64k, 74-75, 80-81, 84k, 94-95, 100-101, 106-107, 112k, 115a, 128-129, 132-133, 138k, 150-151, 156-157 1.3: 10k, 22-23, 30-31, 36k, 56-57, 64-67, 68k, 74-75, 88-89, 92k, 108-109, 110-111, 114-115, 118k, 134-135, 144k, 158-159, 160-161 1.4: 10k, 28-29, 40-41, 44k, 64-65, 68-69, 72k, 80-81, 88-89, 92-93, 94-95, 95b, 98k, 106-107, 116-117, 120-121, 126k, 134-135, 146-147, 152-153, 156k, 164-165, 176-177, 184-185 1.5: 10k, 18-19, 24-25, 36-37, 44k, 76k, 92-93, 104-105, 106-107, 110k, 118-119, 128-129, 134-135, 152-153, 156-157, 170k, 184-185, 192-193
9. Use graphic organizers (e.g., webs, Venn diagrams, flow charts) in order to clarify the meaning of text. (s) (m) (ss)	Grade 1: 1.1: 98e 1.2: 142e 1.3: 37a, 40e, 92r, 92-93, 117b 1.4: 48g, 56-57, 67d, 72r, 72-73, 97b 1.5: 122-123, 158-159

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
10. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	Grade 2: 2.1: 46–59, 68b, 90–93, 100–119, 128b, 152–155, 2.2: 162b, 184–187 2.3: 316b, 340–341, 344b, 368–369 2.4: 46–59, 70–87, 124b, 144–147 2.6: 296b, 316–319
English Language Proficiency Standards in Writing	
ELL II	
Writing Applications	
Standard:	
The student will express his or her thinking and ideas in a variety of writing genres.	
Beginning	
Narrative	
1. Relate messages and short stories by writing two-to-three word phrases as well as simple sentences, using key words that are posted and commonly used in the classroom.	Grade 1: 1.1: 109a, 117a, WA2–WA9 1.2: 29c, 109b, 115a 1.3: 13a, 147a, 171b 1.4: 95b 1.5: 41c, 45c, 47a, 67c, 79a
Early Intermediate	
Narrative	
1. Write simple phrases and sentences about an event or character from a story dramatized or contextualized by the teacher.	Grade 1: 1.1: 109a, 117a, WA2–WA9 1.2: 29c, 109b, 115a 1.3: 13a, 147a, 171b 1.4: 95b 1.5: 41c, 45c, 47a, 67c, 79a
Expository	
2. Participate in creating simple summaries, with teacher as scribe, from informational texts, graphs, tables, or maps.	Grade 1: 1.1: 13a, 33a, 49c, 53c, 55a, 71b, 89c, 115c, 129c, 131c 1.2: 13a, 33b, 55c, 67a, 79c, 81c, 85c, 87a, 105c, 113c, 131c, 135b, 139c, 159c, WA2–WA9 1.3: 11c, 29c, 37c, 63c, 65c, 89c, 95a, 115c, 119c, 139c, 141c 1.4: 41c, 45c, 67c, 73c, 91c, 101a, 127c, 151c, 157c 1.5: 11c, 13a, 73a, 77c, 107b, 111c, 113a, 133c, 141c, 143a, 165c, 167c, 171c, 201b, WA2–WA9
Intermediate	
Narrative	
1. Write several phrases and simple sentences about a personal experience generated from a group story.	Grade 1: 1.1: 13a, 33a, 49c, 53c, 55a, 71b, 89c, 115c, 129c, 131c 1.2: 13a, 33b, 55c, 67a, 79c, 81c, 85c, 87a, 105c, 113c, 131c, 135b, 139c, 159c, WA2–WA9 1.3: 11c, 29c, 37c, 63c, 65c, 89c, 95a, 115c, 119c, 139c, 141c 1.4: 41c, 45c, 67c, 73c, 91c, 101a, 127c, 151c, 157c 1.5: 11c, 13a, 73a, 77c, 107b, 111c, 113a, 133c, 141c, 143a, 165c, 167c, 171c, 201b, WA2–WA9

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Expository	
2. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.	Grade 1: 1.1: 13a, 33a, 49c, 53c, 55a, 71b, 89c, 115c, 129c, 131c 1.2: 13a, 33b, 55c, 67a, 79c, 81c, 85c, 87a, 105c, 113c, 131c, 135b, 139c, 159c, WA2–WA9 1.3: 11c, 29c, 37c, 63c, 65c, 89c, 95a, 115c, 119c, 139c, 141c 1.4: 41c, 45c, 67c, 73c, 91c, 101a, 127c, 151c, 157c 1.5: 11c, 13a, 73a, 77c, 107b, 111c, 113a, 133c, 141c, 143a, 165c, 167c, 171c, 201b, WA2–WA9
Functional	
3. Participate in writing communications, such as friendly letters or thank-you notes, with the teacher as the scribe.	Grade 1: 1.2: 105c 1.3: 69c, 71a 1.4: 13a, WA2–WA9 1.5: 11c
Early Advanced	
Narrative	
1. Write short text about events or characters from familiar stories.	Grade 1: 1.1: 109a, 117a, WA2–WA9 1.2: 29c, 109b, 115a 1.3: 13a, 147a, 171b 1.4: 95b 1.5: 41c, 45c, 47a, 67c, 79a
2. Write simple rhymes.	Grade 1: 1.1: 77a 1.3: 39a, 93c, 113c, 145c
Expository	
3. Create expository texts (e.g., labels, lists, observations, scientific journals) through writing. (s)	Grade 1: 1.1: 13a, 33a, 49c, 53c, 55a, 71b, 89c, 115c, 129c, 131c 1.2: 13a, 33b, 55c, 67a, 79c, 81c, 85c, 87a, 105c, 113c, 131c, 135b, 139c, 159c, WA2–WA9 1.3: 11c, 29c, 37c, 63c, 65c, 89c, 95a, 115c, 119c, 139c, 141c 1.4: 41c, 45c, 67c, 73c, 91c, 101a, 127c, 151c, 157c 1.5: 11c, 13a, 73a, 77c, 107b, 111c, 113a, 133c, 141c, 143a, 165c, 167c, 171c, 201b, WA2–WA9
4. Participate in a group response to a given piece of literature.	Grade 1: 1.1: 18–19, 40–41, 84–85, 122–123 1.2: 26–27, 128–129 1.3: 56–57, 74–75, 78–79, 100–101 1.4: 24–25, 28–29, 32–33, 50–51, 106–107, 132–133, 146–147, 176–177, 179a 1.5: 18–19, 20–21, 26–27, 56–57, 60–61, 82–83, 92–93, 118–119, 126–127, 150–151, 178–179, 186–187, 194–195

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Functional	
5. Write a short friendly letter or thank-you note that is organized and uses a proper format. (i.e., heading, greeting, closing, addresses).	Grade 1: 1.2: 105c 1.3: 69c, 71a 1.4: 13a, WA2–WA9 1.5: 11c
Advanced	
Narrative	
1. Write a narrative or short story that includes a main idea, characters, and a sequence of events.	Grade 1: 1.1: 109a, 117a, WA2–WA9 1.2: 29c, 109b, 115a 1.3: 13a, 147a, 171b 1.4: 95b 1.5: 41c, 45c, 47a, 67c, 79a
2. Write simple poetry or chants.	Grade 1: 1.1: 77a 1.3: 39a, 93c, 113c, 145c
Expository	
3. Report events sequentially using a topic sentence and a concluding statement. (s) (m)	Grade 2: 2.1: 97c 2.2: 162k 2.4: 124k 2.5: 155a 2.6: 351a, 374–375, WA2–WA9
4. Write short responses to a literature selection that connects text to self, text to world, or text to other text.	Grade 2: 2.1: 36g, 36–37, 60g, 60–61, 88g, 88–89, 120g, 120–121, 150g, 150–151 2.2: 182g, 182–183, 212g, 212–213, 243g, 243–244, 274g, 274–275, 303g, 303–304 2.3: 338g, 338–339, 366g, 366–367, 395g, 395–396, 418g, 418–419, 452g, 452–453 2.4: 31g, 31–32, 60g, 60–61, 88g, 88–89, 116g, 116–117, 142g, 142–143 2.5: 172g, 172–173, 202g, 202–203, 226g, 226–227, 256g, 256–257, 284g, 284–285 2.6: 314g, 314–315, 344g, 344–345, 368g, 368–369, 402g, 402–403, 426g, 426–427
Functional	
5. Write a variety of functional texts (classroom rules, letters, notes, messages) that are organized and understandable. (s) (m)	Grade 2: 2.1: 87b, 155b 2.2: 163c, 253c 2.3: 365a, 367a, 417b, 427c, 451a, 457b, 461 2.4: 30a, 115a 2.5: 171b, 209a, 225b, 235a, 283a, WA2–WA9 2.6: 296k, 313b, 376k, 405b, 408k

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Write 17 to 20 of the letters (upper and lower case) of the alphabet.	Grade 1: 1.1: 11c, 31c, 53c, 75c, 95c, 115c, TR12-TR15 1.2: 11c, 37c, 65c, 85c, 113c, 139c, TR12-TR15 1.3: 11c, 37c, 69c, 93c, 119c, 145c, TR12-TR15 1.4: 11c, 45c, 73c, 99c, 127c, 157c, TR12-TR15 1.5: 11c, 45c, 77c, 111c, 141c, 171c, TR12-TR15
2. Recognize and use basic phonetic spellings, with the beginning phoneme correctly represented most of the time.	Grade 1: 1.1: 10p, 30p, 52p, 74p, 94p, 114p 1.2: 10p, 36p, 64p, 84p, 112p, 138p 1.3: 10p, 36p, 68p, 92p, 118p, 144p 1.4: 10p, 44p, 72p, 98p, 126p, 156p 1.5: 10p, 44p, 76p, 110p, 140p, 170p
3. Apply knowledge of letter-sound relationships to spell simple words with some consonants and a few vowels.	Grade 1: 1.1: 10p, 11d, 12e, 14d, 26e, 28d, 30p, 31d, 32e, 34d, 48e, 50d, 52p, 53d, 54e, 56d, 68e, 72d, 94p, 95d, 96e, 98d, 110e, 112d, 114p, 115d, 116e, 118d, 130e, 132d 1.2: 10p, 11d, 12e, 14d, 30e, 34d, 36p, 37d, 38e, 40d, 56e, 62d, 64p, 65d, 66e, 68d, 80e, 82d, 84p, 85d, 86e, 88d, 106e, 110d, 112p, 113d, 114e, 116d, 132e, 136d, 138p, 139d, 140e, 142d, 160e, 162d 1.3: 10p, 11d, 12e, 14d, 30e, 34d, 36p, 37d, 38c, 40d, 64e, 66d, 118p, 119d, 120e, 122d, 140e, 142d, 1.4: 10p, 11d, 12e, 14d, 40e, 42d, 44p, 45d, 46e, 48d, 68e, 70d, 72p, 73d, 74e, 76d, 92e, 96d, 98p, 99d, 100e, 102a, 102d, 120e, 124d, 1.5: 10p, 11d, 12e, 14d, 36e, 42d, 44p, 45d, 46e, 48d, 68e, 74d, 76p, 77d, 78e, 80d, 104e, 108d, 110p, 111d, 111e, 114d, 134e, 138d, 140p, 141d, 142e, 144d, 166e, 168d
4. Spell one to two high-frequency words correctly. (s) (m) (ss)	Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68b, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d, 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 138p, 140p, 142d, 160e, 162d, 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 164e, 148d, 168e, 172d, 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 64e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d, 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p,

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Continued	78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d
5. Often organize writing from left to right and top to bottom with spacing between words.	Grade 1: 1.1: 13a, 27c, 33a, 47c, 49c, 50–51, 71b, 77a, 91c, 111c, WA1, WA7 1.2: 33b, 79c, 82–83, 109b, WA1, WA7 1.3: 13a, 29c, 33b, 34–35, 71a, 95a, 147a, 171b, WA1, WA7 1.4: 75a, 151c, 154–155, WA1, WA7 1.5: 13a, 67c, 74–75, 79a, 103c, WA1, WA7
6. Use resources such as word walls to spell correctly.	Grade 1: 1.1: 10q, 12f, 12–13, 30q, 32f, 32–33, 42–43, 52q, 54f, 54–55, 74q, 76–77, 94q, 96f, 96–97, 114q, 116f, 116–117, 130c 1.2: 10q, 12f, 12–13, 30c, 36q, 38f, 38–39, 64q, 66f, 66–67, 80c, 84q, 86f, 86–87, 106c, 112q, 114f, 114–115, 138q, 140f, 140–141, 169c 1.3: 10qw, 12f, 12–13, 36q, 38f, 38–39, 68q, 70f, 70–71, 88c, 90c, 92q, 94f, 94–95, 114c, 118q, 120f, 120–121, 139b, 140c, 144q, 146f, 146–147, 168c 1.4: 10q, 12f, 12–13, 44q, 46f, 46–47, 46c, 72q, 74f, 74–75, 92c, 98q, 100f, 100–101, 120c, 126q, 128f, 128–129, 152c, 156q, 158f, 158–159, 182c, 1.5: 10q, 12f, 12–13, 36c, 44q, 46f, 46–47, 68c, 76q, 78f, 78–79, 104c, 110q, 112f, 112–113, 134c, 140q, 142f, 142–143, 166c, 170q, 172f, 172–173, 198c
7. Use capital letters to begin “important” words, although application may be inconsistent or experimental.	Grade 1: 1.2: 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 82–83, 85d, 87b, 105d, 109c, 110–111 1.5: 141d, 168–169
8. Identify and use correct sentence endings, including periods and exclamation points.	Grade 1: 1.1: 11d, 13b, 25d, 27d, 28–29, 31d, 95d, 97b, 109d, 111d, 115d, 117b, 129d, 131d, 132–133 1.2: 116b 1.4: 92a 1.5: 13b, 41d, 45d, 47b, 67d, 73d, 74–75, 79b, 103d, 107c, 108–109
9. Identify and use, with some errors, present and past verb tenses.	Grade 1: 93d, 95b, 113d, 115d, 116–117, 119d, 121b, 139d, 141d, 142–143
Early Intermediate	
1. Write all upper and lower case letters, attending to form and spatial alignment.	Grade 1: 1.1: 11c, 31c, 53c, 75c, 95c, 115c, TR12–TR15 1.2: 11c, 37c, 65c, 85c, 113c, 139c, TR12–TR15 1.3: 11c, 37c, 69c, 93c, 119c, 145c, TR12–TR15 1.4: 11c, 45c, 73c, 99c, 127c, 157c, TR12–TR15 1.5: 11c, 45c, 77c, 111c, 141c, 171c, TR12–TR15

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
2. Recognize and use phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time.	<p>Grade 1: 1.1: 10p, 30p, 52p, 74p, 94p, 114p 1.2: 10p, 36p, 64p, 84p, 112p, 138p 1.3: 10p, 36p, 68p, 92p, 118p, 144p 1.4: 10p, 44p, 72p, 98p, 126p, 156p 1.5: 10p, 44p, 76p, 110p, 140p, 170p</p>
3. Spell CVC words correctly.	<p>Grade 1: 1.1: 10p, 11d, 12e, 14d, 26e, 28d, 30p, 31d, 32e, 34d, 48e, 50d, 52p, 53d, 54e, 56d, 68e, 72d, 94p, 95d, 96e, 98d, 110e, 112d, 114p, 115d, 116e, 118d, 130e, 132d 1.2: 10p, 11d, 12e, 14d, 30e, 34d, 36p, 37d, 38e, 40d, 56e, 62d, 64p, 65d, 66e, 68d, 80e, 82d, 84p, 85d, 86e, 88d, 106e, 110d, 112p, 113d, 114e, 116d, 132e, 136d, 138p, 139d, 140e, 142d, 160e, 162d 1.3: 10p, 11d, 12e, 14d, 30e, 34d, 36p, 37d, 38c, 40d, 64e, 66d, 118p, 119d, 120e, 122d, 140e, 142d 1.4: 10p, 11d, 12e, 14d, 40e, 42d, 44p, 45d, 46e, 48d, 68e, 70d, 72p, 73d, 74e, 76d, 92e, 96d, 98p, 99d, 100e, 102a, 102d, 120e, 124d 1.5: 10p, 11d, 12e, 14d, 36e, 42d, 44p, 45d, 46e, 48d, 68e, 74d, 76p, 77d, 78e, 80d, 104e, 108d, 110p, 111d, 111e, 114d, 134e, 138d, 140p, 141d, 142e, 144d, 166e, 168d</p>
4. Spell a few high-frequency words correctly. (s) (m) (ss)	<p>Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68b, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 138p, 140p, 142d, 160e, 162d 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 164e, 148d, 168e, 172d 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 64e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
5. Consistently organize writing from left to right and top to bottom orientation with spacing between words.	Grade 1: 1.1: 13a, 27c, 33a, 47c, 49c, 50–51, 71b, 77a, 91c, 111c, WA1, WA7 1.2: 33b, 79c, 82–83, 109b, WA1, WA7 1.3: 13a, 29c, 33b, 34–35, 71a, 95a, 147a, 171b, WA1, WA7 1.4: 75a, 151c, 154–155, WA1, WA7 1.5: 13a, 67c, 74–75, 79a, 103c, WA1, WA7
6. Use resources such as word walls and picture dictionaries to spell correctly.	Grade 1: 1.1: 10q, 12f, 12–13, 30q, 32f, 32–33, 42–43, 52q, 54f, 54–55, 74q, 76–77, 94q, 96f, 96–97, 114q, 116f, 116–117, 130c 1.2: 10q, 12f, 12–13, 30c, 36q, 38f, 38–39, 64q, 66f, 66–67, 80c, 84q, 86f, 86–87, 106c, 112q, 114f, 114–115, 138q, 140f, 140–141, 169c 1.3: 10qw, 12f, 12–13, 36q, 38f, 38–39, 68q, 70f, 70–71, 88c, 90c, 92q, 94f, 94–95, 114c, 118q, 120f, 120–121, 139b, 140c, 144q, 146f, 146–147, 168c 1.4: 10q, 12f, 12–13, 44q, 46f, 46–47, 46c, 72q, 74f, 74–75, 92c, 98q, 100f, 100–101, 120c, 126q, 128f, 128–129, 152c, 156q, 158f, 158–159, 182c, 1.5: 10q, 12f, 12–13, 36c, 44q, 46f, 46–47, 68c, 76q, 78f, 78–79, 104c, 110q, 112f, 112–113, 134c, 140q, 142f, 142–143, 166c, 170q, 172f, 172–173, 198c
7. Use capital letters correctly for the pronoun “I.”	Grade 1: 1.5: 141d, 168–169
8. Identify and use correct sentence endings, including periods, question marks, and exclamation points.	Grade 1: 1.1: 11d, 13b, 25d, 27d, 28–29, 31d, 95d, 97b, 109d, 111d, 115d, 117b, 129d, 131d, 132–133 1.2: 116b 1.4: 92a 1.5: 13b, 41d, 45d, 47b, 67d, 73d, 74–75, 79b, 103d, 107c, 108–109
9. Identify and use, with some errors, present verb tenses including the verb “to be” and past verb tenses.	Grade 1: 93d, 95b, 113d, 115d, 116–117, 119d, 121b, 139d, 141d, 142–143

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
10. Identify and use, with some errors, nouns and verbs in simple sentences.	<p>Grade 1: 1.2: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 92–83, 85d, 87b, 105d, 109c, 110–111, 113d, 115b, 131d, 135c, 136–137, 139d, 141b, 159d, 161d, 162–163 1.3: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 63d, 65d, 66–67, 71b, 87d, 89d, 90–91, 93d, 95b, 113d, 115d, 116–117 1.5: 133d, 138–139, 141d, 143b, 167d, 168–169</p>
Intermediate	
1. Write legibly all upper and lower case letters.	<p>Grade 1: 1.1: 11c, 31c, 53c, 75c, 95c, 115c, TR12-TR15 1.2: 11c, 37c, 65c, 85c, 113c, 139c, TR12-TR15 1.3: 11c, 37c, 69c, 93c, 119c, 145c, TR12-TR15 1.4: 11c, 45c, 73c, 99c, 127c, 157c, TR12-TR15 1.5: 11c, 45c, 77c, 111c, 141c, 171c, TR12-TR15</p>
2. Recognize and use phonetic spellings, with consonants and vowels (beginning, middle, and clusters) correctly represented most of the time.	<p>Grade 1: 1.1: 10p, 30p, 52p, 74p, 94p, 114p 1.2: 10p, 36p, 64p, 84p, 112p, 138p 1.3: 10p, 36p, 68p, 92p, 118p, 144p 1.4: 10p, 44p, 72p, 98p, 126p, 156p 1.5: 10p, 44p, 76p, 110p, 140p, 170p</p>
3. Recognize and use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly.	<p>Grade 1: 1.1: 10p, 11d, 12e, 14d, 26e, 28d, 30p, 31d, 32e, 34d, 48e, 50d, 52p, 53d, 54e, 56d, 68e, 72d, 94p, 95d, 96e, 98d, 110e, 112d, 114p, 115d, 116e, 118d, 130e, 132d 1.2: 10p, 11d, 12e, 14d, 30e, 34d, 36p, 37d, 38e, 40d, 56e, 62d, 64p, 65d, 66e, 68d, 80e, 82d, 84p, 85d, 86e, 88d, 106e, 110d, 112p, 113d, 114e, 116d, 132e, 136d, 138p, 139d, 140e, 142d, 160e, 162d 1.3: 10p, 11d, 12e, 14d, 30e, 34d, 36p, 37d, 38c, 40d, 64e, 66d, 118p, 119d, 120e, 122d, 140e, 142d 1.4: 10p, 11d, 12e, 14d, 40e, 42d, 44p, 45d, 46e, 48d, 68e, 70d, 72p, 73d, 74e, 76d, 92e, 96d, 98p, 99d, 100e, 102a, 102d, 120e, 124d 1.5: 10p, 11d, 12e, 14d, 36e, 42d, 44p, 45d, 46e, 48d, 68e, 74d, 76p, 77d, 78e, 80d, 104e, 108d, 110p, 111d, 111e, 114d, 134e, 138d, 140p, 141d, 142e, 144d, 166e, 168d</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
4. Spell some high-frequency words correctly. (s) (m) (ss)	<p>Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68b, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 138p, 140p, 142d, 160e, 162d 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 164e, 148d, 168e, 172d 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 64e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d</p>
5. Consistently organize writing from left to right and top to bottom orientation with spacing between words and between lines.	<p>Grade 1: 1.1: 13a, 27c, 33a, 47c, 49c, 50–51, 71b, 77a, 91c, 111c, WA1, WA7 1.2: 33b, 79c, 82–83, 109b, WA1, WA7 1.3: 13a, 29c, 33b, 34–35, 71a, 95a, 147a, 171b, WA1, WA7 1.4: 75a, 151c, 154–155, WA1, WA7 1.5: 13a, 67c, 74–75, 79a, 103c, WA1, WA7</p>
6. Use resources such as word walls and dictionaries to spell correctly.	<p>Grade 1: 1.1: 10q, 12f, 12–13, 30q, 32f, 32–33, 42–43, 52q, 54f, 54–55, 74q, 76–77, 94q, 96f, 96–97, 114q, 116f, 116–117, 130c 1.2: 10q, 12f, 12–13, 30c, 36q, 38f, 38–39, 64q, 66f, 66–67, 80c, 84q, 86f, 86–87, 106c, 112q, 114f, 114–115, 138q, 140f, 140–141, 169c 1.3: 10qw, 12f, 12–13, 36q, 38f, 38–39, 68q, 70f, 70–71, 88c, 90c, 92q, 94f, 94–95, 114c, 118q, 120f, 120–121, 139b, 140c, 144q, 146f, 146–147, 168c 1.4: 10q, 12f, 12–13, 44q, 46f, 46–47, 46c, 72q, 74f, 74–75, 92c, 98q, 100f, 100–101, 120c, 126q, 128f, 128–129, 152c, 156q, 158f, 158–159, 182c, 1.5: 10q, 12f, 12–13, 36c, 44q, 46f, 46–47, 68c, 76q, 78f, 78–79, 104c, 110q, 112f, 112–113, 134c, 140q, 142f, 142–143, 166c, 170q, 172f, 172–173, 198c</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
7. Identify and use capital letters correctly for the pronoun “I” and the beginning of a sentence.	Grade 1: 1.1: 11d, 13b, 25d, 27d, 28–29, 31d, 95d, 97b, 109d, 111d, 115d, 117b, 129d, 131d, 132–133 1.2: 116b 1.5: 41d, 73d, 74–75, 77d, 79b, 103d, 107c, 108–109, 141d, 168–169
8. Identify and use, with some errors, punctuation, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters.	Grade 2: 2.1: 13d, 35b, 35c, 37b, 39c, 40–41, 43d, 97d, 119c, 125c, 126–127, 129d, 149b, 151b, 155c, 156–157 2.2: 181b, 245b, 255b, 302a 2.3: 320–321, 365a, 2.4: 34e, 89a, 141b, 2.6: 319c, 367c, 369b, 374–375
9. Identify and use, with some errors, verb tenses, including present, past, and future tenses.	Grade 1: 93d, 95b, 113d, 115d, 116–117, 119d, 121b, 139d, 141d, 142–143
10. Identify and use, with some errors, nouns, verbs, and adjectives in simple sentences.	Grade 1: 1.2: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 92–83, 85d, 87b, 105d, 109c, 110–111, 113d, 115b, 131d, 135c, 136–137, 139d, 141b, 159d, 161d, 162–163 1.3: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 63d, 65d, 66–67, 71b, 87d, 89d, 90–91, 93d, 95b, 113d, 115d, 116–117, 1.5: 133d, 138–139, 141d, 143b, 167d, 168–169
11. Identify and use, with some errors, basic subject-verb agreement in simple sentences.	Grade 1: 1.3: 37d, 39b, 63d, 65d, 66–67, 69d, 71b, 87d, 89d, 90–91, 121b, 139d, 141d, 142–143
Early Advanced	
1. Write legibly letters and numerals.	Grade 2: 2.1: 13c, 43c, 69c, 97c, 129c, TR14–TR17 2.2: 163c, 191c, 219c, 253c, 283c, TR14–TR17 2.3: 317c, 345c, 373c, 403c, 427c, TR14–TR17 2.4: 13a, 43a, 67a, 97a, 125a, TR14–TR17 2.5: 155a, 181a, 209a, 235a, 265a, TR14–TR17 2.6: 297a, 323a, 351a, 377a, 409a, TR14–TR17
2. Recognize and use basic phonetic spelling of unfamiliar words to create readable text.	Grade 1: 1.1: 10p, 30p, 52p, 74p, 94p, 114p 1.2: 10p, 36p, 64p, 84p, 112p, 138p 1.3: 10p, 36p, 68p, 92p, 118p, 144p 1.4: 10p, 44p, 72p, 98p, 126p, 156p 1.5: 10p, 44p, 76p, 110p, 140p, 170p

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
3. Recognize and use common spelling patterns, such as word families, CVC words, regular plurals, and simple prefixes and suffixes, to spell correctly.	<p>Grade 1: 1.1: 10p, 11d, 12e, 14d, 26e, 28d, 30p, 31d, 32e, 34d, 48e, 50d, 52p, 53d, 54e, 56d, 68e, 72d, 94p, 95d, 96e, 98d, 110e, 112d, 114p, 115d, 116e, 118d, 130e, 132d 1.2: 10p, 11d, 12e, 14d, 30e, 34d, 36p, 37d, 38e, 40d, 56e, 62d, 64p, 65d, 66e, 68d, 80e, 82d, 84p, 85d, 86e, 88d, 106e, 110d, 112p, 113d, 114e, 116d, 132e, 136d, 138p, 139d, 140e, 142d, 160e, 162d, 1.3: 10p, 11d, 12e, 14d, 30e, 34d, 36p, 37d, 38c, 40d, 64e, 66d, 118p, 119d, 120e, 122d, 140e, 142d, 1.4: 10p, 11d, 12e, 14d, 40e, 42d, 44p, 45d, 46e, 48d, 68e, 70d, 72p, 73d, 74e, 76d, 92e, 96d, 98p, 99d, 100e, 102a, 102d, 120e, 124d, 1.5: 10p, 11d, 12e, 14d, 36e, 42d, 44p, 45d, 46e, 48d, 68e, 74d, 76p, 77d, 78e, 80d, 104e, 108d, 110p, 111d, 111e, 114d, 134e, 138d, 140p, 141d, 142e, 144d, 166e, 168d</p>
4. Spell many high- frequency words correctly. (s) (m) (ss)	<p>Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68b, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d, 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 138p, 140p, 142d, 160e, 162d, 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 164e, 148d, 168e, 172d, 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 64e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d, 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d</p>
5. Consistently organize writing from left to right and top to bottom orientation with spacing between words and between lines as well as correct placement of title.	<p>Grade 1: 1.1: 13a, 27c, 33a, 47c, 49c, 50–51, 71b, 77a, 91c, 111c, WA1, WA7 1.2: 33b, 79c, 82–83, 109b, WA1, WA7 1.3: 13a, 29c, 33b, 34–35, 71a, 95a, 147a, 171b, WA1, WA7 1.4: 75a, 151c, 154–155, WA1, WA7 1.5: 13a, 67c, 74–75, 79a, 103c, WA1, WA7</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
6. Use resources to spell correctly.	<p>Grade 1: 1.1: 10q, 12f, 12–13, 30q, 32f, 32–33, 42–43, 52q, 54f, 54–55, 74q, 76–77, 94q, 96f, 96–97, 114q, 116f, 116–117, 130c 1.2: 10q, 12f, 12–13, 30c, 36q, 38f, 38–39, 64q, 66f, 66–67, 80c, 84q, 86f, 86–87, 106c, 112q, 114f, 114–115, 138q, 140f, 140–141, 169c 1.3: 10qw, 12f, 12–13, 36q, 38f, 38–39, 68q, 70f, 70–71, 88c, 90c, 92q, 94f, 94–95, 114c, 118q, 120f, 120–121, 139b, 140c, 144q, 146f, 146–147, 168c 1.4: 10q, 12f, 12–13, 44q, 46f, 46–47, 46c, 72q, 74f, 74–75, 92c, 98q, 100f, 100–101, 120c, 126q, 128f, 128–129, 152c, 156q, 158f, 158–159, 182c 1.5: 10q, 12f, 12–13, 36c, 44q, 46f, 46–47, 68c, 76q, 78f, 78–79, 104c, 110q, 112f, 112–113, 134c, 140q, 142f, 142–143, 166c, 170q, 172f, 172–173, 198c</p>
7. Identify and use, with some errors, capitalization, including the pronoun “I,” sentence beginnings, and proper nouns.	<p>Grade 2: 2.1: 35c, 37b, 39c, 40–41, 43d, 97d, 126–127, 129d 2.2: 191d, 211b, 213b, 215c, 216–217, 254b 2.4: 89a 2.5: 209b, 225c, 232–233 2.6: 297b, 313c, 315b, 319c, 320–321</p>
8. Identify and use, with some errors, punctuation, including endings of sentences, colon to punctuate time, commas (items in a series, greetings, closings of letters, dates), and apostrophes to punctuate contractions.	<p>Grade 2: 2.1: 13d, 35b, 35c, 37b, 39c, 40–41, 43d, 97d, 119c, 125c, 126–127, 129d, 149b, 151b, 155c, 156–157 2.2: 181b, 245b, 255b, 302a 2.3: 320–321, 365a 2.4: 34e, 89a, 141b 2.5: 265b, 283b, 285b, 289c, 290–291 2.6: 319c, 367c, 369b, 374–375</p>
9. Identify and use, with some errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	<p>Grade 2: 373d, 394c, 397b, 399c, 400–401, 403d, 417c, 419b, 423c, 424–425, 427d, 451b, 453b, 457d, 458–459</p>
10. Identify and use, with some errors, nouns, personal pronouns (subjective, objective, possessive), verbs, and adjectives in simple sentences.	<p>Grade 1: 1.2: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 55d, 61d, 62–63, 65d, 67b, 79d, 81d, 92–83, 85d, 87b, 105d, 109c, 110–111, 113d, 115b, 131d, 135c, 136–137, 139d, 141b, 159d, 161d, 162–163, 1.3: 11d, 13b, 29d, 33c, 34–35, 37d, 39b, 63d, 65d, 66–67, 71b, 87d, 89d, 90–91, 93d, 95b, 113d, 115d, 116–117 1.5: 133d, 138–139</p>
11. Identify and use, with few errors, basic subject-verb agreement in simple sentences.	<p>Grade 1: 1.3: 37d, 39b, 63d, 65d, 66–67, 69d, 71b, 87d, 89d, 90–91, 121b, 139d, 141d, 142–143</p>

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Advanced	
1. Write legibly.	Grade 2: 2.1: 13c, 43c, 69c, 97c, 129c, TR14–TR17 2.2: 163c, 191c, 219c, 253c, 283c, TR14–TR17 2.3: 317c, 345c, 373c, 403c, 427c, TR14–TR17 2.4: 13a, 43a, 67a, 97a, 125a, TR14–TR17 2.5: 155a, 181a, 209a, 235a, 265a, TR14–TR17 2.6: 297a, 323a, 351a, 377a, 409a, TR14–TR17
2. Recognize and use phonetic spelling and syllabication to create readable text.	Grade 2: 2.3: 372p, 373d, 374d, 395d, 398d, 400d, 426p, 427d, 428d, 452d, 454d, 458d 2.4: 12p, 13b, 14d, 31d, 34d, 40d 2.6: 350p, 351b, 352d, 368d, 370d, 374d
3. Recognize and use common spelling patterns, regular inflectional endings, and phonogram patterns.	Grade 2: 2.1: 12n 2.2: 252p, 253d, 254d, 274d, 276d, 280d 2.5: 154p, 155b, 156d, 172d, 174d, 178d, 180p, 181b, 182d, 202d, 204d, 206d 2.6: 376p, 377b, 378d, 402d, 404d, 406d, 408p, 409b, 410d, 426d, 428d, 432d
4. Spell most high-frequency words correctly. (s) (m) (ss)	Grade 1: 1.1: 10p, 11d, 14d, 26e, 28d, 30p, 32o, 34d, 48e, 50d, 52p, 54e, 56d, 68b, 72d, 74p, 76e, 78d, 90e, 92d, 94p, 96e, 98d, 110e, 112d, 114p, 116e, 118d, 130e, 132d, 1.2: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 56e, 62d, 64p, 66e, 68d, 80e, 82d, 84p, 86e, 88d, 106e, 110d, 112p, 114e, 116d, 132e, 136d, 138p, 140p, 142d, 160e, 162d, 1.3: 10p, 12e, 14d, 30e, 34d, 36p, 38e, 40d, 64e, 66d, 68p, 70e, 75d, 88e, 90d, 92p, 94e, 96d, 114e, 116d, 118p, 120e, 122d, 140e, 142d, 144p, 164e, 148d, 168e, 172d, 1.4: 10p, 12e, 14d, 40e, 42d, 44p, 46e, 48d, 64e, 70d, 72p, 74e, 76d, 92e, 96d, 98p, 100e, 102d, 120e, 124d, 126p, 128e, 130d, 152e, 154d, 156p, 158e, 160d, 182e, 186d, 1.5: 10p, 12e, 14d, 36e, 42d, 44p, 46e, 48d, 68e, 74d, 76p, 78e, 80d, 104e, 108d, 110p, 112e, 114d, 134e, 138d, 140p, 142e, 144d, 166e, 168d, 170p, 172e, 174d, 198e, 202d
5. Incorporate correct orientation into own text.	Grade 1: 1.1: 13a, 27c, 33a, 47c, 49c, 50–51, 71b, 77a, 91c, 111c, WA1, WA7 1.2: 33b, 79c, 82–83, 109b, WA1, WA7 1.3: 13a, 29c, 33b, 34–35, 71a, 95a, 147a, 171b, WA1, WA7 1.4: 75a, 151c, 154–155, WA1, WA7 1.5: 13a, 67c, 74–75, 79a, 103c, WA1, WA7

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
6. Use resources to spell correctly.	Grade 2: 2.1: 12q, 15a, 14d, 42q, 44d, 45a, 68q, 70a, 71a, 96q, 98d, 99a, 128q, 130d, 131a, WA6 2.2: 162q, 164d, 165a, 182d, 190q, 192d, 193a, 218q, 220d, 221a, 252q, 254d, 255a, 282q, 284d, 285a 2.3: 316q, 318d, 319a, 344q, 346d, 347a, 372q, 374d, 375a, 402q, 404d, 405a, 426q, 428d, 429a 2.4: 14d, 44d, 68d, 94–95, 98d, 126d 2.5: 156d, 182d, 210d, 236d, 266d, 266e 2.6: 298d, 324d, 352d, 378d, 410d
7. Identify and use, with few errors, capitalization, including the pronoun “I,” sentence beginnings, and proper nouns.	Grade 2: 2.1: 35c, 37b, 39c, 40–41, 43d, 97d, 126–127, 129d 2.2: 191d, 211b, 213b, 215c, 216–217, 254b 2.4: 89a 2.5: 209b, 225c, 232–233 2.6: 297b, 313c, 315b, 319c, 320–321
8. Identify and use, with few errors, punctuation, including endings of sentences, colon to punctuate time, and commas (items in a series, greetings, closings of letters, dates), and apostrophes to punctuate contractions.	Grade 2: 2.1: 13d, 35b, 35c, 37b, 39c, 40–41, 43d, 97d, 119c, 125c, 126–127, 129d, 149b, 151b, 155c, 156–157 2.2: 181b, 245b, 255b, 302a 2.3: 320–321, 365a 2.4: 34e, 89a, 141b 2.5: 265b, 283b, 285b, 289c, 290–291 2.6: 319c, 367c, 369b, 374–375, 377b
9. Identify and use, with few errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	Grade 2: 373d, 394c, 397b, 399c, 400–401, 403d, 417c, 419b, 423c, 424–425, 427d, 451b, 453b, 457d, 458–459
10. Identify and use, with few errors, nouns, personal pronouns, verbs, and adjectives in simple sentences.	Grade 2: 2.2: 163d, 181c, 183b, 187c, 188–189, 191d, 211b, 213b, 215c, 216–217, 219d, 242b, 245b, 249c, 250–251, 253d, 273b, 275b, 279c, 280–281, 283d, 302b, 305b, 309c, 310–311 2.3: 317d, 337b, 339b, 341c, 342–343, 345d, 365b, 367b, 369c, 370–371 2.4: 13b, 30b, 33b, 39c, 40–41, 43b, 59c, 61b, 63c, 64–65 2.5: 155b, 171c, 173b, 177c, 178–179, 181b, 201c, 203b, 205c, 206–207, 209b, 225c, 227b, 231c, 232–233, 235b, 253b, 255c, 257b, 261c, 262–263 2.6: 297b, 313c, 315b, 319c, 320–321, 405c
11. Identify and use subject-verb agreement consistently in simple sentences, and write complete sentences.	Grade 2: 2.3: 345d, 365b, 367b, 369c, 370–371, 426d, 451b, 453b, 457c, 458–459 2.6: 345a, 405c, WA6

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Writing Process	
Standard:	
Students use the steps of the writing process as a writing piece moves toward completion.	
Beginning	
1. Generate ideas through class discussion and draw a picture about the ideas generated.	Grade 1: 1.1: 11a, 13a, 31c, 53c, 55a, 75c, 77a, 91c, 95c, 97a, 115c, 117a, 131c, WA3 1.2: 11c, 13a, 37c, 39a, 65 c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, WA3 1.3: 11c, 13a, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115c, 119c, 121a, 145c, 147a, WA3 1.4: 11c, 13a, 41c, 45c, 47a, 73c, 75a, 95b, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, WA3 1.5: 11c, 13a, 45c, 47a, 73c, 77c, 79a, 111c, 113a, 141c, 143a, 171c, 173a, 201b, WA3
2. Discuss the purpose for a drawing or writing piece.	Grade 1: 1.1: 11a, 13a, 31c, 53c, 55a, 75c, 77a, 91c, 95c, 97a, 115c, 117a, 131c, WA3 1.2: 11c, 13a, 37c, 39a, 65 c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, WA3 1.3: 11c, 13a, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115c, 119c, 121a, 145c, 147a, WA3 1.4: 11c, 13a, 41c, 45c, 47a, 73c, 75a, 95b, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, WA3 1.5: 11c, 13a, 45c, 47a, 73c, 77c, 79a, 111c, 113a, 141c, 143a, 171c, 173a, 201b, WA3
3. Create a group draft, scripted by the teacher.	Grade 1: 1.1: WA4 1.2: WA4 1.3: WA4 1.4: WA4 1.5: WA4
4. Reread original draft scripted by the teacher and add additional details as needed.	Grade 1: 1.1: WA5 1.2: WA5 1.3: WA5 1.4: WA5 1.5: WA5
Early Intermediate	
1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated.	Grade 1: 1.1: 11a, 13a, 31c, 53c, 55a, 75c, 77a, 91c, 95c, 97a, 115c, 117a, 131c, WA3 1.2: 11c, 13a, 37c, 39a, 65 c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, WA3 1.3: 11c, 13a, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115c, 119c, 121a, 145c, 147a, WA3 1.4: 11c, 13a, 41c, 45c, 47a, 73c, 75a, 95b, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, WA3 1.5: 11c, 13a, 45c, 47a, 73c, 77c, 79a, 111c, 113a, 141c, 143a, 171c, 173a, 201b, WA3

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
2. Discuss the purpose for a writing piece.	Grade 1: 1.1: 11a, 13a, 31c, 53c, 55a, 75c, 77a, 91c, 95c, 97a, 115c, 117a, 131c, WA3 1.2: 11c, 13a, 37c, 39a, 65 c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, WA3 1.3: 11c, 13a, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115c, 119c, 121a, 145c, 147a, WA3 1.4: 11c, 13a, 41c, 45c, 47a, 73c, 75a, 95b, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, WA3 1.5: 11c, 13a, 45c, 47a, 73c, 77c, 79a, 111c, 113a, 141c, 143a, 171c, 173a, 201b, WA3
3. Communicate ideas by drawing, telling, or writing for a purpose.	Grade 1: 1.1: 11a, 13a, 31c, 53c, 55a, 75c, 77a, 91c, 95c, 97a, 115c, 117a, 131c, WA3 1.2: 11c, 13a, 37c, 39a, 65 c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, WA3 1.3: 11c, 13a, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115c, 119c, 121a, 145c, 147a, WA3 1.4: 11c, 13a, 41c, 45c, 47a, 73c, 75a, 95b, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, WA3 1.5: 11c, 13a, 45c, 47a, 73c, 77c, 79a, 111c, 113a, 141c, 143a, 171c, 173a, 201b, WA3
4. Reread original draft scripted by the teacher for clarity and add additional details as needed for audience understanding.	Grade 1: 1.1: WA5 1.2: WA5 1.3: WA5 1.4: WA5 1.5: WA5
Intermediate	
1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).	Grade 1: 1.1: 11a, 13a, 31c, 53c, 55a, 75c, 77a, 91c, 95c, 97a, 115c, 117a, 131c, WA3 1.2: 11c, 13a, 37c, 39a, 65 c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, WA3 1.3: 11c, 13a, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115c, 119c, 121a, 145c, 147a, WA3 1.4: 11c, 13a, 41c, 45c, 47a, 73c, 75a, 95b, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, WA3 1.5: 11c, 13a, 45c, 47a, 73c, 77c, 79a, 111c, 113a, 141c, 143a, 171c, 173a, 201b, WA3
2. Discuss the purpose for a writing piece and who the intended audience of writing piece will be.	Grade 1: 1.1: 11a, 13a, 31c, 53c, 55a, 75c, 77a, 91c, 95c, 97a, 115c, 117a, 131c, WA3 1.2: 11c, 13a, 37c, 39a, 65 c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, WA3 1.3: 11c, 13a, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115c, 119c, 121a, 145c, 147a, WA3 1.4: 11c, 13a, 41c, 45c, 47a, 73c, 75a, 95b, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, WA3 1.5: 11c, 13a, 45c, 47a, 73c, 77c, 79a, 111c, 113a, 141c, 143a, 171c, 173a, 201b, WA3

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
3. Write a draft based on ideas taken from stories, captions, letters, observations, or messages.	Grade 1: 1.1: WA4 1.2: WA4 1.3: WA4 1.4: WA4 1.5: WA4
4. Reread original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose.	Grade 1: 1.1: WA5 1.2: WA5 1.3: WA5 1.4: WA5 1.5: WA5
Early Advanced	
1. Generate and organize ideas using simple webs, maps, or lists.	Grade 2: 2.1: WA3 2.2: WA3 2.3: WA3 2.4: WA3 2.5: WA3 2.6: WA3
2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.	Grade 2: 2.1: WA3 2.2: WA3 2.3: WA3 2.4: WA3 2.5: WA3 2.6: WA3
3. Use a prewriting plan to develop a draft with main idea(s).	Grade 2: 2.1: WA4 2.2: WA4 2.3: WA4 2.4: WA4 2.5: WA4 2.6: WA4
4. Evaluate the draft for clarity and add details to the draft to more effectively address audience and purpose.	Grade 2: 2.1: WA5 2.2: WA5 2.3: WA5 2.4: WA5 2.5: WA5 2.6: WA5
Advanced	
1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.	Grade 2: 2.1: WA3 2.2: WA3 2.3: WA3 2.4: WA3 2.5: WA3 2.6: WA3

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece.	Grade 2: 2.1: WA3 2.2: WA3 2.3: WA3 2.4: WA3 2.5: WA3 2.6: WA3
3. Use a prewriting plan to develop a draft with a main idea(s).	Grade 2: 2.1: WA4 2.2: WA4 2.3: WA4 2.4: WA4 2.5: WA4 2.6: WA4
4. Apply appropriate tools or strategies (e.g., peer review, rubrics) to rearrange and modify words and sentences to clarify the meaning of the draft.	Grade 2: 2.1: WA5 2.2: WA5 2.3: WA5 2.4: WA5 2.5: WA5 2.6: WA5
Writing Elements	
Standard:	
The student will integrate elements of effective writing to develop engaging and focused text.	
Beginning	
1. Use pictures that convey meaning and include imitative text or recognizable words to convey meaning. (s) (ss)	Grade 1: 1.1: 31c, 33a, 49c, 53c, 55a, 71b, 75c, 77a, 91b, 95c, 97a, 111b, 115c, 117a, 129c, 132–133, WA1, WA7 1.2: 11c, 13a, 33b, 37c, 39a, 61c, 65c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, 159c, 161c, 162–163, WA1, WA7 1.3: 11c, 13a, 33b, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115d, 119c, 121a, 141c, 142–143, 145c, 147a, 171b, WA1, WA5, WA7 1.4: 11c, 13a, 41c, 45c, 47a, 69c, 73c, 75a, 91c, 95b, 96–97, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, 185b, WA1, WA7 1.5: 11c, 13a, 41c, 45c, 47a, 73c, 77c, 79a, 107b, 111c, 113a, 137b, 141c, 143a, 165c, 167c, 168–169, 171c, 173a, 201b, WA1, WA7
Early Intermediate	
1. Create pictures and text that: (s) (ss)	
a. include details and use labels, captions, or picture descriptors to expand meaning and clearly go with the picture;	Grade 1: 1.1: 31c, 33a, 49c, 53c, 55a, 71b, 75c, 77a, 91b, 95c, 97a, 111b, 115c, 117a, 129c, 132–133, WA1, WA7 1.2: 11c, 13a, 33b, 37c, 39a, 61c, 65c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, 159c, 161c, 162–163, WA1, WA7 1.3: 11c, 13a, 33b, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115d, 119c, 121a, 141c, 142–143,

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Continued	145c, 147a, 171b, WA1, WA5, WA7 1.4: 11c, 13a, 41c, 45c, 47a, 69c, 73c, 75a, 91c, 95b, 96–97, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, 185b, WA1, WA7 1.5: 11c, 13a, 41c, 45c, 47a, 73c, 77c, 79a, 107b, 111c, 113a, 137b, 141c, 143a, 165c, 167c, 168–169, 171c, 173a, 201b, WA1, WA7
b. show a sense of beginning; and	Grade 1: 1.1: 31c, 33a, 49c, 53c, 55a, 71b, 75c, 77a, 91b, 95c, 97a, 111b, 115c, 117a, 129c, 132–133, WA1, WA7 1.2: 11c, 13a, 33b, 37c, 39a, 61c, 65c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, 159c, 161c, 162–163, WA1, WA7 1.3: 11c, 13a, 33b, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115d, 119c, 121a, 141c, 142–143, 145c, 147a, 171b, WA1, WA5, WA7 1.4: 11c, 13a, 41c, 45c, 47a, 69c, 73c, 75a, 91c, 95b, 96–97, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, 185b, WA1, WA7 1.5: 11c, 13a, 41c, 45c, 47a, 73c, 77c, 79a, 107b, 111c, 113a, 137b, 141c, 143a, 165c, 167c, 168–169, 171c, 173a, 201b, WA1, WA7
c. have a distinctive personal style and originality.	Grade 1: 1.1: 31c, 33a, 49c, 53c, 55a, 71b, 75c, 77a, 91b, 95c, 97a, 111b, 115c, 117a, 129c, 132–133, WA1, WA7 1.2: 11c, 13a, 33b, 37c, 39a, 61c, 65c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, 159c, 161c, 162–163, WA1, WA7 1.3: 11c, 13a, 33b, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115d, 119c, 121a, 141c, 142–143, 145c, 147a, 171b, WA1, WA5, WA7 1.4: 11c, 13a, 41c, 45c, 47a, 69c, 73c, 75a, 91c, 95b, 96–97, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, 185b, WA1, WA7 1.5: 11c, 13a, 41c, 45c, 47a, 73c, 77c, 79a, 107b, 111c, 113a, 137b, 141c, 143a, 165c, 167c, 168–169, 171c, 173a, 201b, WA1, WA7

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Intermediate	
1. Create stand-alone text that: (s) (ss)	
a. expresses a clear message;	<p>Grade 1: 1.1: 31c, 33a, 49c, 53c, 55a, 71b, 75c, 77a, 91b, 95c, 97a, 111b, 115c, 117a, 129c, 132–133, WA1, WA7 1.2: 11c, 13a, 33b, 37c, 39a, 61c, 65c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, 159c, 161c, 162–163, WA1, WA7 1.3: 11c, 13a, 33b, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115d, 119c, 121a, 141c, 142–143, 145c, 147a, 171b, WA1, WA5, WA7 1.4: 11c, 13a, 41c, 45c, 47a, 69c, 73c, 75a, 91c, 95b, 96–97, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, 185b, WA1, WA7 1.5: 11c, 13a, 41c, 45c, 47a, 73c, 77c, 79a, 107b, 111c, 113a, 137b, 141c, 143a, 165c, 167c, 168–169, 171c, 173a, 201b, WA1, WA7</p>
b. demonstrates sequencing or patterning;	<p>Grade 1: 1.1: 55a, 109c, 112–113, WA1, WA3, WA7 1.2: 33b, 85c, 105c, 110–111, WA1, WA5, WA7 1.3: 11c, 63c, 65c, 66–67, 93c, 95a, 115c, 141c, WA1, WA3, WA7 1.4: 13a, 45c, 67c, 70–71, WA1, WA3, WA7 1.5: 45c, 47a, 133c, 137b, 138–139, WA1, WA3, WA4, WA7</p>
c. is expressive and individualistic;	<p>Grade 1: 1.1: 25c, 28–29, 53c, 91c, 97a, WA1, WA5, WA7 1.2: 37c, 81c, 109b, 131c, 136–137, WA1, WA7 1.3: 13a, 37c, 39a, 69c, 87c, 90–91, WA1, WA7 1.4: 11c, 13a, 69c, 119c, 124–125, 129a, 153c, 157c, WA1, WA7 1.5: 35c, 42–43, WA1, WA7</p>
d. uses a variety of words, even if not spelled correctly; and	<p>Grade 1: 1.1: 27c, 49b, 71b, 89c, 91c, 92–93, 111c, 115c, 131c, WA1, WA7 1.2: 29c, 33b, 34–35, 39a, 61c, 81c, 139c, 141a, 161c, WA1, WA7 1.3: 33b, 65c, 89c, 113c, 115d, 116–117, 141c, 171b, WA1, WA7 1.4: 41c, 69c, 75a, 95b, 123b, 153c, 181c, 185b, 186–187, WA1, WA3, WA5, WA7 1.5: 41c, 73c, 79a, 103c, 107b, 108–109, 137b, 167c, 173a, 201b, WA1, WA7</p>

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e. attempts simple sentences.	Grade 1: 1.1: 11c, 13a, 33a, 49c, 53c, 67c, 72–73, 77a, 115a, WA1, WA7 1.2: 55c, 62–63, 113c, 135b, 141a, WA1, WA7 1.3: 33b, 167c, 172–173, WA1, WA7 1.4: 39c, 42–43, WA1, WA7 1.5: 13a, 107b, 197c, 202–203, WA1, WA5, WA7
Early Advanced	
1. Create stand-alone text that: (s) (ss)	
a. expresses a clear message and incorporates relevant details that give the text interest;	Grade 1: 1.1: 31c, 33a, 49c, 53c, 55a, 71b, 75c, 77a, 91b, 95c, 97a, 111b, 115c, 117a, 129c, 132–133, WA1, WA7 1.2: 11c, 13a, 33b, 37c, 39a, 61c, 65c, 67a, 81c, 85c, 87a, 109b, 113c, 115a, 135b, 139c, 141a, 159c, 161c, 162–163, WA1, WA7 1.3: 11c, 13a, 33b, 37c, 39a, 65c, 69c, 71a, 89c, 93c, 95a, 115d, 119c, 121a, 141c, 142–143, 145c, 147a, 171b, WA1, WA5, WA7 1.4: 11c, 13a, 41c, 45c, 47a, 69c, 73c, 75a, 91c, 95b, 96–97, 99c, 101a, 123b, 127c, 129a, 153c, 157c, 159a, 185b, WA1, WA7 1.5: 11c, 13a, 41c, 45c, 47a, 73c, 77c, 79a, 107b, 111c, 113a, 137b, 141c, 143a, 165c, 167c, 168–169, 171c, 173a, 201b, WA1, WA7
b. places multiple sentences in an order that supports the main idea;	Grade 1: 1.1: 55a, 109c, 112–113, WA1, WA3, WA7 1.2: 33b, 85c, 105c, 110–111, WA1, WA5, WA7 1.3: 11c, 63c, 65c, 66–67, 93c, 95a, 115c, 141c, WA1, WA3, WA7 1.4: 13a, 45c, 67c, 70–71, WA1, WA3, WA7 1.5: 45c, 47a, 133c, 137b, 138–139, WA1, WA3, WA4, WA7
c. is expressive and shows some awareness of audience through word choice and style; and	Grade 1: 1.1: 25c, 28–29, 53c, 91c, 97a, WA1, WA5, WA7 1.2: 37c, 81c, 109b, 131c, 136–137, WA1, WA7 1.3: 13a, 37c, 39a, 69c, 87c, 90–91, WA1, WA7 1.4: 11c, 13a, 69c, 119c, 124–125, 129a, 153c, 157c, WA1, WA7 1.5: 35c, 42–43, WA1, WA7
d. uses descriptive phrases and short sentences, beyond one- or two-word labels.	Grade 1: 1.1: 27c, 49b, 71b, 89c, 91c, 92–93, 111c, 115c, 131c, WA1, WA7 1.2: 29c, 33b, 34–35, 39a, 61c, 81c, 139c, 141a, 161c, WA1, WA7 1.3: 33b, 65c, 89c, 113c, 115d, 116–117, 141c, 171b, WA1, WA7 1.4: 41c, 69c, 75a, 95b, 123b, 153c, 181c, 185b, 186–187, WA1, WA3, WA5, WA7 1.5: 41c, 73c, 79a, 103c, 107b, 108–109, 137b, 167c, 173a, 201b, WA1, WA7

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Advanced	
1. Create stand-alone text that: (s) (ss)	
a. organizes content in a selected format (e.g., letter, narrative)	Grade 2: 2.1: WA1, WA2, WA3 2.2: 305a, 310–311, WA1, WA2, WA3 2.3: 367a, 370–371, 453a, 458–459, WA1, WA2, WA3 2.4: 143a, 148–149, WA1, WA2, WA3, WA5 2.5: 257a, 262–263, WA1, WA2, WA3 2.6: WA1, WA2, WA3
b. uses beginning and concluding statements and signal words to indicate order of events or ideas and transitional words to connect ideas;	Grade 2: 2.1: WA1, WA2, WA4 2.2: 183a, 188–189, 245a, 250–251, 275a, 280–281, WA1, WA2, WA5 2.3: WA1, WA2 2.4: WA1, WA2 2.5: WA1, WA2 2.6: WA1, WA2, WA3
c. is expressive, creates a picture in the reader’s mind, and show awareness of audience through word choice and style; and	Grade 2: 2.1: 37a, 40–41, WA1, WA2, WA5 2.2: WA1, WA2, WA5 2.3: 339a, 342–343, WA1, WA2 2.4: 61a, 64–65, WA1, WA2 2.5: 203a, 206–207, 227a, 232–233, WA1, WA2 2.6: WA1, WA2
d. includes sentences with some variety in beginnings and lengths.	Grade 2: 2.1: 151a, 156–157, WA1, WA2 2.2: WA1, WA2 2.3: 397a, 400–401, WA1, WA2, WA5 2.4: WA1, WA2 2.5: 285a, 290–291, WA1, WA2 2.6: 315a, 320–321, 403a, 406–407, WA1, WA2, WA4
Research	
Standard:	
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.	
Beginning	
1. Make observations of objects, people, or events for a class project. (s)	Related content: Grade 1: 1.2: 113c 1.5: WA2–WA9

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
Early Intermediate	
1. Consult print and multimedia resources (e.g., photographs, Internet, interviews), in his or her first language, when needed to complete a class project. (s)	Related content: Grade 1: 1.2: 113c 1.5: WA2–WA9
Intermediate	
1. Consult print and multimedia resources (e.g., photographs, Internet, interviews) when needed to complete a class project. (s)	Grade 1: 1.2: 113c 1.5: WA2–WA9
Early Advanced	
1. Gather information from dictionaries and other basic reference materials needed to complete a class project. (s)	Grade 2: 2.1: 12–13, 42–43, 68–69, 96–97, 127a, 128–129, 146–147 2.2: 162–163, 190–191, 217a, 218–219, 252–253, 282–283, 311a 2.3: 316–317, 344–345, 372–373, 402–403, 426k, 426–427, 454–457, 459a 2.4: 41a, 42k, 124k, 149a 2.5: 180k, 233a, 264k, 286–289, 291a 2.6: 296k, 322k, 370–373, 375a
2. Generate questions for possible future investigations or research based on the conclusions of a scientific investigation. (s)	These pages provide opportunities for students to meet this standard. Grade 2: 2.1: 42k, 50-51, 68k, 82-83, 96k, 112-113, 116-117, 134-135 2.2: 172-173, 186-187, 218k, 232-233, 234-235, 246-247, 248-249, 252k, 260-261, 268-269, 276-277, 278-279 2.3: 316k, 324-325, 334-335, 372k, 388-389, 394, 426k, 440-441 2.4: 42k, 54-55, 66k, 76-77, 78-79, 124k, 130-131, 136-137 2.5: 180k, 186-187, 200-201, 230-231 2.6: 356-357, 390-381, 424-425
Advanced	
1. Gather and organize information from various resources needed to complete a research project. (s)	Grade 2: 2.1: 97c 2.2: 162k 2.4: 124k 2.5: 155a 2.6: 351a, 374–375, WA2–WA9
2. Record observations and data from guided investigations in a field journal in his or her own words. (s)	Grade 2: 2.1: WA3 2.2: WA3 2.3: WA3 2.4: WA3 2.5: WA3 2.6: WA3

Arizona English Language Proficiency Standards Grade 1 and Grade 2	Scott Foresman Reading Street
3. Record questions for further inquiry based on the conclusions of a scientific investigation. (s)	<p>These pages provide opportunities for students to meet this standard.</p> <p>Grade 2:</p> <p>2.1: 42k, 50-51, 68k, 82-83, 96k, 112-113, 116-117, 134-135</p> <p>2.2: 172-173, 186-187, 218k, 232-233, 234-235, 246-247, 248-249, 252k, 260-261, 268-269, 276-277, 278-279</p> <p>2.3: 316k, 324-325, 334-335, 372k, 388-389, 394, 426k, 440-441</p> <p>2.4: 42k, 54-55, 66k, 76-77, 78-79, 124k, 130-131, 136-137</p> <p>2.5: 180k, 186-187, 200-201, 230-231</p> <p>2.6: 356-357, 390-381, 424-425</p>

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to the
Arizona English Language Proficiency (ELPS) Standards
Grades 3-5

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Grades 3-5	
ELL III	
English Language Proficiency Standards in Listening and Speaking	
Delivery of Oral Communications	
Standard:	
The student will express orally his or her own thinking and ideas.	
Beginning	
1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and/or simple sentences. (s) (m) (ss)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
2. Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways.	These pages prepare students to meet this standard. Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
3. Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words and phrases. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
4. Contribute to classroom and small group academic discussions by asking and answering questions and attracting needed attention to a situation (e.g., Help me, please; Excuse me), using phrases and simple sentences. (s) (m) (ss)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
5. Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning. (s) (m)	Grade 3: 3.2: 197d

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
6. Relate simple stories or events about routine activities, using sequential organization and accurate, but limited, vocabulary. (s) (m)	Grade 3: 3.1: 115d 3.4: 35d 3.6: 331d
Early Intermediate	
1. Participate in short routine social conversations held in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs, using simple and more complex sentences that show some evidence of connected discourse (e.g., the use of words such as and, but, first, next, then, because, however, therefore). (s) (m) (ss)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
2. Role-play a telephone conversation with another person discussing several issues, using English in socially and culturally appropriate ways.	Related content: Grade 3: 3.3: 303d
3. Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words, phrases and simple sentences. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
4. Contribute to classroom and small group academic discussions by asking and answering questions, and making comparisons (e.g., stating similarities and differences in objects, people, and events), using simple and more complex sentences. (s) (m) (ss)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d, 3.4: 35d, 59d, 111d, 137d, 3.5: 169d, 193d, 219d, 3.6: 303d, 331d, 353d, 407d
5. Issue one- to two-step routine directions in a manner that the listener can follow. (s) (m)	Grade 3: 3.2: 197d
6. Present personal narrative about events or activities of interest that includes an introduction, some development, and a conclusion that listeners can follow, using accurate, but ordinary, and somewhat limited vocabulary. (s) (m)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
Intermediate	
1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using phrases, clauses, and sentences in correct and meaningful patterns. (s) (m) (ss)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
2. Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.	These pages prepare students to meet this standard. Grade 3: 3.1: 63d, 85d, 115d, 141d , 3.2: 173d, 197d, 223d, 249d, 271d, 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
3. Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?), using key words, phrases, and sentences. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
4. Contribute to classroom and small group academic discussions by asking and answering questions, agreeing and disagreeing with others, and making comparisons, using simple and complex sentences. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
5. Issue multiple-step routine directions and instructions in a manner that the listener can follow. (s) (m)	Grade 3: 3.2: 197d
6. Present personal narratives about ideas, events, or activities of interest, using logical organization and accurate and somewhat varied vocabulary. (s) (m)	Grade 4: 4.1: 133d 4.3: 291d, 383d 4.5: 581d, 629d 4.6: 761d
Early Advanced	
1. Participate in extended social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; asks for and grants permission; and describes common events and routines, using simple and more complex sentences in coherent, connected discourse. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
2. Give and receive compliments, show gratitude, apologize, and express various emotions in socially and culturally appropriate ways through verbal and nonverbal means.	These pages prepare students to meet this standard. Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
3. Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?), using more extensive descriptive comments. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
4. Contribute to classroom and small group academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, and using another means of expression (e.g., synonyms, circumlocution), using accurate and varied vocabulary and sentence structures. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
5. Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (s) (m) (ss)	Grade 3: 3.2: 197d
6. Prepare and deliver a short oral report in a content area that effectively conveys the information in connected discourse, using accurate and varied vocabulary. (s) (m)	Grade 3: 4.1: 111d, 133d 4.3: 291d, 383d 4.5: 581d, 629d 4.6: 761d
Advanced	
1. Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
2. Determine appropriate topics for interaction given the audience and setting, including when it is appropriate to tell a joke.	This standard can be introduced on these pages. Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
3. Ask and respond to instructional questions on the content presented (e.g., How do the events of this story relate to your experiences?), using an extended explanation. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
4. Contribute to classroom and small group academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, posing hypotheticals, and using another means of expression (e.g., synonyms, circumlocution), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
5. Give clear multiple-step instructions to carry out a familiar process. (s) (m)	Grade 3: 3.2: 197d
6. Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communications in connected discourse, using accurate, natural, and varied vocabulary. (s) (m)	Grade 3: 4.1: 111d, 133d 4.3: 291d, 383d 4.5: 581d, 629d 4.6: 761d

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Use various verb tenses, with few errors, including present, past, and future tenses.	Related content: Grade 3: 3.3: 379e–379f
2. Use basic subject-verb agreement in simple sentences, with some errors.	Related content: Grade 3: 3.3: 353e–353f
3. Use nouns, verbs, and adjectives in simple sentences, with some errors.	Related content: Grade 3: 3.1: 63e–63f
4. Speak in complete sentences.	Related content: Grade 3: 3.1: 41e–41f
Early Intermediate	
1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	Related content: Grade 3: 3.3: 379e–379f
2. Use basic subject-verb agreement in simple sentences, with few errors.	Related content: Grade 3: 3.3: 353e–353f
3. Use nouns, verbs, and adjectives in simple sentences, with few errors.	Related content: Grade 3: 3.1: 63e–63f
4. Speak in complete sentences and identify differences between complete and incomplete sentences.	Related content: Grade 3: 3.1: 41e–41f
Intermediate	
1. Use various verb tenses, with few errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	Related content: Grade 3: 3.3: 379e–379f
2. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with several errors.	Related content: Grade 3: 3.3: 353e–353f
3. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with some errors.	Related content: Grade 3: 3.1: 63e–63f
4. Speak in complete sentences and make corrections to incomplete sentences.	Related content: Grade 3: 3.1: 41e–41f
Early Advanced	
1. Use various verb tenses, with some errors, including irregular past, present perfect, present	Related content: Grade 3:

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
perfect progressive, present real conditional, and habitual past.	3.3: 379e–379f
2. Use subject-verb agreement in simple sentences, with few errors, and in compound sentences, with some errors.	Related content: Grade 3: 3.3: 353e–353f
3. Use nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences, with few errors.	Related content: Grade 3: 3.1: 63e–63f
4. Speak in complete sentences and identify differences between colloquial and more formal language.	Related content: Grade 3: 3.1: 41e–41f
Advanced	
1. Use various verb tenses, with few errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	Related content: Grade 3: 3.3: 379e–379f
2. Use subject-verb agreement in simple and compound sentences, with few errors.	Related content: Grade 3: 3.3: 353e–353f
3. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with few errors.	Related content: Grade 3: 3.1: 63e–63f
4. Speak in complete sentences and move between colloquial and more formal language, with some ease.	Related content: Grade 3: 3.1: 41e–41f
Comprehension of Oral Communications	
Standard:	
The student will listen actively to the ideas of others in order to acquire new knowledge.	
Beginning	
1. Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (ss)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
2. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (s) (m)	Grade 3: 3.2: 197d
3. Comprehend a range of expressions used to request personal details; direct classroom activities; identify people, objects, and events; and ask for and grant permission, when spoken slowly, with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
4. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38-41, 62-63, 84-85, 112-115

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Continued	3.2: 170-173, 220-223, 268-271, 322-329 3.3: 300-303, 352-353, 376-379 3.4: 56-59 3.5: 166-169, 192-193, 240-243 3.6: 302-303, 328-331, 404-406
Early Intermediate	
1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
2. Follow multiple-step directions related to the position, frequency, and duration of one's movements in space. (s) (m) (ss)	Grade 3: 3.2: 197d
3. Follow short predictable discourse on familiar matters, including personal experiences, abilities, and needs, with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
4. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38-41, 62-63, 84-85, 112-115 3.2: 170-173, 220-223, 268-271, 322-329 3.3: 300-303, 352-353, 376-379 3.4: 56-59 3.5: 166-169, 192-193, 240-243 3.6: 302-303, 328-331, 404-406
Intermediate	
1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (m) (ss)	Grade 3: 3.1: 63d, 85d, 115d, 141d 3.2: 173d, 197d, 223d, 249d, 271d 3.3: 329d, 353d, 379d, 399d 3.4: 35d, 59d, 111d, 137d 3.5: 169d, 193d, 219d 3.6: 303d, 331d, 353d, 407d
2. Follow multiple-step oral directions related to the position of one's movement in space, including positive and negative commands. (s) (m)	Grade 3: 3.2: 197d
3. Follow short predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
4. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38-41, 62-63, 84-85, 112-115, 3.2: 170-173, 220-223, 268-271, 322-329, 3.3: 300-303, 352-353, 376-379, 3.4: 56-59, 3.5: 166-169, 192-193, 240-243, 3.6: 302-303, 328-331, 404-406
Early Advanced	
1. Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), with repetitions, rephrasing, and clarifications. (s) (m) (ss)	Grade 4: 4.1: 87d 4.2: 187d, 239d 4.3: 383d 4.4: 439d 4.5: 581d 4.6: 659d
2. Follow multiple-step instructions (four or more steps) for familiar processes or procedures. (s) (m) (ss)	Grade 3: 3.2: 197d
3. Follow extended predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38-41, 62-63, 84-85, 112-115 3.2: 170-173, 220-223, 268-271, 322-329 3.3: 300-303, 352-353, 376-379 3.4: 56-59 3.5: 166-169, 192-193, 240-243 3.6: 302-303, 328-331, 404-406
Advanced	
1. Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations with repetitions, rephrasing, and clarifications. (s) (m) (ss)	Grade 4: 4.1: 87d 4.2: 187d, 239d 4.3: 383d 4.4: 439d 4.5: 581d 4.6: 659d
2. Follow multiple-step instructions (six or more steps) for familiar processes or procedures. (s) (m)	Grade 3: 3.2: 197d

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
3. Follow extended predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; invitations and apologies; and problems and situations, when spoken at a normal rate with some rephrasing, and contextual clues. (s) (m) (ss)	Grade 4: 4.3: 313d 4.4: 415d 4.5: 607d 4.6: 737d
4. Comprehend all content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38–41, 62–63, 84–85, 112–115, 3.2: 170–173, 220–223, 268–271, 322–329, 3.3: 300–303, 352–353, 376–379, 3.4: 56–59, 3.5: 166–169, 192–193, 240–243, 3.6: 302–303, 328–331, 404–406
English Language Proficiency Standards in Reading	
ELL III	
Print Concepts	
Standard:	
The student will demonstrate understanding of print concepts of the English language.	
Beginning	
1. Identify a few organizational features (e.g., title, author, and table of contents) of a book. (s) (m) (ss)	Grade 3: 3.1: 38–41 3.2: 154–167 3.3: 268–271 3.4: 40–53 3.5: 166–169, 240–243 3.6: 404–407
2. Alphabetize a series of words to the second letter.	Grade 3: 3.1: 63n 3.2: 200 3.3: 317
Early Intermediate	
1. Identify some organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (s) (m) (ss)	Grade 3: 3.1: 38–41 3.2: 154–167 3.3: 268–271 3.4: 40–53 3.5: 166–169, 240–243 3.6: 404–407
2. Alphabetize a series of words to the third letter.	Grade 3: 3.1: 63n 3.2: 200 3.3: 317

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Intermediate	
1. Identify many organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (s) (m) (ss)	Grade 3: 3.1: 38–41 3.2: 154–167 3.3: 268–271 3.4: 40–53 3.5: 166–169, 240–243 3.6: 404–407
Early Advanced	
1. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, italics, key words, glossary, indices, italics, key words) of text. (s) (m) (ss)	Grade 4: 4.1: 36–39, 108–111 4.2: 210–211, 258–259 4.3: 288–291, 310–313, 342–353, 380–383 4.4: 412–415, 420–433, 436–439 4.5: 626–629 4.6: 682–685
Advanced	
1. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (s) (m) (ss)	Grade 4: 4.1: 36–39, 108–111, 4.2: 210–211, 258–259 4.3: 288–291, 310–313, 342–353, 380–383 4.4: 412–415, 420–433, 436–439 4.5: 626–629 4.6: 682–685
Phonetic Awareness & Decoding	
Standard”	
The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	
Beginning	
1. Decode, and correctly pronounce most English phonemes while reading aloud.	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
2. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j
3. Pronounce many English graphemes with general accuracy while reading aloud.	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j
4. Orally segment two-syllable words into syllables and count the number of sounds in syllables and syllables in words.	Related content: Grade 3: 3.4: 137j 3.5: 169i, 169l 3.6: 303j, 379j, 379k–379l
5. Read inflectional forms of words, including irregular plurals (e.g., wife/wives).	Grade 3: 3.1: 41k–41l, 63k–63l, 85k–85l, 115k–115l, 141k–141l 3.2: 173k–173l, 197k–197l, 223k–223l, 249k–249l, 271k–271l 3.3: 303k–303l, 329k–329l, 353k–353l, 379k–379l, 399k–399l 3.4: 35k–35l, 59k–59l, 85k–85l, 111k–111l, 137k–137l, 137k–137l 3.5: 169k–169l, 193k–193l, 219k–219l, 243k–243l, 275k–275l 3.6: 303k–303l, 331k–331l, 353k–353l, 379k–379l, 407k–407l
6. Sometimes identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 3: 3.1: 44b, 44–45 3.2: 223i, 223k, 249j, DI 4, DI 5 3.3: 332b, 332–333, 339, 353c 3.4: 38b, 38–39, 45, 59c, DI 4 3.5: 196b, 196–197, 209, 219c, DI 44 3.6: DI 34

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
7. Sometimes read common abbreviations. (s) (m) (ss)	Grade 3: 3.2: 190 3.6: 331e–331f
8. Sometimes use knowledge of word order (syntax) and context to confirm decoding.	Grade 3: 3.1: 41i, 41j, 63i, 63j, 85i, 85j, 115i, 115j, 141i, 141j 3.2: 173i, 173j, 197i, 197j, 223i, 223j, 249i, 249j, 272i, 272j 3.3: 303i, 303j, 329i, 329j, 353i, 353j, 379i, 379j, 399i, 399j 3.4: 35i, 35j, 59i, 59j, 85i, 85j, 111i, 111j, 137i, 137j 3.5: 169i, 169j, 193i, 193j, 219i, 219j, 243i, 243j, 275i, 275j 3.6: 303i, 303j, 331i, 331j, 353i, 353j, 379i, 379j, 407i, 407j
Early Intermediate	
1. Recognize many common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j
2. Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words.	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
3. Pronounce most English graphemes with general accuracy when reading multi-syllabic words aloud.	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j
4. Apply knowledge of basic syllabication rules when decoding two or three-syllable written words (e.g., sup/per, fam/i/ly).	Grade 3: 3.4: 137j 3.5: 169i, 169l 3.6: 303j, 379j, 379k–379l
5. Read words from common word families (e.g., -ite, -ate).	Grade 3: 3.1: 41k–41l, 63k–63l, 85k–85l, 115k–115l, 141k–141l 3.2: 173k–173l, 197k–197l, 223k–223l, 249k–249l, 271k–271l 3.3: 303k–303l, 329k–329l, 353k–353l, 379k–379l, 399k–399l 3.4: 35k–35l, 59k–59l, 85k–85l, 111k–111l, 137k–137l, 137k–137l 3.5: 169k–169l, 193k–193l, 219k–219l, 243k–243l, 275k–275l 3.6: 303k–303l, 331k–331l, 353k–353l, 379k–379l, 407k–407l
6. Often identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 3: 3.1: 44b, 44–45 3.2: 223i, 223k, 249j, DI 4, DI 5 3.3: 332b, 332–333, 339, 353c 3.4: 38b, 38–39, 45, 59c, DI 4 3.5: 196b, 196–197, 209, 219c, DI 44 3.6: DI 34
7. Often read common abbreviations. (s) (m) (ss)	Grade 3: 3.1: 44b, 44–45 3.2: 223i, 223k, 249j, DI 4, DI 5 3.3: 332b, 332–333, 339, 353c 3.4: 38b, 38–39, 45, 59c, DI 4 3.5: 196b, 196–197, 209, 219c, DI 44 3.6: DI 34

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
8. Often use knowledge of word order (syntax) and context to confirm decoding.	Grade 3: 3.1: 41i, 41j, 63i, 63j, 85i, 85j, 115i, 115j, 141i, 141j 3.2: 173i, 173j, 197i, 197j, 223i, 223j, 249i, 249j, 272i, 272j 3.3: 303i, 303j, 329i, 329j, 353i, 353j, 379i, 379j, 399i, 399j 3.4: 35i, 35j, 59i, 59j, 85i, 85j, 111i, 111j, 137i, 137j 3.5: 169i, 169j, 193i, 193j, 219i, 219j, 243i, 243j, 275i, 275j 3.6: 303i, 303j, 331i, 331j, 353i, 353j, 379i, 379j, 407i, 407j
Intermediate	
1. Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j
2. Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j
3. Pronounce English graphemes with general accuracy when reading multi-syllabic words aloud.	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
4. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words.	Grade 3: 3.4: 137j 3.5: 169i, 169l 3.6: 303j, 379j, 379k–379l
5. Read words from common word families (e.g., -ab, -ail, -ake, -an).	Grade 3: 3.1: 41k–41l, 63k–63l, 85k–85l, 115k–115l, 141k–141l 3.2: 173k–173l, 197k–197l, 223k–223l, 249k–249l, 271k–271l 3.3: 303k–303l, 329k–329l, 353k–353l, 379k–379l, 399k–399l 3.4: 35k–35l, 59k–59l, 85k–85l, 111k–111l, 137k–137l, 137k–137l 3.5: 169k–169l, 193k–193l, 219k–219l, 243k–243l, 275k–275l 3.6: 303k–303l, 331k–331l, 353k–353l, 379k–379l, 407k–407l
6. Consistently identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 3: 3.1: 44b, 44–45 3.2: 223i, 223k, 249j, DI 4, DI 5 3.3: 332b, 332–333, 339, 353c 3.4: 38b, 38–39, 45, 59c, DI 4 3.5: 196b, 196–197, 209, 219c, DI 44 3.6: DI 34
7. Consistently read common abbreviations. (s) (m) (ss)	Grade 3: 3.2: 190 3.6: 331e–331f
8. Consistently use knowledge of word order (syntax) and context to confirm decoding.	Grade 3: 3.1: 41i, 41j, 63i, 63j, 85i, 85j, 115i, 115j, 141i, 141j 3.2: 173i, 173j, 197i, 197j, 223i, 223j, 249i, 249j, 272i, 272j 3.3: 303i, 303j, 329i, 329j, 353i, 353j, 379i, 379j, 399i, 399j 3.4: 35i, 35j, 59i, 59j, 85i, 85j, 111i, 111j, 137i, 137j 3.5: 169i, 169j, 193i, 193j, 219i, 219j, 243i, 243j, 275i, 275j 3.6: 303i, 303j, 331i, 331j, 353i, 353j, 379i, 379j, 407i, 407j

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Early Advanced	
1. Use common English morphemes in oral and silent reading to derive meaning from text.	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j
2. Read words from complex word families (e.g., -ought, -ight).	Grade 3: 3.1: 41k–41l, 63k–63l, 85k–85l, 115k–115l, 141k–141l 3.2: 173k–173l, 197k–197l, 223k–223l, 249k–249l, 271k–271l 3.3: 303k–303l, 329k–329l, 353k–353l, 379k–379l, 399k–399l 3.4: 35k–35l, 59k–59l, 85k–85l, 111k–111l, 137k–137l, 137k–137l 3.5: 169k–169l, 193k–193l, 219k–219l, 243k–243l, 275k–275l 3.6: 303k–303l, 331k–331l, 353k–353l, 379k–379l, 407k–407l
Advanced	
1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Grade 3: 3.1: 41i–41j, 63i–63j, 85i–85j, 115i–115j, 141i–141j 3.2: 173i–173j, 197i–197j, 223i–223j, 249i–249j, 271i–271j 3.3: 303i–303j, 329i–329j, 353i–353j, 379i–379j, 399i–399j 3.4: 35i–35j, 59i–59j, 85i–85j, 111i–111j, 137i–137j 3.5: 169i–169j, 193i–193j, 219i–219j, 243i–243j, 275i–275j 3.6: 303i–303j, 353i–353j, 379i–379j, 407i–407j

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
2. Read words using knowledge of many spelling rules (e.g., inflectional endings; orthographic patterns and rules, such as oil/toy, match/speech, badge/cage; contractions; -tion and -sion; regular phonogram patterns).	Grade 3: 3.1: 41k–41l, 63k–63l, 85k–85l, 115k–115l, 141k–141l 3.2: 173k–173l, 197k–197l, 223k–223l, 249k–249l, 271k–271l 3.3: 303k–303l, 329k–329l, 353k–353l, 379k–379l, 399k–399l 3.4: 35k–35l, 59k–59l, 85k–85l, 111k–111l, 137k–137l, 137k–137l 3.5: 169k–169l, 193k–193l, 219k–219l, 243k–243l, 275k–275l 3.6: 303k–303l, 331k–331l, 353k–353l, 379k–379l, 407k–407l
Vocabulary	
Standard:	
The student will acquire English language vocabulary and use it in relevant contexts.	
(Some content also covered in Listening & Speaking)	
Beginning	
1. Recognize the meaning of many common prefixes and suffixes to determine the meaning of unfamiliar words (e.g., wonderful, washable, pre-game, misbehavior). (s) (m) (ss)	Grade 3: 3.1: 118–119, 141c 3.3: 329i, 329k, 353j 3.4: 85i, 85k, 111j 3.6: 286–287, 303c, 356–357, 369, 379c, 407j, DI 5, DI 35
2. Determine the intended meaning of one to two grade-level words, using knowledge of word order and context to confirm meaning. (s) (m) (ss)	Grade 3: 3.1: 41i, 41j, 63i, 63j, 85i, 85j, 115i, 115j, 141i, 141j 3.2: 173i, 173j, 197i, 197j, 223i, 223j, 249i, 249j, 272i, 272j 3.3: 303i, 303j, 329i, 329j, 353i, 353j, 379i, 379j, 399i, 399j 3.4: 35i, 35j, 59i, 59j, 85i, 85j, 111i, 111j, 137i, 137j 3.5: 169i, 169j, 193i, 193j, 219i, 219j, 243i, 243j, 275i, 275j 3.6: 303i, 303j, 331i, 331j, 353i, 353j, 379i, 379j, 407i, 407j
3. Recognize with the aid of picture cues the meaning of a few common grade-appropriate antonyms and synonyms.	Related content: Grade 3: 3.2: 152-153, 173c, 200b, 226b, 226-227, 289c 3.5: 148b, 148-149, 155, 169c, 172b, 172-173, 187, 193c 3.6: 306b, 306-307, 313, 331c, 382b, 382-383, 399, 407c
4. Use picture dictionary to find the meanings of known vocabulary. (s) (m) (ss)	Related content: Grade 3: 3.2: 173n, 200, 211 3.3: 306, 317, 382, 389 3.4: 35n 3.6: 334-335, 345

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
5. Recognize many (51 to 75) common regular and irregular sight words (e.g., the, have, said, of).	Grade 3: 3.1: 14–15, 44–45, 66–67, 88–89, 118–119 3.2: 152–153, 176–177, 200–201, 226–227, 252–253 3.3: 282–283, 306–307, 332–333, 356–357, 382–383 3.4: 14–15, 38–39, 62–63, 88–89, 114–115 3.5: 148–149, 170–171, 196–197, 222–223, 246–247 3.6: 286–287, 306–307, 334–335, 356–357, 382–383
6. Demonstrate understanding of some grade-appropriate idiomatic expressions (e.g., touch and go; on its last legs).	Related content: Grade 4: 4.1: 39b, 103 4.3: 359b 4.4: 507b 4.6: 685b, 711b, 761b
7. Know what homophones are (e.g., here, hear; to, too, two; hole, whole).	Grade 4: 4.1: 90–91, 101c, 111c 4.2: 242b 4.3: 294–295, 305, 313c 4.4: 394–395, 405, 415c, 490–491, 495, 507c 4.5: 518–519, 525, 526b, 537c, 610b, 610–611, 617, 629c 4.6: 740–741, 749, 761c
8. Understand a few key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
Early Intermediate	
1. Use knowledge of root words (e.g., like, pay, or happy) and affixes (e.g., dis-, pre-, un-) to determine the meaning of a few unknown grade-level words (e.g., radius, diameter, revolution, circumference, prehistoric). (s) (m) (ss)	Grade 3: 3.1: 118–119, 141c 3.3: 329i, 329k, 353j 3.4: 85i, 85k, 111i, 111j, 111k, 137j, DI 5 3.5: 275i, 275k, DI 24 3.6: 286–287, 303c, 356–357, 369, 379c, 407j, DI 5, DI 35
2. Determine the intended meaning of a few grade-level words with multiple meanings (e.g., present: gift, time), using word, sentence, and paragraph clues. (s) (m) (ss)	Grade 4: 4.1: 20b, 90, 101, 111c 4.2: 242b 4.3: 270, 277, 291c, 294, 305, 313c, 316c, 316–317, 325, 337c 4.4: 394–395, 405, 415c, 418–419, 427, 439c, 468b, 490, 495, 507c 4.5: 518–519, 525, 537c, 562–563, 573, 581c, 610b, 610–611, 617, 629c 4.6: 640b, 688–689, 701, 711c, 714b, 714–715, 721, 729, 737c, 740–741, 749, 761c

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
3. Recognize with the aid of picture cues the meaning of some grade-appropriate antonyms and synonyms.	Related content: Grade 3: 3.2: 152-153, 173c, 200b, 226b, 226-227, 289c 3.5: 148b, 148-149, 155, 169c, 172b, 172-173, 187, 193c 3.6: 306b, 306-307, 313, 331c, 382b, 382-383, 399, 407c
4. Use picture dictionary to determine meanings of unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss)	Related content: Grade 4: 4.1: 68-69, 79, 87c, 231 4.4: 457, DI 25 4.6: 662-663, 669, 673, 685c, DI 15
5. Develop basic sight vocabulary (76 to 100 words).	Grade 3: 3.4: 137j 3.5: 169i, 169l 3.6: 303j, 379j, 379k-379l
6. Recognize the difference between figurative and literal language (e.g., break the ice, bury the hatchet). (ss)	Grade 4: 4.1: 39b, 103 4.3: 359b 4.4: 507b 4.6: 685b, 711b, 761b
7. Know correct usages of a few problematic homophones (e.g., here, hear; bear, bare).	Grade 4: 4.1: 90-91, 101c, 111c 4.2: 242b 4.3: 294-295, 305, 313c 4.4: 394-395, 405, 415c, 490-491, 495, 507c 4.5: 518-519, 525, 526b, 537c, 610b, 610-611, 617, 629c 4.6: 740-741, 749, 761c
8. Understand some key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
Intermediate	
1. Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words (e.g., quadrilateral polygon, parallel, ecosystem, judicial, legislative). (s) (m) (ss)	Grade 3: 3.1: 118-119, 141c, DI 34 3.2: 190 3.3: 303i, 329j, 379i, 379k, 399j 3.4: 111i, 111k, 137j, DI 5 3.5: 275i, 275k, DI 24 3.6: 303j, 331e-331f, 353i, 353i, 356b, 356-357, 369, 379c, 407j, DI 35

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
2. Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)	Grade 4: 4.1: 20b, 90, 101, 111c 4.2: 242b 4.3: 270, 277, 291c, 294, 305, 313c, 316c, 316–317, 325, 337c 4.4: 394–395, 405, 415c, 418–419, 427, 439c, 468b, 490, 495, 507c 4.5: 518–519, 525, 537c, 562–563, 573, 581c, 610b, 610–611, 617, 629c 4.6: 640b, 688–689, 701, 711c, 714b, 714–715, 721, 729, 737c, 740–741, 749, 761c
3. Occasionally recognize the meaning of grade-appropriate antonyms and synonyms (e.g., beginning/ end; start/finish) in stories or games.	Grade 3: 3.1: 14b, 14–15, 41c 3.2: 152b, 152–153, 173c, 200b, 226b, 226–227, 235, 249c 3.5: 148b, 148–149, 155, 169c, 172b, 172–173, 187, 193c, 246b, 246–247, 255, 275c 3.6: 306b, 306–307, 313, 331c, 399, 407c
4. Comprehend what kinds of information a dictionary contains. (s) (m) (ss)	Grade 3: 3.1: 41i, 63i, 85i, 115i, 141ii 3.2: 173i, 173n, 197i, 200, 211, 223i, 249i, 272i 3.3: 303i, 306, 317, 329i, 353i, 379i, 382, 389, 399i 3.4: 35i, 35n, 59i, 85i, 111i, 137i 3.5: 169i, 193i, 219i, 243i, 275i 3.6: 303i, 331i, 334–335, 345, 353i, 379i, 407i
5. Recognize simple analogies and similes in literature and texts in content areas (e.g., fly like a bird). (ss)	Grade 4: 4.1: 20b, 90, 101, 111c 4.2: 242b 4.3: 270, 277, 291c, 294, 305, 313c, 316c, 316–317, 325, 337c 4.4: 394–395, 405, 415c, 418–419, 427, 439c, 468b, 490, 495, 507c 4.5: 518–519, 525, 537c, 562–563, 573, 581c, 610b, 610–611, 617, 629c 4.6: 640b, 688–689, 701, 711c, 714b, 714–715, 721, 729, 737c, 740–741, 749, 761c
6. Know correct usage of some problematic homophones (e.g., there, their, they're; your, you're).	Grade 3: 3.1: 14b, 14–15, 41c 3.2: 152b, 152–153, 173c, 200b, 226b, 226–227, 235, 249c 3.5: 148b, 148–149, 155, 169c, 172b, 172–173, 187, 193c, 246b, 246–247, 255, 275c 3.6: 306b, 306–307, 313, 331c, 399, 407c
7. Understand many words that indicate grade-specific mathematical operations (e.g., plus, minus, difference between, increase, decrease, add, subtract, product, times, double, yields). (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Early Advanced	
1. Use knowledge of root words and affixes to determine the meaning of many unknown grade-level words (e.g., scalene, perpendicular, isosceles, equilateral, phenomena, civilization, confederation). (s) (m) (ss)	Grade 4: 4.1: 20–21, 29, 39c, 42–43, 51, 55, 65c, 68b, 114–115, 121, 133c 4.2: 144b, 144–145, 151, 161c, 190–191, 199, 211c 4.3: 270b, 340–341, 349, 359c, 362b, 362–363, 375, 383c 4.4: 349b, 394b, 418b, 468, 479, 487c 4.5: 540–541, 547, 559, 559c, 562b, 584–585, 597, 599, 607c 4.6: 640b, 640–641, 647, 659c
2. Determine the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)	Grade 4: 4.1: 20b, 90, 101, 111c 4.2: 242b 4.3: 270, 277, 291c, 294, 305, 313c, 316c, 316–317, 325, 337c 4.4: 394–395, 405, 415c, 418–419, 427, 439c, 468b, 490, 495, 507c 4.5: 518–519, 525, 537c, 562–563, 573, 581c, 610b, 610–611, 617, 629c 4.6: 640b, 688–689, 701, 711c, 714b, 714–715, 721, 729, 737c, 740–741, 749, 761c
3. Sometimes recognize the meaning of grade-appropriate antonyms and synonyms in stories or games.	Grade 4: 4.1: 90–91, 101c, 111c 4.2: 242b 4.3: 294–295, 305, 313c 4.4: 394–395, 405, 415c, 490–491, 495, 507c 4.5: 518–519, 525, 526b, 537c, 610b, 610–611, 617, 629c 4.6: 740–741, 749, 761c
4. Use standard dictionary to determine meanings and pronunciations of some unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss)	Grade 4: 4.1: 20–21, 42–43, 68–69, 79, 87c, 90–91, 114–115 4.2: 144–145, 164–165, 173, 177, 187c, 190–191, 214–215, 221, 231, 239c, 242–243, 253, 259c 4.3: 270–271, 294–295, 316–317, 340–341, 362–363 4.4: 394–395, 418–419, 442–443, 453, 457, 465c, 468–469, 490–491 4.5: 518–519, 540–541, 562–563, 584–585, 610–611 4.6: 640–641, 662–663, 669, 688–689, 714–715, 740–741, 673, 685c

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
5. Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., give me a hand, scared silly, piece of cake). (ss)	Grade 4: 4.1: 39b, 103 4.3: 359b 4.4: 507b 4.6: 685b, 711b, 761b
6. Know the correct usage of many problematic homophones.	Grade 4: 4.1: 90–91, 101c, 111c 4.2: 242b 4.3: 294–295, 305, 313c 4.4: 394–395, 405, 415c, 490–491, 495, 507c 4.5: 518–519, 525, 526b, 537c, 610b, 610–611, 617, 629c 4.6: 740–741, 749, 761c
7. Understand most words that indicate grade-specific mathematical operations (e.g., divide, multiply, double, triple, per, ratio). (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
8. Know the meaning of a few multiple-meaning words that have a different meaning in mathematics (e.g., acute, obtuse). (m)	These pages prepare students to meet this standard. Grade 3: 3.1: 66b, 88b, 88-89, 115c 3.2: 252b 3.3: 356b 3.4: 62, 63, 85c, 88b, 88-89, 111c
Advanced	
1. Use knowledge of root words and affixes to determine the meaning of most unknown grade-level words (e.g., abolitionist, emancipation, monarchy). (s) (m) (ss)	Grade 5: 5.1: 20–21, 31, 41c, DI 4, DI 5, DI 44 5.2: 144–145, 155, 161c, 188–189, 195, 207c, DI 4, DI 5, D 14 5.3: 290–291, 297, 305, 315c, 366–367, 373, 383c 5.4: 486–487, 503c, DI 24, DI 45 5.5: 514–515, 527, 606–607, 625c, DI 5, DI 45 5.6: 676–677, 691, 699c, DI 4
2. Determine the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)	Grade 4: 4.1: 20b, 90, 101, 111c 4.2: 242b 4.3: 270, 277, 291c, 294, 305, 313c, 316c, 316–317, 325, 337c 4.4: 394–395, 405, 415c, 418–419, 427, 439c, 468b, 490, 495, 507c 4.5: 518–519, 525, 537c, 562–563, 573, 581c, 610b, 610–611, 617, 629c 4.6: 640b, 688–689, 701, 711c, 714b, 714–715, 721, 729, 737c, 740–741, 749, 761c

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
3. Often recognize the meaning of grade-appropriate antonyms and synonyms in stories or games.	Grade 4: 4.1: 90–91, 101c, 111c 4.2: 242b 4.3: 294–295, 305, 313c 4.4: 394–395, 405, 415c, 490–491, 495, 507c 4.5: 518–519, 525, 526b, 537c, 610b, 610–611, 617, 629c 4.6: 740–741, 749, 761c
4. Use standard dictionary to determine meanings, pronunciations, syllabication, parts of speech and antonyms and synonyms. (s) (m) (ss)	Grade 5: 5.1: 20b, 20–21, 41i, 44b, 44–45, 70, 92–93, 114–115 5.2: 144–145, 164–165, 188–189, 210–211, 232–233 5.3: 264–265, 290–291, 318–319, 348–349, 366–367 5.4: 349–350, 414–415, 438–439, 460–461, 483i, 486–487 5.5: 514–515, 538–539, 562–563, 584–585, 606–607 5.6: 636–637, 656–657, 676–677, 702–703, 728–729
5. Determine the meaning of figurative and metaphorical use of words in context, including idiomatic expressions (e.g., make a mountain out of a molehill). (ss)	Grade 5: 5.1: 58 5.3: 287b 5.4: 411b, 435b, 457b, 503b 5.5: 595
6. Use problematic homophones correctly in writing.	Grade 5: 5.1: 44–45, 53, 67c, 92–93 5.2: 232b 5.3: 318–319, 345c, 348–349, 363c, 366b, DI 5, DI 25, DI 35 5.4: 438–439, 447 5.5: 581c
7. Use and apply correctly words that indicate mathematical operations (e.g., product, one-half, round, estimate). (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
8. Know the meaning of some multiple-meaning words that have a different meaning in mathematics (e.g., acute, obtuse). (m)	These pages prepare students to meet this standard. Grade 3: 3.1: 66b, 88b, 88–89, 115c 3.2: 252b 3.3: 356b 3.4: 62, 63, 85c, 88b, 88–89, 111c

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Fluency	
Standard:	
The student will read with fluency and accuracy.	
Beginning	
1. Read aloud many familiar passages and occasionally read aloud familiar grade level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a
Early Intermediate	
1. Occasionally read aloud grade level texts in ways that reflect understanding of the text and engage the listeners.	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a
2. Occasionally read grade level text with at least 90 percent accuracy.	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a
Intermediate	
1. Sometimes read aloud grade level texts in ways that reflect understanding of the text and engage the listeners.	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a
2. Sometimes read grade level text with at least 90 percent accuracy.	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Early Advanced	
1. Often read aloud in grade level selected texts in ways that both reflect understanding of the text and engage the listeners.	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a
2. Often read grade level text with at least 90 percent accuracy	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a
Advanced	
1. Consistently read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners.	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a
2. Consistently read grade level text with at least 90 percent accuracy.	Grade 3: 3.1: 41a, 63a, 85a, 115a 3.2: 173a, 197a, 223a 3.3: 303a, 353a, 379a 3.4: 35a, 59a, 111a, 137a 3.5: 169a, 193a, 219a, 275a 3.6: 303a, 331a, 379a
Comprehending Text	
Standard:	
The student will analyze text for expression, enjoyment, and response to other related content areas.	
Beginning	
1. Identify the basic sequence of events and make relevant predictions about stories. (s) (ss)	Grade 3: 3.1: 12–13, 14a, 21, 27, 33, 35, 39, 44a, 66a, 88a, 118a, DI 7 3.2: 152a, 176a, 200a, 226a, 252a 3.3: 282a, 306a, 332a, 356a, 382a 3.4: 14a, 38a, 60–61, 62a, 74–79, 88a, 114a 3.5: 148a, 172a, 196a, 222a, 244–245, 246a, 259, 267, 269, 273, DI 26, DI 27, DI 47 3.6: 286a, 306a, 334a, 356a, 382a

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
2. Identify rhyme, rhythm, and repetition in poetry.	Grade 3: 3.1: 142–145 3.2: 272–275 3.3: 352–353, 400–403 3.4: 78–86, 138–141 3.5: 218–219, 276–279 3.6: 352–353, 408–411
3. Respond to basic comprehension questions about expository text, using phrases and simple sentences. (s) (m) (ss)	Grade 3: 3.1: 38–41 3.2: 154–167 3.3: 268–271 3.4: 40–53 3.5: 166–169, 240–243 3.6: 404–407
4. Locate various facts in response to questions about basic, short text. (s) (m) (ss)	Grade 3: 3.1: 38–41 3.2: 154–167 3.3: 268–271 3.4: 40–53 3.5: 166–169, 240–243 3.6: 404–407
5. Indicate the meaning of common signs and symbols (e.g., computer icons, mathematical symbols). (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 41m, 63m, 84–85, 85m, 115m, 138, 140, 141m 3.2: 173m, 197m, 223m, 249m, 271m 3.3: 303m, 329m, 353m, 379m, 396–399, 399m 3.4: 35m, 59m, 85m, 111m, 137m 3.5: 169m, 193m, 219m, 243m, 275m 3.6: 303m, 331m, 353m, 379m, 407m, WA3
6. Respond to stories by answering questions about cause and effect and other relationships between events. (s) (ss)	Grade 3: 3.2: 174l–174m 3.3: 280l–280m, 280–281, 287, 291, 295, 301, 303b, 315, 354l–354m, DI 52 3.4: 12l–12m, 12–13, 19, 31, 33, 35b, 49, 71, DI 6, DI 7, DI 52 3.6: 304l–304m, 304–305, 311, 321, 331b, 361, 373, DI 16, DI 17, DI 53
7. Follow up to five-step written directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Grade 3: 3.2: 197d, 197n 3.3: 300–303 3.4: 85n 3.5: 223

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
8. Use graphic organizers (e.g., webs, Venn diagrams, flow charts) in order to clarify the meaning of text. (s) (m) (ss)	Grade 3: 3.1: 12–13, 42–43, 44a, 64–65, 66a, 86–87, 116–117, DI 51, DI 53, DI 54, DI 55 3.2: 150–151, 174–175, 176a, 198–199, 224–225, 250–251 3.3: 280–281, 304–305, 330–331, 354–355, 380–381, 382a, DI 56 3.4: 12–13, 36–37, 60–61, 86–87, 104, 112–113 3.5: 146–147, 170–171, 194–195, 220–221, 244–245, DI 52 3.6: 284–285, 304–305, 332–333, 356a, 380–381
9. Comprehend one or two simple grade-level mathematics word problems. (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
10. Comprehend one or two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38-41, 62-63, 84-85, 112-115 3.2: 170-173, 220-223, 268-271, 322-329 3.3: 300-303, 352-353, 376-379 3.4: 56-59 3.5: 166-169, 192-193, 240-243 3.6: 302-303, 328-331, 404-406
Early Intermediate	
1. Describe character traits (e.g., honesty, courage), setting, plot, and narrator of a story. (ss)	Grade 3: 3.1: 25, 116l–116m, 116–117, 123, 129, 141b, DI 46, DI 47, DI 56 3.2: 174–175, 181, 189, 197b, 207, 215, 259, DI 16, DI 17, DI 53 3.4: 12l–12m
2. Identify rhyme, rhythm, repetition, and sensory images in poetry.	Grade 3: 3.1: 142–145 3.2: 272–275 3.3: 352–353, 400–403 3.4: 78–86, 138–141 3.5: 218–219, 276–279 3.6: 352–353, 408–411

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
3. Identify the main idea of expository or functional text. (s) (m) (ss)	Grade 3: 3.1: 38–41 3.2: 154–167 3.3: 268–271 3.4: 40–53 3.5: 166–169, 240–243 3.6: 404–407
4. Occasionally locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	Grade 3: 3.1: 38–41 3.2: 154–167 3.3: 268–271 3.4: 40–53 3.5: 166–169, 240–243 3.6: 404–407
5. Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, mathematical symbols, simple charts, and graphs). (s) (m) (ss)	Grade 3: 3.1: 40, 41n 3.3: 389, 391 3.5: 193n, 219g–219h 3.6: 331n, 406
6. Distinguish cause from effect in expository text. (s) (ss)	Grade 4: 4.1: 49 4.2: 142l–142m, 142–143, 149, 161, 161b, DI 6, DI 7, DI 52 4.3: 268l–268m, 268–269, 275, 281, 291, 291b, 323, 338l–338m, 347, DI 52 4.4: 466l–466m 4.6: 638l–638m, 638–639, 645, 653, 659, 659b, 738l–738m, DI 6, DI 7, DI 52
7. Follow a short set of written multiple-step directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Grade 3: 3.2: 197d, 197n 3.3: 300–303 3.4: 85n 3.5: 223
8. Distinguish fact from opinion in persuasive text (e.g., ads, product labels). (s) (ss)	Grade 3: 3.2: 271d 3.5: 169g–169h, 170l–170m, 170–171, 177, 185, 193, 193b, 229, 265, 193g–193h, 219g–219h, 275g–275h, WA2–WA9
9. Use graphic organizers to organize information in text (e.g., Herringbone Pattern, Venn diagram, concept mapping). (s) (m) (ss)	Grade 3: 3.1: 12–13, 42–43, 44a, 64–65, 66a, 86–87, 116–117, DI 51, DI 53, DI 54, DI 55, 3.2: 150–151, 174–175, 176a, 198–199, 224–225, 250–251, 3.3: 280–281, 304–305, 330–331, 354–355, 380–381, 382a, DI 56, 3.4: 12–13, 36–37, 60–61, 86–87, 104, 112–113, 3.5: 146–147, 170–171, 194–195, 220–221, 244–245, DI 52, 3.6: 284–285, 304–305, 332–333, 356a, 380–381

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
10. Comprehend a few of grade-level mathematics word problems. (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
11. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38-41, 62-63, 84-85, 112-115 3.2: 170-173, 220-223, 268-271, 322-329 3.3: 300-303, 352-353, 376-379 3.4: 56-59, 3.5: 166-169, 192-193, 240-243 3.6: 302-303, 328-331, 404-406
12. Occasionally restate mathematical symbolic representations into words or sentences. (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
Intermediate	
1. Identify the components and main problem or conflict of a plot and its resolution. (ss)	Grade 3: 3.2: 174l-174m 3.3: 280l-280m, 280-281, 287, 291, 295, 301, 303b, 315, 354l-354m, DI 52 3.4: 12l-12m, 12-13, 19, 31, 33, 35b, 49, 71, DI 6, DI 7, DI 52 3.6: 304l-304m, 304-305, 311, 321, 331b, 361, 373, DI 16, DI 17, DI 53
2. Identify some structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	Grade 3: 3.1: 142-145 3.2: 272-275 3.3: 352-353, 400-403 3.4: 78-86, 138-141 3.5: 218-219, 276-279 3.6: 352-353, 408-411
3. Identify the main ideas, key words, and important details in short expository text on a familiar topic. (s) (m) (ss)	Grade 3: 3.1: 38-41 3.2: 154-167 3.3: 268-271 3.4: 40-53 3.5: 166-169, 240-243 3.6: 404-407
4. Sometimes locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations,	Grade 3: 3.1: 38-41, 3.2: 154-167, 3.3: 268-271, 3.4: 40-

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	53, 3.5: 166–169, 240–243, 3.6: 404–407
5. Interpret information in functional documents (e.g., maps, schedules, pamphlets). (ss)	Grade 3: 3.1: 40m 41n 3.3: 389, 391 3.5: 193n, 219g–219h 3.6: 331n, 406
6. Identify stated cause and effect relationships in text. (s) (ss)	Grade 4: 4.1: 49 4.2: 142l–142m, 142–143, 149, 161, 161b, DI 6, DI 7, DI 52 4.3: 268l–268m, 268–269, 275, 281, 291, 291b, 323, 338l–338m, 347, DI 52 4.4: 466l–466m, 4.6: 638l–638m, 638–639, 645, 653, 659, 659b, 738l–738m, DI 6, DI 7, DI 52
7. Follow a set of written multiple-step instructions to perform routine procedures. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Grade 3: 3.2: 197d, 197n 3.3: 300–303 3.4: 85n 3.5: 223
8. Identify persuasive words in text intended to influence readers' opinions and actions. (s) (ss)	Grade 3: 3.2: 271d 3.5: 169g–169h, 170l–170m, 170–171, 177, 185, 193, 193b, 229, 265, 193g–193h, 219g–219h, 275g–275h, WA2–WA9
9. Access and locate information through table of contents, indexes, and glossaries. (s) (m) (ss)	Grade 3: 3.1: 38–41 3.2: 154–167 3.3: 268–271 3.4: 40–53 3.5: 166–169, 240–243 3.6: 404–407
10. Comprehend some grade-level mathematics word problems. (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
11. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38-41, 62-63, 84-85, 112-115 3.2: 170-173, 220-223, 268-271, 322-329 3.3: 300-303, 352-353, 376-379 3.4: 56-59 3.5: 166-169, 192-193, 240-243 3.6: 302-303, 328-331, 404-406

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12. Sometimes restate mathematical symbolic representations into words or sentences. (m)	Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
Early Advanced	
1. Identify basic story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme.	Grade 4: 4.1: 22–27, DI 5, 40l–40m, 40–41, 42–43, 44–59, 66–67, 70–81, 88l–88m, 112l–112m, 116–127, 139k 4.2: 202–207, DI 27 4.3: 296–307, 334–337 4.4: 392l–392m, 392–393, 399, 401, 407, 415, 415b, 416l–416m, 416–417, 422–429, 470–477, 484–487, DI 5, DI 15, DI 35 4.5: 538l–538m, 538–539, 545, 549, 557, 559b, 536–537, 572–575, 594–601, DI 9, DI 27, DI 37, DI 53 4.6: 698–705, 734–737, DI 26, DI 27, DI 39
2. Identify many structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	Grade 4: 4.1: 130–133, 139a, 134–137 4.2: 158–161, 260–263 4.3: 384–387 4.4: 464–465, 508–511 4.5: 630–633 4.6: 658–659, 762–765
3. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference. (s) (m) (ss)	Grade 4: 4.1: 36–39, 108–111 4.2: 210–211, 244–255, 258–259 4.3: 288–291, 310–313, 342–353, 380–383 4.4: 412–415, 420–433, 436–439 4.5: 626–629 4.6: 682–685
4. Often locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	Grade 4 4.1: 36–39, 108–111 4.2: 210–211, 244–255, 258–259 4.3: 288–291, 310–313, 342–353, 380–383 4.4: 412–415, 420–433, 436–439 4.5: 626–629 4.6: 682–685

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
5. Interpret information from a broader range of functional documents (e.g., maps, schedules, pamphlets, instructions, forms). (ss)	Grade 4: 4.1: 36–39, 108–111 4.2: 210–211, 244–255, 258–259 4.3: 288–291, 310–313, 342–353, 380–383 4.4: 412–415, 420–433, 436–439 4.5: 626–629 4.6: 682–685
6. Identify stated or implied cause and effect relationships in text. (s) (ss)	Grade 5: 5.1: 27, 42l–42m, 42–43, 51, 57, 59, 112l–112m, 112–113, 119, 125, 131, 133b, DI 16, DI 17, DI 46, DI 47, DI 53, DI 56 5.3: 271 5.5: 582l–582m, 582–583, 589, 593, 603, 603b, DI 36, DI 37, DI 55
7. Follow a set of written multiple-step instructions to perform routine procedures or answer questions. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Grade 4: 4.1: 39k, 39l, 65k, 84–87, 87k, 87l, 111k, 133k, 133l 4.2: 161k, 186, 187k, 187l, 211k, 211l, 236–241, 259k 4.3: 291k, 291l, 296–307, 313k, 356–359, 359k, 359l, 383k 4.4: 415k, 415l, 439k, 465k, 465l, 484–487, 487k, 504–507, 507k 4.5: 507l, 537k, 559k, 578–581, 581k, 592, 594–595, 607k, 629k 4.6: 659k, 685k, 711k, 734–737, 737k, 737l, 761k
8. Identify persuasive strategies in text intended to influence readers' opinions and actions. (s) (ss)	Grade 4: 4.1: 87d, 88l–88m, 139b 4.2: 211l 4.3: 291d, 313b, 383b, 383d 4.4: 439b, 439d 4.5: 537a
9. Access and locate information through table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, and headings. (s) (m) (ss)	Grade 4: 4.1: 36–39, 108–111 4.2: 210–211, 258–259 4.3: 288–291, 310–313, 342–353, 380–383 4.4: 412–415, 420–433, 436–439 4.5: 626–629 4.6: 682–685

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
10. Comprehend many grade-level mathematics word problems. (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
11. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38–41, 62–63, 84–85, 112–115 3.2: 170–173, 220–223, 268–271, 322–329 3.3: 300–303, 352–353, 376–379 3.4: 56–59 3.5: 166–169, 192–193, 240–243 3.6: 302–303, 328–331, 404–406
12. Often restate mathematical symbolic representations into words or sentences. (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
Advanced	
1. Compare and contrast the plot, setting, characters, narration, theme, and author’s techniques in a story to another selection and to the reader’s experiences.	Grade 5: 5.1: 18l–18m, 18–19, 25, 29, 37, 41b, 49, 77, DI 6, DI 7, DI 52 5.2: 237, 282–287, 312–315 5.5: 512l–512m, 512–513, 519, 525, 533, 535b, DI 6, DI 7, DI 52 5.6: 670–673
2. Describe meaning and characteristics of various forms of poetry (e.g., limerick, haiku, free verse).	Grade 5: This standard can be introduced on these pages. 5.1: 134–137 5.2: 234–247, 254–257 5.3: 360–363, 384–387 5.4: 410–411, 504–507 5.5: 626–629 5.6: 698–699, 754–757
3. Draw valid conclusions about the purpose and main ideas of text and the author’s position regarding the subject of that text. (s) (m) (ss)	Grade 5: 5.1: 66–67, 110–111, 116–127 5.2: 212–223, 226–229 5.3: 350–357, 368–377 5.4: 416–437, 434–435, 440–451 5.5: 608–619 5.6: 704–719

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
4. Consistently locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	Grade 5: 5.1: 66–67, 110–111, 116–127 5.2: 212–223, 226–229 5.3: 350–357, 368–377 5.4: 416–437, 434–435, 440–451 5.5: 608–619 5.6: 704–719
5. Interpret details from functional documents for a specific purpose (e.g., to follow directions, to solve problems, to perform procedure). (ss)	Grade 5: 5.1: 18k, 41k, 42k, 67k, 68k, 89k, 86–89, 90k, 111k, 112k, 130–133, 133k 5.2: 142k, 160–161, 161k, 162k, 185k, 186k, 207k, 208k, 229k, 229l, 230k, 250–253, 253k 5.3: 262k, 287k, 288k, 315k, 316k, 340–345, 345k, 346k, 360–363, 363k, 380–383, 383k 5.4: 392k, 411k, 412k, 435k, 435l, 436k, 454–457, 457k, 458k, 480–483, 483k, 458k, 500–503, 503k 5.5: 512k, 535k, 536k, 559k, 560k, 564–575, 578–581, 581k, 582k, 600–603, 603k, 604k, 625k 5.6: 634k, 653k, 654k, 658–667, 673k, 674k, 699k, 700k, 722–725, 725d, 725k, 726k, 750–753, 753k
6. Identify stated or implied cause and effect and other relationships in text (e.g., connections between events, correlation). (s) (ss)	Grade 5: 5.1: 27, 42l–42m, 42–43, 51, 57, 59, 112l–112m, 112–113, 119, 125, 131, 133b, DI 16, DI 17, DI 46, DI 47, DI 53, DI 56 5.3: 271 5.5: 582l–582m, 582–583, 589, 593, 603, 603b, DI 36, DI 37, DI 55
7. Follow a set of written multiple-step instructions to perform routine procedures, answer questions, or solve problems. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Grade 5: 5.1: 18k, 41k, 42k, 67k, 68k, 89k, 86–89, 90k, 111k, 112k, 130–133, 133k 5.2: 142k, 160–161, 161k, 162k, 185k, 186k, 207k, 208k, 229k, 229l, 230k, 250–253, 253k 5.3: 262k, 287k, 288k, 315k, 316k, 340–345, 345k, 346k, 360–363, 363k, 380–383, 383k 5.4: 392k, 411k, 412k, 435k, 435l, 436k, 454–457, 457k, 458k, 480–483, 483k, 458k, 500–503, 503k 5.5: 512k, 535k, 536k, 559k, 560k, 564–575, 578–581, 581k, 582k, 600–603, 603k, 604k, 625k 5.6: 634k, 653k, 654k, 658–667, 673k, 674k, 699k, 700k, 722–725, 725d, 725k, 726k, 750–753, 753k

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
8. Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions. (s) (ss)	Grade 5: 5.1: 105, 111b, 139b–139l, 229b 5.3: 543 5.5: 625b 5.6: 699b
9. Access and locate specific information from informational and functional text by using organizational features of text, including table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, headings, captions, and key words. (s) (m) (ss)	Grade 5: 5.1: 18k, 41k, 42k, 67k, 68k, 89k, 86–89, 90k, 111k, 112k, 130–133, 133k 5.2: 142k, 160–161, 161k, 162k, 185k, 186k, 207k, 208k, 229k, 229l, 230k, 250–253, 253k 5.3: 262k, 287k, 288k, 315k, 316k, 340–345, 345k, 346k, 360–363, 363k, 380–383, 383k 5.4: 392k, 411k, 412k, 435k, 435l, 436k, 454–457, 457k, 458k, 480–483, 483k, 458k, 500–503, 503k 5.5: 512k, 535k, 536k, 559k, 560k, 564–575, 578–581, 581k, 582k, 600–603, 603k, 604k, 625k 5.6: 634k, 653k, 654k, 658–667, 673k, 674k, 699k, 700k, 722–725, 725d, 725k, 726k, 750–753, 753k
10. Comprehend most grade-level mathematics word problems. (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j
11. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.1: 38-41, 62-63, 84-85, 112-115 3.2: 170-173, 220-223, 268-271, 322-329 3.3: 300-303, 352-353, 376-379 3.4: 56-59 3.5: 166-169, 192-193, 240-243 3.6: 302-303, 328-331, 404-406
12. Consistently restate mathematical symbolic representations (e.g., numerals, operations, simple equations, graphs) into words or sentences. (m)	Related content: Grade 4: 4.1: 112j 4.2: 142j 4.3: 292j 4.4: 466j 4.5: 560j 4.6: 712j

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
English Language Proficiency Standards in Writing	
ELL III	
Writing Applications	
Standard:	
The student will express his or her thinking and ideas in a variety of writing genres.	
Beginning	
Narrative	
1. Write simple poetry or chants.	Grade 3: 3.1: 61, 63g–63h, 111, 115g–115h, 143, 145 3.2: 273, 275 3.3: 299, 303g–303h, 321, 329g–329h, 351, 353g–353h, 401, 403 3.4: 29, 35g–35h, 139, 141 3.5: 277, 279 3.6: 379g–379h, 409, 411
2. Write short text about events or characters from familiar stories generated from a group story.	Grade 3: 3.1: 83, 85g–85h, 136–137, 141g–141h, WA2–WA9 3.2: 247, 249g–249h 3.3: 375, 379g–379h 3.4: 76–77, 85g–85h, 131, 137g–137h, WA2–WA9
Expository	
3. Record information (e.g., observations, notes) related to the topic.	Grade 3: 3.2: 169, 173g–173h, 193, 197g–197h, 219, 223g–223h, 267, 271g–271h, WA2–WA9 3.3: 395, 399g–399h, WA2–WA9 3.6: 301, 303g–303h, 327, 331g–331h, 351, 353g–353h, WA2–WA9
4. Participate in a group response to a given piece of literature.	Grade 3: 3.1: 20, 34, 41, 58, 63, 85, 115, 141 3.2: 166, 173, 182, 197, 216, 223, 230, 244, 249, 271 3.3: 296, 303, 329, 353, 379, 399 3.4: 35, 52, 59, 70, 85, 104, 111, 128, 137 3.5: 156, 162, 169, 193, 206, 214, 219, 243, 275 3.6: 294, 303, 324, 331, 342, 353, 366, 379, 392, 398, 407
Functional	
5. Write letters, such as friendly letters and thank-you notes, that are organized and understandable.	Grade 3: 3.3: 351, 353g–353h 3.6: 301, 303g–303h

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Early Intermediate	
Narrative	
1. Write simple poetry, rhymes, songs, or chants.	Grade 3: 3.1: 61, 63g–63h, 111, 115g–115h, 143, 145 3.2: 273, 275 3.3: 299, 303g–303h, 321, 329g–329h, 351, 353g–353h, 401, 403 3.4: 29, 35g–35h, 139, 141 3.5: 277, 279 3.6: 379g–379h, 409, 411
2. Write a narrative or short story that includes a main idea, characters, and a sequence of events.	Grade 3: 3.1: 83, 85g–85h, 136–137, 141g–141h, WA2–WA9 3.2: 247, 249g–249h 3.3: 375, 379g–379h 3.4: 76–77, 85g–85h, 131, 137g–137h, WA2–WA9
Expository	
3. Report events sequentially, using a topic sentence and a concluding statement. (s) (m)	Grade 3: 3.6: WA2–WA9
4. Write a short response that identifies the main characters in a book.	Grade 3: 3.5: 271, 275g–275h
5. Record questions for further inquiry based on the conclusions of a scientific investigation. (s)	Related content: Grade 3: 3.2: 169, 173g–173h, 193, 197g–197h, 219, 223g–223h, 267, 271g–271h, WA2–WA9 3.3: 395, 399g–399h, WA2–WA9 3.6: 301, 303g–303h, 327, 331g–331h, 351, 353g–353h, WA2–WA9
Functional	
6. Write letters, such as thank-you notes, friendly letters, messages, and invitations that are complete with date, salutation, body, closing, and signature.	Grade 3: 3.1: 111, 115g–115h 3.3: 351, 353g–353h 3.5: 244k 3.6: 301, 303g–303h, 331l
Intermediate	
Narrative	
1. Write simple poetry with some use of rhythm and rhyme.	Grade 3: 3.1: 61, 63g–63h, 111, 115g–115h, 143, 145 3.2: 273, 275 3.3: 299, 303g–303h, 321, 329g–329h, 351, 353g–353h, 401, 403 3.4: 29, 35g–35h, 139, 141 3.5: 277, 279 3.6: 379g–379h, 409, 411

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
2. Write a narrative or short story based on imagined or real events, observations, or memories that includes characters and plot in some detail.	Grade 3: 3.1: 83, 85g–85h, 136–137, 141g–141h, WA2–WA9 3.2: 247, 249g–249h 3.3: 375, 379g–379h 3.4: 76–77, 85g–85h, 131, 137g–137h, WA2–WA9
Expository	
3. Write an expository paragraph or a simple report based on research, with a topic sentence.	Grade 3: 3.2: 169, 173g–173h, 193, 197g–197h, 219, 223g–223h, 267, 271g–271h, WA2–WA9 3.3: 395, 399g–399h, WA2–WA9 3.6: 301, 303g–303h, 327, 331g–331h, 351, 353g–353h, WA2–WA9
4. Write a book report or review that identifies the main events.	Grade 3: 3.5: 271, 275g–275h
5. Record new questions and predictions based upon the data collected in a scientific investigation. (s)	Grade 3: 3.6: WA2–WA9
Functional	
6. Write letters, such as thank-you notes, friendly letters, messages, and invitations that address audience, stated purpose, and context.	Grade 3: 3.1: 111, 115g–115h 3.3: 351, 353g–353h 3.5: 244k 3.6: 301, 303g–303h, 331l
Persuasive	
7. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	Grade 3: 3.5: 165, 169g–169h, 191, 193g–193h, 217, 219g–219h, 239, 243g–243h, 271, 275g–275h, WA2–WA9
Early Advanced	
Narrative	
1. Write simple poetry, using rhythm, rhyme, and sensory details.	Grade 4: 4.1: 35, 39g–39h, WA2–WA9 4.2: 209, 211g–211h 4.3: 379, 383g–383h 4.4: 411, 415g–415h, 483, 487g–487h, 502–503, WA2–WA9 4.6: 656–657, 659g–659h, 711g–711h
2. Write a narrative based on imagined or real events that include characters, setting, and well-chosen details to develop the plot.	Grade 4: 4.1: 35, 39g–39h, 61, 65g–65h, WA2–WA9 4.2: 185, 187g–187h, 209, 211g–211h 4.3: 379, 383g–383h 4.4: 411, 415g–415h, 483, 487g–487h, 502–503, 507g–507h, WA2–WA9 4.6: 656–657, 659g–659h, 711g–711h

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Expository	
3. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.	Grade 4: 4.1: 107, 111g–111h 4.2: 257, 259g–259h, WA2–WA9 4.3: 333, 337g–337h, 355, 359g–359h, WA2–WA9 4.4: 463, 465g–465h 4.5: 577, 581g–581h, 603, 607g–607h 4.6: 681, 685g–685h, 733, 737g–737h, 757, 761g–761h, WA2–WA9
4. Write a book report that identifies the main idea, characters, and events.	Grade 4: 4.5: 535, 537g–537h
5. Accurately record data that students collect (e.g., facts they learn or procedures they conduct) in an organized and appropriate format. (s) (m)	Grade 4: 4.1: 471, 871, 107, 111g–111h, 133l 4.2: 257, 259g–259h, WA2–WA9 4.3: 291l, 313l, 333, 337g–337h, 337l, 355, 359g–359h, WA2–WA9 4.4: 487l 4.5: 537l, 559l, 577, 581g–581h, 603, 607g–607h 4.6: 681, 685g–685h, 685l, 711l, 733, 737g–737h, 737l, 761g–761h, 761l, WA2–WA9
Functional	
6. Write a variety of functional text (e.g., directions, recipes, labels, graphs/tables) that address audience, stated purpose, and context. (s) (m)	Grade 4: 4.4: 435, 439g–439h
Persuasive	
7. Write persuasive text that states a clear position in support of a proposition.	Grade 4: 4.5: 535, 537g–537h, 555, 559g–559h, 625, 629g–629h, WA2–WA9
Advanced	
Narrative	
1. Write simple poetry using various techniques, including some use of figurative language.	Grade 5: 5.1: 85, 89g–89h 5.2: 249, 253g–253h 5.3: 281, 287g–287h 5.4: 409, 411g–411h, 479, 483g–483h 5.6: 697, 699g–699h, 721, 725g–725h
2. Write a narrative based on imagined or real events that includes characters, setting, and sensory details, and logical sequencing to develop the plot.	Grade 5: 5.1: 65, 67g–67h, 129, 133g–133h, WA2–WA9 5.2: 159, 161g–161h, 205, 207g–207h, 5.3: 339, 345g–345h, 5.4: 453, 457g–457h, WA2–WA9 5.5: 577, 581g–581h

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Expository	
3. Write expository essays and informational reports, based on research, that frame a key question about an issue and include facts and details that illuminate the main ideas.	Grade 5: 5.1: 109, 111g–111h 5.2: 178, 285g–285h, 225, 229g–229h, WA2–WA9 5.3: 311, 315g–315h, 379, 383g–383h, WA2–WA9 5.5: 553, 559g–559h 5.6: 651, 653g–653h, 669, 673g–673h, 721, 725g–725h, 749, 753g–753h, WA2–WA9
4. Write a book report that reflects on the main idea, characters, events, setting, and plot.	Grade 5: 5.2: 179, 185g–185h
5. Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., What insights did I gain after reading today’s reading? How can I use what I have learned in my everyday life?). (s) (m)	Grade 5: 5.1: 41k, 67k, 89k, 111k, 133k 5.2: 161k, 185, 207k, 229k, 253k 5.3: 287k, 315k, 345k, 363k, 383k 5.4: 411k, 435k, 457k, 483k, 503k 5.5: 535k, 559k, 559l, 581k, 603k, 625k 5.6: 653k, 673k, 699k, 725k, 753k
Functional	
6. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables) that address audience, stated purpose, and context.	Grade 4: 4.2: WA2-WA9
Persuasive	
7. Write persuasive text that states a clear position in support of a proposition and includes relevant evidence.	Grade 5: 5.5: 531, 535g–535h, 599, 603g–603h, 621, 625g–625h, WA2–WA9
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Identify and use correct spelling, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong, and consonant digraphs; regular plurals; affixes; and common homonyms.	Grade 3: 3.1: 41i, 41k–41l, 63k–63l, 85k–85l, 115k–115l, 141i 3.2: 173k–173l, 197k–197l, 223k–223l, 249k–249l, 271i 3.3: 303k–303l, 329k–329l, 353k–353l, 379k–379l 3.4: 35k–35l, 59k–59l, 85k–85l, 111k–111l, 137k–137l 3.5: 169k–169l, 193k–193l, 219k–219l, 243k–243l, 275k–275l 3.6: 303k–303l, 331k–31l, 353k–353l, 379k–379l
2. Identify and use, with some errors, capitalization, including the pronoun “I,” sentence beginnings, and proper nouns.	Grade 3: 3.2: 173e–173f 3.4: 111

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
3. Identify and use, with some errors, punctuation, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters.	Grade 3: 3.1: 41e–41f, 85e–85f, 115e–115f 3.6: 331e–331f Related content: 3.3: 351, 353g–353h 3.6: 379e–379f
4. Identify and use, with few errors, verb tenses, including present, past, and future tenses.	Grade 3: 3.3: 379e-379f
5. Identify and use, with some errors, basic subject-verb agreement in simple sentences.	Grade 3: 3.3: 353e–353f
6. Identify and use, with some errors, nouns, verbs, and adjectives in simple sentences.	Grade 3: 3.1: 85c 3.2: 173e–173f, 197e–197f, 223e–223f, 271e–271f, 303e–303f 3.3: 303e–303f, 329e–329f, 399e–399f
7. Write complete sentences.	Grade 3: 3.1: 41e–41f, 85e–85f, 115e–115f 3.6: 331e–331f
Early Intermediate	
1. Recognize and use correct spelling, including high frequency words, word families, simple CVC words, regular plurals, and simple prefixes and suffixes.	Grade 3: 3.1: 41i, 41k–41l, 63k–63l, 85k–85l, 115k–115l, 141i 3.2: 173k–173l, 197k–197k, 223k–223l, 249k–249, l271i 3.3: 303k–303l, 329k–329l, 353k–353l, 379k–379l 3.4: 35k–35l, 59k–59l, 85k–85l, 111k–111l, 137k–137l 3.5: 169k–169l, 193k–193l, 219k–219l, 243k–243l, 275k–275l 3.6: 303k–303l, 331k–31l, 353k–353l, 379k–379l
2. Identify and use, with few errors, capitalization, including the pronoun “I,” sentence beginnings, and proper nouns.	Grade 3: 3.2: 173e–173f 3.4: 111
3. Identify and use, with some errors, punctuation, including endings of sentences; colon to punctuate time; commas to punctuate items in a series, greetings, closings of letters, and dates; and apostrophes to punctuate contractions.	Grade 3: 3.1: 41e–41f, 85e–85f, 115e–115f 3.6: 331e–331f Related content: 3.3: 351, 353g–353h 3.6: 379e–379f
4. Identify and use, with some errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	Grade 3: 3.3: 379e-379f

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
5. Identify and use consistently, with few errors, basic subject-verb agreement in simple sentences.	Grade 3: 3.3: 353e–353f
6. Identify and use, with few errors, nouns, verbs, and adjectives in simple sentences.	Grade 3: 3.1: 85c 3.2: 173e–173f, 197e–197f, 223e–223f, 271e–271f, 303e–303f 3.3: 303e–303f, 329e–329f, 399e–399f 3.5: 169e–169f, 193e–193f
7. Write complete sentences and identify differences between complete and incomplete sentences.	Related content: Grade 3: 3.1: 41e–41f, 85e–85f, 115e–115f 3.6: 331e–331f
Intermediate	
1. Identify and use correct spelling, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong, and consonant digraphs; regular plurals; affixes; and common homonyms.	Grade 3: 3.1: 41i, 41k–41l, 63k–63l, 85k–85l, 115k–115l, 141i 3.2: 173k–173l, 197k–197k, 223k–223l, 249k–249, l271i 3.3: 303k–303l, 329k–329l, 353k–353l, 379k–379l 3.4: 35k–35l, 59k–59l, 85k–85l, 111k–111l, 137k–137l 3.5: 169k–169l, 193k–193l, 219k–219l, 243k–243l, 275k–275l 3.6: 303k–303l, 331k–31l, 353k–353l, 379k–379l
2. Identify and use, with some errors, capitalization, including proper nouns (names, days, months), titles (including book titles), and abbreviations.	Grade 3: 3.2: 173e–173f , 190 3.4: 111 3.6: 303e, 331e–331f Related content: 3.2: 173e–173f, 190 3.4: 111 3.6: 303e, 331e–331f
3. Identify and use, with some errors, punctuation, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, and dates; quotation marks for dialogue; colons to punctuate time; and apostrophes to punctuate contractions and singular possessive.	Grade 3: 3.1: 41e–41f, 85e–85f, 115e–115f 3.3: 301, 377 3.6: 331e–331f, 407e–407f Related content: 3.2: 190 3.3: 351, 353g–353h 3.6: 379e–379f
4. Identify and use, with few errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	Grade 3: 3.3: 379e-379f
5. Identify and use, with few errors, basic subject-verb agreement in simple sentences and, with several errors, in compound sentences.	Grade 3: 3.3: 353e–353f

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
6. Identify and use, with some errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.	Grade 3: 3.1: 85c 3.2: 173e–173f, 197e–197f, 223e–223f, 271e–271f, 303e–303f 3.3: 303e–303f, 329e–329f, 399e–399f 3.4: 35d–35f, 59e–59f, 85e–85f 3.5: 169e–169f, 193e–193f
7. Write complete sentences and make corrections to incomplete sentences.	Related content: Grade 3: 3.1: 41e–41f, 85e–85f, 115e–115f 3.6: 331e–331f
Early Advanced	
1. Identify and use correct spelling, including high frequency words; word families; CVC, CCVC, and CVCC words; r-controlled words, diphthong, and vowel digraphs; irregular plurals; affixes; and homonyms.	Grade 4: 4.1: 39i–39j, 65i–65j, 87i–87j, 111i–111j, 133i–133j 4.2: 161i–161j, 187i–187j, 211i–211j, 239i–239j, 259i–259j 4.3: 291i–291j, 313i–313j, 337i–337j, 359i–359j, 383i–383j 4.4: 415i–415j, 439i–439j, 465i–465j, 487i–487j, 507i–507j 4.5: 537i–537j, 559i–559j, 581i–581j, 607i–607j, 629i–629j 4.6: 659i–659j, 685i–685j, 711i–711j, 737i–737j, 761i–761j
2. Identify and use, with few errors, capitalization, including proper nouns (names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.	Grade 4: 4.2: 161e–161f 4.6: 685e–685f, 761e–761f
3. Identify and use, with few errors, punctuation, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words; quotation marks for dialogue and titles; colons to punctuate time; and apostrophes to punctuate contractions and singular possessives.	Grade 4: 4.1: 39e–39f, 65e–65f 4.2: 239c–239f, 259e–259f 4.3: 309, 313g, 313h 4.4: 463, 465g–465h, 507e–507f 4.5: 595, 603, 607g–607h 4.6: 737e–737f, 761e–761f
4. Identify and use, with some errors, verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	Grade 4: 4.3: 359e–359f
5. Identify and use, with few errors, subject-verb agreement in simple sentences and, with some errors, in compound sentences.	Grade 4: 4.3: 337e–337f

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
6. Identify and use, with few errors, nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences.	Grade 4: 4.2: 161e–161f, 187e–187f, 211e–211f, 239e–239f, 259e–259f 4.3: 291e–291f 4.4: 415e–415f, 439e–439f, 465e–465f, 467e–467f, 487e–487f 4.5: 537e–537f, 559e–559f 4.6: 659e–659f
7. Identify differences between colloquial and more formal language.	This standard can be introduced on these pages. Grade 3: 3.1: 37, 41g-41h, 63g, 85g, 115g, 136-137, 147g-147h, WA1, WA5, WA7 3.2: 173g, 197g, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 299, 303g-303h, 329g, 353g, 379g, 395, 399g-399h, WA1, WA5, WA7 3.4: 35g, 55g, 59g-59h, 85g, 111g, 131, 137g-137h, WA1, WA5, WA7 3.5: 169g, 193g, 217, 219g-219h, 243g, 275g, WA1, WA4, WA5, WA7 3.6: 303g, 331g, 353g, 377, 379g-379h, 407g, WA1, WA5, WA7
Advanced	
1. Identify and use correct spelling, including high frequency words, and silent e, i before e, words ending in –y, and doubling final consonant.	Grade 4: 4.1: 39i–39j, 65i–65j, 87i–87j, 111i–111j, 133i–133j 4.2: 161i–161j, 187i–187j, 211i–211j, 239i–239j, 259i–259j 4.3: 291i–291j, 294–295, 305, 313c, 313i–313j, 337i–337jj, 359i–359j, 383i–383j 4.4: 415i–415j, 439i–439j, 465i–465j, 487i–487j, 507i–507j 4.5: 518–519, 525, 537c, 537i–537j, 559i–559j, 581i–581j, 607i–607j, 629i–629j 4.6: 659i–659j, 685i–685j, 711i–711j, 737i–737j, 740–741, 749, 761c, 761i–761j
2. Identify and use, with few errors, capitalization, including proper nouns (names, dates, holidays, languages, historical events, organizations), titles, (including literary titles), abbreviations, and words used as names (Mother, Uncle Jim).	Grade 4: 4.2: 161e–161f 4.6: 685e–685f, 761e–761f
3. Identify and use, with few errors, punctuation, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, dialogue and direct address; quotation marks for dialogue and titles; colons to punctuate time and business letter salutations; and apostrophes to punctuate contractions and singular possessives.	Grade 5: 5.1: 40, 41e–41f, 89f, 111e–111f 5.6: 699e–699f

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
4. Identify and use, with few errors, verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	Grade 4: 4.3: 359e-359f
5. Identify and use, with few errors, subject-verb agreement in simple and compound sentences.	Grade 5: 5.2: 253e-253f
6. Identify and use, with few errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.	Grade 5: 5.1: 133e-133f 5.2: 161e-161f, 185e-185f, 207e-207f 5.4: 411e-411f, 435e-435f, 457e-457f, 483e-483f, 503e-503f 5.5: 581e-581f, 625e-625f 5.6: 653e-653f, 673e-673f
7. Move between colloquial and more formal language with some ease.	This standard can be introduced on these pages. Grade 3: 3.1: 37, 41g-41h, 63g, 85g, 115g, 136-137, 147g-147h, WA1, WA5, WA7 3.2: 173g, 197g, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 299, 303g-303h, 329g, 353g, 379g, 395, 399g-399h, WA1, WA5, WA7 3.4: 35g, 55g, 59g-59h, 85g, 111g, 131, 137g-137h, WA1, WA5, WA7 3.5: 169g, 193g, 217, 219g-219h, 243g, 275g, WA1, WA4, WA5, WA7 3.6: 303g, 331g, 353g, 377, 379g-379h, 407g, WA1, WA5, WA7
Writing Process	
Standard:	
Students use the steps of the writing process as a writing piece moves toward completion.	
Beginning	
1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA3 3.2: 173h, 197h, 223h, 249h, 271h, WA3 3.3: 303h, 329h, 353h, 379h, 399h, WA3 3.4: 35h, 59h, 85h, 111h, 137h, WA3 3.5: 169h, 193h, 219h, 243h, 275h, WA3 3.6: 303h, 331h, 353h, 379h, 407h, WA3
2. Discuss the purpose for a writing piece and who the intended audience of writing piece will be.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA3 3.2: 173h, 197h, 223h, 249h, 271h, WA3 3.3: 303h, 329h, 353h, 379h, 399h, WA3 3.4: 35h, 59h, 85h, 111h, 137h, WA3 3.5: 169h, 193h, 219h, 243h, 275h, WA3 3.6: 303h, 331h, 353h, 379h, 407h, WA3

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
3. Use a prewriting plan to develop a draft with main idea(s).	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA4 3.2: 173h, 197h, 223h, 249h, 271h, WA4 3.3: 303h, 329h, 353h, 379h, 399h, WA4 3.4: 35h, 59h, 85h, 111h, 137h, WA4 3.5: 169h, 193h, 219h, 243h, 275h, WA4 3.6: 303h, 331h, 353h, 379h, 407h, WA4
4. Reread original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA5 3.2: 173h, 197h, 223h, 249h, 271h, WA5 3.3: 303h, 329h, 353h, 379h, 399h, WA5 3.4: 35h, 59h, 85h, 111h, 137h, WA5 3.5: 169h, 193h, 219h, 243h, 275h, WA5 3.6: 303h, 331h, 353h, 379h, 407h, WA5
Early Intermediate	
1. Generate and organize ideas using simple webs, maps, or lists.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA3 3.2: 173h, 197h, 223h, 249h, 271h, WA3 3.3: 303h, 329h, 353h, 379h, 399h, WA3 3.4: 35h, 59h, 85h, 111h, 137h, WA3 3.5: 169h, 193h, 219h, 243h, 275h, WA3 3.6: 303h, 331h, 353h, 379h, 407h, WA3
2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA3 3.2: 173h, 197h, 223h, 249h, 271h, WA3 3.3: 303h, 329h, 353h, 379h, 399h, WA3 3.4: 35h, 59h, 85h, 111h, 137h, WA3 3.5: 169h, 193h, 219h, 243h, 275h, WA3 3.6: 303h, 331h, 353h, 379h, 407h, WA3
3. Use a prewriting plan to develop a draft with focused main idea(s).	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA4 3.2: 173h, 197h, 223h, 249h, 271h, WA4 3.3: 303h, 329h, 353h, 379h, 399h, WA4 3.4: 35h, 59h, 85h, 111h, 137h, WA4 3.5: 169h, 193h, 219h, 243h, 275h, WA4 3.6: 303h, 331h, 353h, 379h, 407h, WA4
4. Evaluate the draft for clarity with the assistance of a peer, checklist, or rubric, and add details to the draft to more effectively address audience and purpose.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA5 3.2: 173h, 197h, 223h, 249h, 271h, WA5 3.3: 303h, 329h, 353h, 379h, 399h, WA5 3.4: 35h, 59h, 85h, 111h, 137h, WA5 3.5: 169h, 193h, 219h, 243h, 275h, WA5 3.6: 303h, 331h, 353h, 379h, 407h, WA5

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Intermediate	
1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA3 3.2: 173h, 197h, 223h, 249h, 271h, WA3 3.3: 303h, 329h, 353h, 379h, 399h, WA3 3.4: 35h, 59h, 85h, 111h, 137h, WA3 3.5: 169h, 193h, 219h, 243h, 275h, WA3 3.6: 303h, 331h, 353h, 379h, 407h, WA3
2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA3 3.2: 173h, 197h, 223h, 249h, 271h, WA3 3.3: 303h, 329h, 353h, 379h, 399h, WA3 3.4: 35h, 59h, 85h, 111h, 137h, WA3 3.5: 169h, 193h, 219h, 243h, 275h, WA3 3.6: 303h, 331h, 353h, 379h, 407h, WA3
3. Use a prewriting plan to develop a draft with main ideas, including a few organizational strategies (e.g., graphic organizer) to plan writing.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA4 3.2: 173h, 197h, 223h, 249h, 271h, WA4 3.3: 303h, 329h, 353h, 379h, 399h, WA4 3.4: 35h, 59h, 85h, 111h, 137h, WA4 3.5: 169h, 193h, 219h, 243h, 275h, WA4 3.6: 303h, 331h, 353h, 379h, 407h, WA4
4. Apply appropriate tools (resources and reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA5 3.2: 173h, 197h, 223h, 249h, 271h, WA5 3.3: 303h, 329h, 353h, 379h, 399h, WA5 3.4: 35h, 59h, 85h, 111h, 137h, WA5 3.5: 169h, 193h, 219h, 243h, 275h, WA5 3.6: 303h, 331h, 353h, 379h, 407h, WA5
5. Review drafts for errors in conventions, with prompting.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA6 3.2: 173h, 197h, 223h, 249h, 271h, WA6 3.3: 303h, 329h, 353h, 379h, 399h, WA6 3.4: 35h, 59h, 85h, 111h, 137h, WA6 3.5: 169h, 193h, 219h, 243h, 275h, WA6 3.6: 303h, 331h, 353h, 379h, 407h, WA6
6. Often prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA7 3.2: 173h, 197h, 223h, 249h, 271h, WA7 3.3: 303h, 329h, 353h, 379h, 399h, WA7 3.4: 35h, 59h, 85h, 111h, 137h, WA7 3.5: 169h, 193h, 219h, 243h, 275h, WA7 3.6: 303h, 331h, 353h, 379h, 407h, WA7

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Early Advanced	
1. Generate and organize ideas for writing.	Grade 4: 4.1: 39h, 65h, 87h, 111h, 133h, WA3 4.2: 161h, 187h, 211h, 239h, 259h, WA3 4.3: 291h, 313h, 337h, 359h, 383h, WA3 4.4: 415h, 439h, 465h, 487h, 507h, WA3 4.5: 537h, 559h, 581h, 607h, 629h, WA3 4.6: 659h, 685h, 711h, 737h, 761h, WA3
2. Determine the purpose and the intended audience, and organize writing to reflect the audience and intended purpose.	Grade 4: 4.1: 39h, 65h, 87h, 111h, 133h, WA3 4.2: 161h, 187h, 211h, 239h, 259h, WA3 4.3: 291h, 313h, 337h, 359h, 383h, WA3 4.4: 415h, 439h, 465h, 487h, 507h, WA3 4.5: 537h, 559h, 581h, 607h, 629h, WA3 4.6: 659h, 685h, 711h, 737h, 761h, WA3
3. Use a prewriting plan to develop a draft with main ideas, including some organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	Grade 4: 4.1: 39h, 65h, 87h, 111h, 133h, WA4 4.2: 161h, 187h, 211h, 239h, 259h, WA4 4.3: 291h, 313h, 337h, 359h, 383h, WA4 4.4: 415h, 439h, 465h, 487h, 507h, WA4 4.5: 537h, 559h, 581h, 607h, 629h, WA4 4.6: 659h, 685h, 711h, 737h, 761h, WA4
4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	Grade 4: 4.1: 39h, 65h, 87h, 111h, 133h, WA5 4.2: 161h, 187h, 211h, 239h, 259h, WA5 4.3: 291h, 313h, 337h, 359h, 383h, WA5 4.4: 415h, 439h, 465h, 487h, 507h, WA5 4.5: 537h, 559h, 581h, 607h, 629h, WA5 4.6: 659h, 685h, 711h, 737h, 761h, WA5
5. Review drafts for errors in conventions without prompting.	Grade 4: 4.1: 39h, 65h, 87h, 111h, 133h, WA6 4.2: 161h, 187h, 211h, 239h, 259h, WA6 4.3: 291h, 313h, 337h, 359h, 383h, WA6 4.4: 415h, 439h, 465h, 487h, 507h, WA6 4.5: 537h, 559h, 581h, 607h, 629h, WA6 4.6: 659h, 685h, 711h, 737h, 761h, WA6
6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Grade 4: 4.1: 39h, 65h, 87h, 111h, WA7 4.2: 161h, 187h, 211h, 239h, WA7 4.3: 291h, 313h, 337h, 359h, WA7 4.4: 415h, 439h, 465h, 487h, WA7 4.5: 537h, 559h, 581h, 607h, WA7 4.6: 659h, 685h, 711h, 737h, WA7

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
7. Know and understand time management strategies, when appropriate, to produce a writing product within a set time period.	Grade 4: 4.1: 39h, 65h, 87h, 111h, 133h, WA3 4.2: 161h, 187h, 211h, 239h, 259h, WA3 4.3: 291h, 313h, 337h, 359h, 383h, WA3 4.4: 415h, 439h, 465h, 487h, 507h, WA3 4.5: 537h, 559h, 581h, 607h, 629h, WA3 4.6: 659h, 685h, 711h, 737h, 761h, WA3
Advanced	
1. Generate and organize ideas for writing.	Grade 5: 5.1: 41h, 67h, 89h, 111h, 133h, WA3, WA8 5.2: 161h, 185h, 207h, 229h, 253h, WA3, WA8 5.3: 287h, 315h, 345h, 363h, 383h, WA3, WA8 5.4: 411h, 435h, 457h, 483h, 503h, WA3, WA8 5.5: 535h, 559h, 581h, 603h, 625h, WA3, WA8 5.6: 653h, 673h, 699h, 725h, 753h, WA3, WA8
2. Determine the purpose and the intended audience, and organize writing to reflect the audience and purpose closely.	Grade 5: 5.1: 41h, 67h, 89h, 111h, 133h, WA3, WA8 5.2: 161h, 185h, 207h, 229h, 253h, WA3, WA8 5.3: 287h, 315h, 345h, 363h, 383h, WA3, WA8 5.4: 411h, 435h, 457h, 483h, 503h, WA3, WA8 5.5: 535h, 559h, 581h, 603h, 625h, WA3, WA8 5.6: 653h, 673h, 699h, 725h, 753h, WA3, WA8
3. Use a prewriting plan to develop a draft with main ideas, including many organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	Grade 5: 5.1: 41h, 67h, 89h, 111h, 113h, WA4–WA5 5.2: 161h, 185h, 207h, 229h, 253h, WA4–WA5 5.3: 287h, 315h, 345h, 363h, 383h, WA4–WA5 5.4: 411h, 435h, 457h, 483h, 503h, WA4–WA5 5.5: 535h, 559h, 581h, 603h, 625h, WA4–WA5 5.6: 653h, 673h, 699h, 725h, 753h, WA4–WA5
4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	Grade 5: 5.1: 41h, 67h, 89h, 111h, 133h, WA5, WA9 5.2: 161h, 185h, 207h, 229h, 253h, WA5, WA9 5.3: 287h, 315h, 345h, 363h, 383h, WA5, WA9 5.4: 411h, 435h, 457h, 483h, 503h, WA5, WA9 5.5: 535h, 559h, 581h, 603h, 625h, WA5, WA9 5.6: 653h, 673h, 699h, 725h, 753h, 759g, WA5
5. Review drafts for errors in conventions.	Grade 5: 5.1: 41h, 67h, 89h, 111h, 133h, WA6 5.2: 161h, 185h, 207h, 229h, 253h, WA6 5.3: 287h, 315h, 345h, 363h, 383h, WA6 5.4: 411h, 435h, 457h, 483h, 503h, WA6 5.5: 535h, 559h, 581h, 603h, 625h, WA6 5.6: 653h, 673h, 699h, 725h, 753h, 759g, WA6

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
6. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Grade 5: 5.1: 41h, 67h, 89h, 111h, WA7 5.2: 161h, 185h, 207h, 229h, WA7 5.3: 287h, 315h, 345h, 363h, WA7 5.4: 411h, 435h, 457h, 483h, WA7 5.5: 535h, 559h, 581h, 603h, WA7 5.6: 653h, 673h, 699h, 725h, 753h, WA7
7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	Grade 5: 5.1: 41h, 67h, 89h, 111h, 133h, WA3, WA8 5.2: 161h, 185h, 207h, 229h, 253h, WA3, WA8 5.3: 287h, 315h, 345h, 363h, 383h, WA3, WA8 5.4: 411h, 435h, 457h, 483h, 503h, WA3, WA8 5.5: 535h, 559h, 581h, 603h, 625h, WA3, WA8 5.6: 653h, 673h, 699h, 725h, 753h, WA3, WA8
Writing Elements	
Standard:	
The student will integrate elements of effective writing to develop engaging and focused text.	
Beginning	
1. Use the writing process to produce text in various genres (defined in the previous section) that includes (s) (ss)	
a. topics and ideas that are broad and simplistic;	Grade 3: 3.1: 41g–41h, 63g–63h, 85g–85h, 115g–115h, 141g–141h, WA1, WA3, WA5, WA7 3.2: 169, 173g–173h, 197g–197h, 219, 223g–223h, 249g–249h, 271b, 271g–271h, WA1, WA3, WA5, WA7 3.3: 303g–303h, 329g–329h, 353g–353h, 379g–379h, 399g–399h, WA1, WA3, WA4, WA5, WA7 3.4: 29, 35g–35h, 59g–59h, 85g–85h, 111g–111h, 137g–137h, WA1, WA3, WA5, WA7 3.5: 169–169h, 193g–193h, 219g–219h, 243g–243h, 275g–275h, WA1, WA3, WA5, WA7 3.6: 303g–305h, 331g–331h, 351, 353g–353h, 379g–379h, 402–403, 407g–407h, WA1, WA3, WA5, WA7
b. marginally recognizable organization that shows a sense of beginning;	Grade 3: 3.1: 41g–41h, 63g–63h, 85g–85h, 115g–115h, 141g–141h, WA1, WA3, WA5, WA7 3.2: 169, 173g–173h, 197g–197h, 219, 223g–223h, 249g–249h, 271b, 271g–271h, WA1, WA3, WA5, WA7 3.3: 303g–303h, 329g–329h, 353g–353h, 379g–379h, 399g–399h, WA1, WA3, WA4, WA5, WA7 3.4: 29, 35g–35h, 59g–59h, 85g–85h, 111g–111h, 137g–137h, WA1, WA3, WA5, WA7 3.5: 169–169h, 193g–193h, 219g–219h, 243g–243h, 275g–275h, WA1, WA3, WA5, WA7 3.6: 303g–305h, 331g–331h, 351, 353g–353h, 379g–379h, 402–403, 407g–407h, WA1, WA3, WA5, WA7

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
c. a voice that shows some awareness of audience through word choice and style;	<p>Grade 3: 3.1: 41g, 61, 63g–63h, 85g, 115g, 141g, WA1, WA5, WA7 3.2: 173g, 197g, 223g, 247, 249g–249h, 271g, WA1, WA5, WA7 3.3: 303g, 329g, 353g, 379g, 399g, WA1, WA5, WA7 3.4: 35g, 59g, 85g, 107, 111g–111h, 137g, WA1, WA4, WA5, WA7 3.5: 169g, 193g, 219g, 243g, 275g, WA1, WA5, WA7 3.6: 303g, 331g, 353g, 379g, 407g, WA1, WA5, WA7</p>
d. word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and	<p>Grade 3: 3.1: 37, 41g–41h, 63g, 85g, 115g, 136–167, 147g–147h, WA1, WA5, WA7 3.2: 173g, 197g, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 299, 303g–303h, 329g, 353g, 379g, 395, 399g–399h, WA1, WA5, WA7 3.4: 35g, 55, 59g–59h, 85g, 111g, 131, 137g–137h, WA1, WA5, WA7 3.5: 169g, 193g, 217, 219g–219h, 243g, 275g, WA1, WA4, WA5, WA7, 3.6: 303g, 331g, 353g, 377, 379g–379h, 407g, WA1, WA5, WA7</p>
e. little variation in sentence types and a significant number of awkward or rambling constructions.	<p>Grade 3: 3.1: 41g, 63g, 83, 85g–85h, 115g, 141g, WA1, WA5, WA7 3.2: 173g, 193, 197g–197h, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 303g, 329g, 353g, 375, 379g–379h, 399g, WA1, WA5, WA7 3.4: 35g, 59g, 76–77, 85g–85h, 111g, 137g, WA1, WA5, WA7 3.5: 169g, 191, 193g–193h, 219g, 243g, 275g, WA1, WA5, WA7 3.6: 303g, 327, 331g–331h, 353g, 379g, 407g, WA1, WA5, WA7</p>
Early Intermediate	
2. Use the writing process to produce text a single paragraph long in various genres (defined in the previous section) that includes (s) (ss)	

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
a. identifiable main ideas, although not defined meaningfully;	<p>Grade 3: 3.1: 41g–41h, 63g–63h, 85g–85h, 115g–115h, 141g–141h, WA1, WA3, WA5, WA7 3.2: 169, 173g–173h, 197g–197h, 219, 223g–223h, 249g–249h, 271b, 271g–271h, WA1, WA3, WA5, WA7 3.3: 303g–303h, 329g–329h, 353g–353h, 379g–379h, 399g–399h, WA1, WA3, WA4, WA5, WA7 3.4: 29, 35g–35h, 59g–59h, 85g–85h, 111g–111h, 137g–137h, WA1, WA3, WA5, WA7 3.5: 169–169h, 193g–193h, 219g–219h, 243g–243h, 275g–275h, WA1, WA3, WA5, WA7 3.6: 303g–305h, 331g–331h, 351, 353g–353h, 379g–379h, 402–403, 407g–407h, WA1, WA3, WA5, WA7</p>
b. recognizable organization with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully;	<p>Grade 3: 3.1: 41g–41h, 63g–63h, 85g–85h, 115g–115h, 141g–141h, WA1, WA3, WA5, WA7 3.2: 169, 173g–173h, 197g–197h, 219, 223g–223h, 249g–249h, 271b, 271g–271h, WA1, WA3, WA5, WA7 3.3: 303g–303h, 329g–329h, 353g–353h, 379g–379h, 399g–399h, WA1, WA3, WA4, WA5, WA7 3.4: 29, 35g–35h, 59g–59h, 85g–85h, 111g–111h, 137g–137h, WA1, WA3, WA5, WA7 3.5: 169–169h, 193g–193h, 219g–219h, 243g–243h, 275g–275h, WA1, WA3, WA5, WA7 3.6: 303g–305h, 331g–331h, 351, 353g–353h, 379g–379h, 402–403, 407g–407h, WA1, WA3, WA5, WA7</p>
c. a voice that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic;	<p>Grade 3: 3.1: 37, 41g–41h, 63g, 85g, 115g, 136–167, 147g–147h, WA1, WA5, WA7 3.2: 173g, 197g, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 299, 303g–303h, 329g, 353g, 379g, 395, 399g–399h, WA1, WA5, WA7 3.4: 35g, 55, 59g–59h, 85g, 111g, 131, 137g–137h, WA1, WA5, WA7 3.5: 169g, 193g, 217, 219g–219h, 243g, 275g, WA1, WA4, WA5, WA7 3.6: 303g, 331g, 353g, 377, 379g–379h, 407g, WA1, WA5, WA7</p>

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
d. word choices and descriptive phrases that are accurate, yet lack variety; and	<p>Grade 3: 3.1: 37, 41g–41h, 63g, 85g, 115g, 136–167, 147g–147h, WA1, WA5, WA7 3.2: 173g, 197g, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 299, 303g–303h, 329g, 353g, 379g, 395, 399g–399h, WA1, WA5, WA7 3.4: 35g, 55, 59g–59h, 85g, 111g, 131, 137g–137h, WA1, WA5, WA7 3.5: 169g, 193g, 217, 219g–219h, 243g, 275g, WA1, WA4, WA5, WA7 3.6: 303g, 331g, 353g, 377, 379g–379h, 407g, WA1, WA5, WA7</p>
e. satisfactory control over simple sentence structures.	<p>Grade 3: 3.1: 41g, 63g, 83, 85g–85h, 115g, 141g, WA1, WA5, WA7 3.2: 173g, 193, 197g–197h, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 303g, 329g, 353g, 375, 379g–379h, 399g, WA1, WA5, WA7 3.4: 35g, 59g, 76–77, 85g–85h, 111g, 137g, WA1, WA5, WA7 3.5: 169g, 191, 193g–193h, 219g, 243g, 275g, WA1, WA5, WA7 3.6: 303g, 327, 331g–331h, 353g, 379g, 407g, WA1, WA5, WA7</p>
Intermediate	
1. Use the writing process to produce text up to two paragraphs long in various genres (defined in the previous section) that includes (s) (ss)	
a. identifiable main ideas that are clear and related to the topic, and uses relevant detail suited to audience and purpose;	<p>Grade 3: 3.1: 41g–41h, 63g–63h, 85g–85h, 115g–115h, 141g–141h, WA1, WA3, WA5, WA7 3.2: 169, 173g–173h, 197g–197h, 219, 223g–223h, 249g–249h, 271b, 271g–271h, WA1, WA3, WA5, WA7 3.3: 303g–303h, 329g–329h, 353g–353h, 379g–379h, 399g–399h, WA1, WA3, WA4, WA5, WA7 3.4: 29, 35g–35h, 59g–59h, 85g–85h, 111g–111h, 137g–137h, WA1, WA3, WA5, WA7 3.5: 169–169h, 193g–193h, 219g–219h, 243g–243h, 275g–275h, WA1, WA3, WA5, WA7 3.6: 303g–305h, 331g–331h, 351, 353g–353h, 379g–379h, 402–403, 407g–407h, WA1, WA3, WA5, WA7</p>

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
<p>b. a simple organization that uses beginning and concluding statements with some relationship among ideas present, transitional or signal words, and appropriately placed details;</p>	<p>Grade 3: 3.1: 41g–41h, 63g–63h, 85g–85h, 115g–115h, 141g–141h, WA1, WA3, WA5, WA7 3.2: 169, 173g–173h, 197g–197h, 219, 223g–223h, 249g–249h, 271b, 271g–271h, WA1, WA3, WA5, WA7 3.3: 303g–303h, 329g–329h, 353g–353h, 379g–379h, 399g–399h, WA1, WA3, WA4, WA5, WA7 3.4: 29, 35g–35h, 59g–59h, 85g–85h, 111g–111h, 137g–137h, WA1, WA3, WA5, WA7 3.5: 169–169h, 193g–193h, 219g–219h, 243g–243h, 275g–275h, WA1, WA3, WA5, WA7 3.6: 303g–305h, 331g–331h, 351, 353g–353h, 379g–379h, 402–403, 407g–407h, WA1, WA3, WA5, WA7</p>
<p>c. a voice that shows a developing awareness of audience and conveys a sense of originality and sincerity;</p>	<p>Grade 3: 3.1: 37, 41g–41h, 63g, 85g, 115g, 136–167, 147g–147h, WA1, WA5, WA7 3.2: 173g, 197g, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 299, 303g–303h, 329g, 353g, 379g, 395, 399g–399h, WA1, WA5, WA7 3.4: 35g, 55, 59g–59h, 85g, 111g, 131, 137g–137h, WA1, WA5, WA7 3.5: 169g, 193g, 217, 219g–219h, 243g, 275g, WA1, WA4, WA5, WA7 3.6: 303g, 331g, 353g, 377, 379g–379h, 407g, WA1, WA5, WA7</p>
<p>d. varied word choices that are specific, accurate, and more expressive; and</p>	<p>Grade 3: 3.1: 37, 41g–41h, 63g, 85g, 115g, 136–167, 147g–147h, WA1, WA5, WA7 3.2: 173g, 197g, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 299, 303g–303h, 329g, 353g, 379g, 395, 399g–399h, WA1, WA5, WA7 3.4: 35g, 55, 59g–59h, 85g, 111g, 131, 137g–137h, WA1, WA5, WA7 3.5: 169g, 193g, 217, 219g–219h, 243g, 275g, WA1, WA4, WA5, WA7 3.6: 303g, 331g, 353g, 377, 379g–379h, 407g, WA1, WA5, WA7</p>

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
e. good control over simple sentence structures with a variety of sentence beginnings and lengths that enhance the flow or writing, with occasional attempts at more complex structures.	Grade 3: 3.1: 41g, 63g, 83, 85g–85h, 115g, 141g, WA1, WA5, WA7 3.2: 173g, 193, 197g–197h, 223g, 249g, 271g, WA1, WA5, WA7 3.3: 303g, 329g, 353g, 375, 379g–379h, 399g, WA1, WA5, WA7 3.4: 35g, 59g, 76–77, 85g–85h, 111g, 137g, WA1, WA5, WA7 3.5: 169g, 191, 193g–193h, 219g, 243g, 275g, WA1, WA5, WA7 3.6: 303g, 327, 331g–331h, 353g, 379g, 407g, WA1, WA5, WA7
Early Advanced	
1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) (ss)	
a. main ideas that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose;	Grade 4: 4.1: 39g, 65g, 87g, 107, 111g–111h, 133g, WA1, WA5, WA7 4.2: 161g, 185, 187g–187h, 211g, 234, 239g–239h, 259g, WA1, WA5, WA7 4.3: 291g, 313g, 337g, 359g, 383g, WA1, WA5, WA7 4.4: 415g, 435, 439g–439h, 465g, 487g, 507g, WA1, WA5, WA7 4.5: 535, 537g–537h, 559g, 577, 581g–581h, 607g, 629g, WA1, WA5, WA7 4.6: 659g, 681, 685g–685h, 711g, 737g, 761g, WA1, WA5, WA7
b. an organization that creates a beginning that captures the readers interest, and an ending that provides a sense of resolution, places details appropriately, and creates smooth transitions between ideas;	Grade 4: 4.1: 39g, 65g, 87g, 111g, 133g, WA1, WA3, WA4, WA5, WA7 4.2: 161g, 187g, 209, 211g–211h, 239g, 257, 259g–259h, WA1, WA5, WA7 4.3: 291g, 313g, 337g, 355, 359g–359h, 383g, WA1, WA3, WA4, WA5, WA7 4.4: 415g, 439g, 465g, 487g, 502, 507g–507h, WA1, WA3, WA5, WA7 4.5: 537g, 559g, 581g, 607g, 629g, WA1, WA3, WA5, WA7 4.6: 659g, 685g, 711g, 733, 737g–737h, 761g, WA1, WA3, WA5, WA7

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
c. a voice that conveys originality, sincerity and liveliness as well as awareness of audience and purpose;	Grade 4: 4.1: 39g, 65g, 83, 87g–87h, 111g, 133g, WA1, WA5, WA7 4.2: 161g, 187g, 211g, 239g, 259g, WA1, WA5, WA7 4.3: 287, 291g–291h, 313g, 337g, 359g, 383g, WA1, WA5, WA7 4.4: 415, 439g, 463, 465g–465h, 487g, 507g, WA1, WA5, WA7 4.5: 537g, 559g, 581g, 603, 607g–607h, 629g, WA1, WA5, WA7 4.6: 659g, 685g, 711g, 737g, 761g, WA1, WA5, WA7
d. accurate and specific word choices and phrases appropriate to topic and audience, with some experimental use of figurative language that energizes writing; and	Grade 4: 4.1: 35, 39g–39h, 65g, 87g, 111g, 133g, WA1, WA5, WA7 4.2: 157, 161g–161h, 187g, 211g, 239g, 259g, WA1, WA5, WA7 4.3: 291g, 313g, 333, 337g–337h, 359g, 383g, WA1, WA5, WA7 4.4: 415g, 439g, 465g, 487g, 507g, WA1, WA5, WA7 4.5: 537g, 555, 559g–559h, 581g, 607g, 625, 629g–629h, WA1, WA5, WA7, 4.6: 659g, 685g, 711g, 737g, 761g, WA1, WA5, WA7
e. variety in sentence beginnings, lengths, and structures to enhance the flow of the writing, with limited control of compound sentences.	Grade 4: 4.1: 39g, 61, 65g–65h, 87g, 111g, 133g, WA1, WA5, WA7 4.2: 161g, 187g, 211g, 239g, 259g, WA1, WA5, WA7 4.3: 291g, 309, 313g–313h, 337g, 359g, 383g, WA1, WA5, WA7 4.4: 411, 415g–415h, 439g, 465g, 487g, 507g, WA1, WA5, WA7 4.5: 537g, 559g, 581g, 607g, 629g, WA1, WA5, WA7 4.6: 656, 659g–659h, 685g, 711g, 737g, 757, 761g–761h, WA1, WA5, WA7
Advanced	
1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) (ss)	

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
a. main ideas that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose;	<p>Grade 5: 5.1: 41g, 67g, 89g, 111g, 133g, WA1, WA5, WA7 5.2: 159, 161g–161h, 179, 185g–185h, 207g, 229g, 253g, WA1, WA7 5.3: 287g, 311, 315g–315h, 345g, 363g, 383g, WA1, WA5, WA7 5.4: 411g, 433, 435g, 457g, 483g, 503g, WA1, WA5, WA7 5.5: 531, 535g–535h, 559g, 581g, 603g, 625g, WA1, WA5, WA7, 5.6: 653g, 669, 673g–673h, 699g, 725g, 753g, WA1, WA5, WA7</p>
b. an organization that enhances the central ideas with a logical sequence, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between ideas;	<p>Grade 5: 5.1: 41g–41h, 67g, 67h, 85, 89g,–89h, 111g–111h, 133g–133h, WA1, WA3, WA5, WA7 5.2: 161g–161h, 185g–185h, 205, 207g–207h, 229g–229h, 249, 253g–253h, WA1, WA3, WA5, WA7 5.3: 287g–287h, 315g–315h, 339, 345g–345h, 363g–363h, 383g–383h, WA1, WA3, WA5, WA7 5.4: 411g–411h, 435g–435h, 457g–457h, 483g–483h, 503g–503h, WA1, WA3, WA5, WA7 5.5: 535g–535h, 559g–559h, 581g–581h, 603g–603h, 625g–625h, WA1, WA3, WA5, WA7 5.6: 653g–653h, 673g–673h, 699g–699h, 721, 725g–725h, 753g–753h, WA1, WA3, WA5, WA7</p>
c. an individual, engaging voice that uses language appropriate to audience, purpose, and topic;	<p>Grade 5: 5.1: 35, 41g–41h, 67g, 89g, 111g, 133g, WA1, WA5, WA7 5.2: 161g, 185g, 207g, 229g, 253g, WA1, WA5, WA7 5.3: 287g, 315g, 345g, 363g, 383g, WA1, WA5, WA7 5.4: 411g, 435g, 457g, 479, 483g–483h, 503g, WA1, WA5, WA7 5.5: 535g, 559g, 581g, 599, 603g–603h, 625g, WA1, WA5, WA7, 5.6: 653g, 673g, 697, 699g–699h, 725g, 753g, WA1, WA5, WA7</p>
d. varied, descriptive word choices and phrases that convey the intended meaning, energize the writing, and use figurative language where appropriate to purpose; and	<p>Grade 5: 5.1: 41g, 65, 67g–67h, 89g, 109, 111g–111h, 129, 133g–133h, WA1, WA5, WA7 5.2: 161g, 185g, 207g, 225, 229g–229h, 253g, WA1, WA5, WA7 5.3: 287g, 315g, 345g, 359, 363g–363h, 383g, WA1, WA5, WA7 5.4: 411g, 435g, 453, 457g–457h, 483g, 499, 503g–503h, WA1, WA5, WA7 5.5: 535g, 553, 559g–559h, 581g, 603g, 625g, WA1, WA5, WA7 5.6: 653g, 673g, 699g, 725g, 753g, WA1, WA5, WA7</p>

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
e. variety in sentence length, structure, and complexity, including simple and compound sentences that flow together and sound natural when read aloud.	Grade 5: 5.1: 41g, 67g, 89g, 111g, 133g, WA1, WA5, WA7 5.2: 161g, 185g, 207g, 229g, 253g, WA1, WA5, WA7 5.3: 287g, 315g, 345g, 363g, 379, 383g–383h, WA1, WA5, WA7 5.4: 411g, 435g, 457g, 483g, 503g, WA1, WA5, WA7 5.5: 535g, 559g, 577, 581g–581h, 603g, 621, 625g–625h, WA1, WA5, WA7 5.6: 653g, 673g, 699g, 725g, 749, 753g–753h, WA1, WA5, WA7
Research	
Standard:	
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.	
Beginning	
1. Consult print and multimedia resources (e.g., photographs, Internet, interviews) when needed to complete a class project. (s) (ss)	Grade 3: 3.1: 41m, 41n, 63m, 63n, 85m, 85n, 115m, 115n, 141m, 141n 3.2: 173m, 173n, 197m, 197n, 223m, 223n, 249m, 249n, 271m, 271n 3.3: 303m, 303n, 329m, 329n, 353m, 353n, 379m, 379n, 399m 399n 3.4: 35m, 35n, 59m, 59n, 85m, 85n, 111m, 111n, 137m, 137n 3.5: 169m, 169n, 193m, 193n, 219m, 219n, 243m, 243n, 275m, 275n 3.6: 303m, 303n, 331m, 331n, 353m, 353n, 379m, 379n, 407m, 407n, WA2–WA9
Early Intermediate	
1. Accurately record observations and data from guided investigations in a field journal in his or her own words. (s) (ss)	Grade 3: 3.1: 41h, 63h, 85h, 115h, 141h, WA3 3.2: 173h, 197h, 223h, 249h, 271h, WA3 3.3: 303h, 329h, 353h, 379h, 399h, WA3 3.4: 35h, 59h, 85h, 111h, 137h, WA3 3.5: 169h, 193h, 219h, 243h, 275h, WA3 3.6: 303h, 331h, 353h, 379h, 407h, WA3
2. Organize notes in a meaningful sequence. (s) (ss)	Grade 3: 3.6: WA2–WA9

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Intermediate	
1. Locate information from various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet). (s) (ss)	Grade 3: 3.1: 41m, 41n, 63m, 63n, 85m, 85n, 115m, 115n, 141m, 141n 3.2: 173m, 173n, 197m, 197n, 223m, 223n, 249m, 249n, 271m, 271n 3.3: 303m, 303n, 329m, 329n, 353m, 353n, 379m, 379n, 399m 399n 3.4: 35m, 35n, 59m, 59n, 85m, 85n, 111m, 111n, 137m, 137n 3.5: 169m, 169n, 193m, 193n, 219m, 219n, 243m, 243n, 275m, 275n 3.6: 303m, 303n, 331m, 331n, 353m, 353n, 379m, 379n, 407m, 407n, WA2–WA9
2. Record observations and other data, and reword information into simple sentences arranged sequentially. (s) (ss)	Grade 3: 3.2: 169, 173g–173h, 193, 197g–197h, 219, 223g–223h, 267, 271g–271h, WA2–WA9 3.3: 395, 399g–399h, WA2–WA9 3.6: 301, 303g–303h, 327, 331g–331h, 351, 353g–353h, WA2–WA9
Early Advanced	
1. Locate and record relevant information (e.g., notes, graphs, tables) from a variety of research materials, using own sentences arranged logically. (s) (ss)	Grade 4: 4.1: 36–39, 108–111 4.2: 210–211, 258–259 4.3: 288–291, 310–313, 342–353, 380–383 4.4: 412–415, 420–433, 436–439 4.5: 626–629 4.6: 682–685
2. Record questions for further inquiry based on the conclusions of a scientific investigation. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.2: 170-173 3.3: 300-303, 376-379 3.4: 56-59 3.6: 328-331

Arizona English Language Proficiency Standards Grades 3-5	Scott Foresman Reading Street
Advanced	
1. Collect information and organize notes on a given topic logically from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers). (s) (ss)	Grade 4: 4.1: 36–39, 108–111 4.2: 210–211, 258–259 4.3: 288–291, 310–313, 342–353, 380–383 4.4: 412–415, 420–433, 436–439 4.5: 626–629 4.6: 682–685
2. Generate relevant questions for future investigations or research based on the conclusions of a scientific investigation. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. Grade 3: 3.2: 170-173 3.3: 300-303, 376-379 3.4: 56-59 3.6: 328-331

**Scott Foresman Reading Street
to the
Arizona English Language Proficiency (ELPS) Standards
Grade 6**

Arizona English Language Proficiency Standards Grade 6	Scott Foresman Reading Street
Grade 6	
ELL IV	
English Language Proficiency Standards in Listening and Speaking	
Delivery of Oral Communications	
Standard:	
The student will express orally his or her own thinking and ideas.	
Beginning	
1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using simple and more complex sentences that show some evidence of connected discourse (e.g., the use of words such as and, but, first, next, then, because, however, therefore). (s) (m) (ss)	6.1: 36, 62, 84, 106, 132 6.2: 162, 188, 215, 238, 262, 6.3: 292, 316, 340, 364, 396, 6.4: 426, 448, 474, 494, 522, 6.5: 558, 578, 596, 614, 638 6.6: 668, 692, 718, 744, 762
2. Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?), using key words, phrases, and sentences. (s) (m) (ss)	6.5: 561d 6.6: 769d
3. Contribute to classroom and small group academic discussions by asking and answering questions, agreeing and disagreeing with others, and making comparisons, using simple and complex sentences. (s) (m) (ss)	6.1: 36, 62, 84, 106, 132 6.2: 162, 188, 215, 238, 262, 6.3: 292, 316, 340, 364, 396, 6.4: 426, 448, 474, 494, 522, 6.5: 558, 561d, 578, 596, 614, 638 6.6: 668, 692, 718, 744, 762, 769d
4. Issue multiple-step routine directions and instructions in a manner that the listener can follow. (s) (m) (ss)	6.6: 723d
5. Determine appropriate topics and the appropriate degrees of formality given the audience and setting, including when it is appropriate to tell a joke.	Related content: 6.1: 41d, 65d, 6.3: 371d, 399d, 6.4: 477d, 6.6: 671d
6. Present personal narratives about ideas, events, or activities of interest, using logical organization and accurate and somewhat varied vocabulary. (s) (ss)	6.1: 41d, 65d, 87d, 137d 6.2: 193d, 219d, 243d, 265d 6.3: 297d, 321d, 345d, 371d, 399d 6.4: 429d, 477d, 499d, 527d 6.5: 561d, 581d, 619d, 643d 6.6: 671d, 697d, 723d, 749d
Early Intermediate	
1. Participate in extended social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; asks for and grants permission; and describes common events and routines, using simple and more complex sentences in coherent, connected discourse. (s) (m) (ss)	6.5: 561d 6.6: 769d

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2. Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?), using more extensive descriptive comments. (s) (m) (ss)	6.5: 561d 6.6: 769d
3. Contribute to classroom and academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, and using another means of expression (e.g., synonyms, circumlocution), using accurate and varied vocabulary and sentence structures. (s) (m) (ss)	6.5: 561d 6.6: 769d
4. Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (s) (m) (ss)	Related content: 6.6: 723d
5. Recognize and use appropriate verbal and nonverbal behavior given the audience and setting, including whether to use standard English and/or vernacular dialects.	6.1: 41d, 65d, 87d, 137d 6.2: 193d, 219d, 243d, 265d 6.3: 297d, 321d, 345d, 371d, 399d 6.4: 429d, 477d, 499d, 527d 6.5: 561d, 581d, 619d, 643d 6.6: 671d, 697d, 723d, 749d
6. Prepare and deliver a short oral report in a content area that effectively conveys the information in connected discourse, using accurate and varied vocabulary. (s) (ss)	6.1: 41d, 65d, 87d, 137d 6.2: 193d, 219d, 243d, 265d 6.3: 297d, 321d, 345d, 371d, 399d 6.4: 429d, 477d, 499d, 527d 6.5: 561d, 581d, 619d, 643d 6.6: 671d, 697d, 723d, 749d, 769c
Intermediate	
1. Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	6.2: 193d, 243d 6.5: 561d
2. Ask and respond to instructional questions on the content presented (e.g., How do the events of this story relate to your experiences?), using an extended explanation. (s) (m) (ss)	6.2: 193d, 243d 6.5: 561d
3. Contribute to classroom and academic discussions by giving suggestions; describing events; expressing intentions, possibilities, and probabilities; posing hypotheticals; and using another means of expression (e.g., synonyms, circumlocution), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d

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4. Give clear multiple-step instructions to carry out a familiar process. (s) (m)	6.6: 723d
5. Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means.	This standard can be introduced on these pages. 6.1: 87d, 111d, 137d 6.4: 429d, 455d 6.5: 581d
6. Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communications in connected discourse, using accurate, natural, and varied vocabulary. (s) (ss)	6.1: 41d, 65d, 87d, 137d 6.2: 193d, 219d, 243d, 265d 6.3: 297d, 321d, 345d, 371d, 399d 6.4: 429d, 477d, 499d, 527d 6.5: 561d, 581d, 619d, 643d 6.6: 671d, 697d, 723d, 749d
Early Advanced	
1. Open, develop, and close extended social conversations held in pairs or in groups in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., sympathy, empathy, gratitude, certainty, doubt), and reports to and informs others about various situations and events, using accurate, purposeful, and varied vocabulary and sentence structures. (s) (ss)	6.5: 561d 6.6: 769d
2. Initiate questions in order to analyze and compare information for decision-making. (s) (m) (ss)	6.5: 561d 6.6: 769d
3. Contribute to classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
4. Give the sequence of steps in spoken directions, using clear reference and precise vocabulary. (s) (ss)	6.6: 723d
5. Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means.	6.1: 129 6.4: 488
6. Prepare and deliver oral reports using a logical organization and explicit connectors (e.g., first, next, finally) when making presentations in a content area (e.g., explaining scientific or historical conclusions), using purposeful and varied vocabulary. (s) (ss)	6.1: 41d, 65d, 87d, 137d 6.2: 193d, 219d, 243d, 265d 6.3: 297d, 321d, 345d, 371d, 399d 6.4: 429d, 477d, 499d, 527d 6.5: 561d, 581d, 619d, 643d 6.6: 671d, 697d, 723d, 749d
Advanced	
1. Open, develop, and close extended social conversations in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., sympathy, empathy, gratitude, certainty, doubt), reports to and informs others about various situations and problems, and summarizes events, using accurate, precise, and varied vocabulary and sentence structures. (s) (ss)	6.5: 561d 6.6: 769d
2. Respond to questions to clarify and confirm the accuracy of information needed for decision-making. (s) (m) (ss)	6.5: 561d 6.6: 769d

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3. Initiate and sustain classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
4. Give the sequence of steps in an extended set of spoken directions, using clear reference and precise vocabulary. (s) (m)	6.6: 723d
5. Respond to and use idiomatic speech appropriately.	6.2: 219b, 6.4: 508, 6.6: 769b
6. Prepare and deliver oral reports in a content area (e.g., defending scientific or historical theories and ideas) that express main ideas and provide detailed descriptions and explanations, using accurate, natural, and varied vocabulary. (s) (ss)	6.1: 41d, 65d, 87d, 137d 6.2: 193d, 219d, 243d, 265d 6.3: 297d, 321d, 345d, 371d, 399d 6.4: 429d, 477d, 499d, 527d 6.5: 561d, 581d, 619d, 643d 6.6: 671d, 697d, 723d, 749d
Standard English Conventions	
Standard	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	6.2: 265e–265f 6.3: 297e–297f
2. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with some errors.	6.1: 87c, 111e–111f, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f, 219e–219f 6.4: 429e–429f, 477e–477f 6.5: 561e–561f, 581e–581f 6.6: 671e–671f, 697e–697f
3. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with several errors.	6.2: 243e–243f, WA6
Early Intermediate	
1. Use various verb tenses, with some errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	6.2: 265e–265f 6.3: 297e–297f
2. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with few errors.	6.1: 87c, 111e–111f, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f, 219e–219f 6.4: 429e–429f, 477e–477f 6.5: 561e–561f, 581e–581f 6.6: 671e–671f, 697e–697f
3. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with some errors.	6.2: 243e–243f, WA6

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Intermediate	
1. Use various verb tenses, with few errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	6.2: 265e–265f 6.3: 297e–297f
2. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with some errors.	6.1: 87c, 111e–111f, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f, 219e–219f 6.4: 429e–429f, 477e–477f 6.5: 561e–561f, 581e–581f, 643e–643f 6.6: 671e–671f, 697e–697f
3. Use subject-verb agreement in simple and compound sentences, with few errors.	6.2: 243e–243f, WA6
Early Advanced	
1. Use various verb tenses, with some errors, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.	6.2: 265e–265f 6.3: 297e–297f
2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with some errors.	6.1: 41h, 87c, 111e–111f, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f, 219e–219f 6.3: 399e–399f 6.4: 429e–429f, 477e–477f 6.5: 561e–561f, 581e–581f, 643e–643f 6.6: 671e–671f, 697e–697f
3. Use subject-verb agreement in compound sentences and employ correct word order in sentences, with few errors.	6.2: 243e–243f, WA6
Advanced	
1. Use various verb tenses, with few errors, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.	6.2: 265e–265f 6.3: 297e–297f
2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with few errors.	6.1: 41h, 87c, 111e–111f, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f, 219e–219f 6.3: 399e–399f 6.4: 429e–429f, 477e–477f 6.5: 561e–561f, 581e–581f, 643e–643f 6.6: 671e–671f, 697e–697f
3. Use subject-verb agreement in compound and complex sentences and employ correct word order, with few errors.	6.2: 243e–243f, WA6
Comprehension of Oral Communications	
Standard:	
The student will listen actively to the ideas of others in order to acquire new knowledge.	
Beginning	
1. Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations, with contextual support (e.g., graphic organizers, posters, diagrams), with repetitions, rephrasing, and clarifications. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d

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2. Follow multiple-step instructions (four or more steps) for familiar processes or procedures. (s) (m)	Related content: 6.2: 167g–167h, 265l, WA7 6.3: 345g–345h 6.6: 723d, 723l
3. Restate the gist of oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although repetition, rephrasing, and contextual support is required. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
4. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
Early Intermediate	
1. Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations, with repetitions, rephrasing, and clarifications. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
2. Integrate a few pieces of oral information to complete a task on familiar processes or procedures. (s) (m)	Related content: 6.2: 167g–167h, 265l, WA7 6.3: 345g–345h 6.6: 723d, 723l
3. Paraphrase main ideas and most important details in oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although some repetition, rephrasing, and contextual support is required. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
4. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
Intermediate	
1. Distinguish fact from opinion from read-aloud stories and content area presentations, with contextual support, repetitions, rephrasing, and clarifications. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
2. Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures. (s) (m)	Related content: 6.2: 167g–167h, 265l, WA7 6.3: 345g–345h 6.6: 723d, 723l

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3. Summarize main ideas and supporting details in oral discourse on personal, social, or academic topics when working in pairs, small groups, or whole-class discussions, with little repetition or rephrasing required. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
4. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
Early Advanced	
1. Identify the intended effect of persuasive vocabulary in read-aloud stories and content area presentations, with some repetitions, rephrasing, and clarification. (s) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
2. Follow an extended set of multiple-step instructions on tasks for familiar processes or procedures. (s) (m)	Related content: 6.2: 167g–167h, 265l, WA7 6.3: 345g–345h 6.6: 723d, 723l
3. Respond to requests for facts and explain some inferred meanings of a range of descriptive and narrative oral discourse on personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
Advanced	
1. Identify the facts and details that support the author's argument regarding a particular idea in read-aloud stories and content area presentations. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d
2. Follow an extended set of multiple-step instructions on tasks for less familiar processes or procedures. (s) (m)	Related content: 6.2: 167g–167h, 265l, WA7 6.3: 345g–345h 6.6: 723d, 723l
3. Respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a range of persuasive and expressive personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (s) (m) (ss)	6.1: 41d, 87d 6.2: 193d, 243d 6.3: 297d, 345d, 399d 6.5: 561d 6.6: 697d, 749d

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4. Comprehend all content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
ELL IV	
English Language Proficiency Standards in Reading	
Vocabulary	
Standard:	
The student will acquire English language vocabulary and use it in relevant contexts.	
Beginning	
1. Determine the effect of affixes on root words. (s) (m) (ss)	6.1: 20b, 20, 44b, 44–45, 57, 65c, 68b, 114–115, 121b, 137c 6.2: 148–149, 157, 167c, 170–171, 179, 193c, 196b 6.3: 300–301, 321c, 348b, 348–349, 355, 371c 6.4: 410b, 502–503, 515, 527c 6.5: 584b, 643c 6.6: 654–655, 665, 671c
2. Know the difference between the denotative and connotative meanings of grade-level words.	6.2: 236
3. Recognize simple analogies and similes in literature and texts in content areas (e.g., fly like a bird). (ss)	6.3: 313, 321b 6.5: 643b 6.6: 657, 769c
4. Use standard dictionary to determine meanings and pronunciations of some unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss)	6.2: 196–197, 211, 219c, 243l 6.3: 432–433, 443 6.4: 432 6.5: 622–623, 633, 643l 6.6: 671l, 709, 726–727
5. Determine the intended meaning of a few grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)	6.1: 68–69, 75, 87c 6.2: 222, 223, 231, 243c, 246b 6.3: 324–325, 335, 345c, 374–375, 381, 399c 6.4: 410–411, 419, 419c, 458–459, 469, 477c, 480–481, 489, 499c 6.5: 538–539, 545, 561c, 564–565, 571, 581c, 584–585, 593, 599c, 602–603, 611, 619c 6.6: 674–675, 685, 697c, 700–701, 709, 723c, 739, 749c, 752–753, 769c
6. Know the meaning of one or two multiple-meaning grade-level words that have a different meaning in mathematics (e.g., acute, obtuse). (m)	Related content: 6.2: 222b, 243c 6.4: 432b, 489b, 480–481, 489, 499c 6.6: 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c
7. Identify chronology or cause and effect relationships in text from the signal words. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769

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Early Intermediate	
1. Occasionally apply knowledge of common Greek and Latin roots and affixes (e.g., anti, bene, auto, populous, astro, theo,) to understand content area vocabulary. (s) (m) (ss)	6.1: 20b, 20, 44b, 44–45, 57, 65c, 68b, 114–115, 121b, 137c 6.2: 148–149, 157, 167c, 170–171, 179, 193c, 196b 6.3: 300–301, 321c, 348b, 348–349, 355, 371c 6.4: 410b, 502–503, 515, 527c 6.5: 584b, 643c 6.6: 654–655, 665, 671c
2. Occasionally distinguish between the denotative and connotative meanings of grade-level words.	6.2: 236
3. Occasionally determine the meaning of figurative language, including similes (e.g., fly like a bird), metaphors, (e.g., The doctor inspected the injury with an eagle eye) and personification. (ss)	6.1: 65c 6.2: 202, 219b, 230 6.3: 290, 297b, 313, 321b 6.4: 508 6.5: 599b, 643b 6.6: 769b, 757
4. Use standard dictionary to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms. (s) (m) (ss)	6.2: 196–197, 211, 219c, 243l 6.3: 432–433, 443 6.4: 432 6.5: 622–623, 633, 643l 6.6: 671l, 709, 726–727
5. Interpret the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)	6.1: 68–69, 75, 87c 6.2: 222b, 222, 223, 231, 243c, 246b 6.3: 324–325, 335, 345c, 374–375, 381, 399c 6.4: 410–411, 419, 419c, 432b, 458–459, 469, 477c, 480–481, 489b, 489, 499c 6.5: 538–539, 545, 561c, 564–565, 571, 581c, 584–585, 593, 599c, 602–603, 611, 619c 6.6: 674–675, 685, 697c, 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c, 752–753, 769c
6. Know the meaning of a few multiple-meaning grade-level words that have a different meaning in mathematics (e.g., table, variable, similarity). (m)	Related content: 6.2: 222b, 243c 6.4: 432b, 489b, 480–481, 489, 499c 6.6: 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c
7. Occasionally recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
Intermediate	
1. Sometimes apply knowledge of common Greek and Latin roots and affixes (e.g., anti, bene, auto, populous, astro, theo,) to understand content area vocabulary. (s) (m) (ss)	6.1: 20b, 20, 44b, 44–45, 57, 65c, 68b, 114–115, 121b, 137c 6.2: 148–149, 157, 167c, 170–171, 179, 193c, 196b 6.3: 300–301, 321c, 348b, 348–349, 355, 371c 6.4: 410b, 502–503, 515, 527c 6.5: 584b, 643c 6.6: 654–655, 665, 671c

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2. Sometimes distinguish between the denotative and connotative meanings of grade-level words.	6.2: 222b, 243c 6.4: 432b, 489b, 480–481, 489, 499c 6.6: 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c
3. Sometimes determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss)	6.1: 65c 6.2: 202, 219b, 230 6.3: 290, 297b, 313, 321b 6.4: 508 6.5: 599b, 643b 6.6: 769b, 757
4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms. (s) (m) (ss)	6.1: 65l 6.2: 196–197, 211, 219c, 243l 6.3: 432–433, 443 6.4: 432 6.5: 622–623, 633, 643l 6.6: 671l, 709, 726–727
5. Interpret the intended meaning of many grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)	6.1: 68–69, 75, 87c 6.2: 222b, 222, 223, 231, 243c, 246b 6.3: 324–325, 335, 345c, 374–375, 381, 399c 6.4: 410–411, 419, 419c, 432b, 458–459, 469, 477c, 480–481, 489b, 489, 499c 6.5: 538–539, 545, 561c, 564–565, 571, 581c, 584–585, 593, 599c, 602–603, 611, 619c 6.6: 674–675, 685, 697c, 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c, 752–753, 769c
6. Know the meaning of some multiple-meaning grade-level words that have a different meaning in mathematics (e.g., factor, plane, function). (m)	Related content: 6.2: 222b, 243c 6.4: 432b, 489b, 480–481, 489, 499c 6.6: 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c
7. Sometimes recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
Early Advanced	
1. Often apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary (e.g., equation, congruence, recursive, complementary, symbiotic, hypothesis, lithosphere, renaissance, anarchy, suffrage). (s) (m) (ss)	6.1: 20b, 20, 44b, 44–45, 57, 65c, 68b, 114–115, 121b, 137c 6.2: 148–149, 157, 167c, 170–171, 179, 193c, 196b 6.3: 300–301, 321c, 348b, 348–349, 355, 371c 6.4: 410b, 502–503, 515, 527c 6.5: 584b, 643c 6.6: 654–655, 665, 671c
2. Often distinguish between the denotative and connotative meanings of grade-level words.	6.2: 222b, 243c 6.4: 432b, 489b, 480–481, 489, 499c 6.6: 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c

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3. Often determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss)	6.1: 65c 6.2: 202, 219b, 230 6.3: 290, 297b, 313, 321b 6.4: 508 6.5: 599b, 643b 6.6: 769b, 757
4. Use multiple reference aids, (e.g., thesaurus, synonym/antonym finder, dictionary, software) to determine various word meanings, pronunciations, syllabication, parts of speech, antonyms and synonyms, and correct spellings of words. (s) (m) (ss)	6.1: 20, 44, 65l, 90, 114 6.2: 148, 170, 196–197, 211, 219c, 222, 243l, 246 6.3: 276, 300, 324, 348, 374, 399l 6.4: 410, 432–433, 443, 458, 480, 502 6.5: 538, 564, 584, 622–623, 633, 643l 6.6: 654, 671l, 674, 700, 709, 726–727, 752
5. Interpret the intended meaning of many grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition, example, and restatement. (s) (m) (ss)	6.1: 68–69, 75, 87c 6.2: 222b, 222, 223, 231, 243c, 246b 6.3: 324–325, 335, 345c, 374–375, 381, 399c 6.4: 410–411, 419, 419c, 432b, 458–459, 469, 477c, 480–481, 489b, 489, 499c 6.5: 538–539, 545, 561c, 564–565, 571, 581c, 584–585, 593, 599c, 602–603, 611, 619c 6.6: 674–675, 685, 697c, 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c, 752–753, 769c
6. Know the meaning of many multiple-meaning grade-level words that have a different meaning in mathematics (e.g., expression, rational, domain, range, chord). (m)	Related content: 6.2: 222b, 243c 6.4: 432b, 489b, 480–481, 489, 499c 6.6: 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c
7. Often recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
Advanced	
1. Consistently apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. (s) (m) (ss)	6.1: 20b, 20, 44b, 44–45, 57, 65c, 68b, 114–115, 121b, 137c 6.2: 148–149, 157, 167c, 170–171, 179, 193c, 196b 6.3: 300–301, 321c, 348b, 348–349, 355, 371c 6.4: 410b, 502–503, 515, 527c 6.5: 584b, 643c 6.6: 654–655, 665, 671c
2. Consistently distinguish between the denotative and connotative meanings of grade-level words.	6.1: 68–69, 75, 87c 6.2: 222, 223, 231, 243c, 246b 6.3: 324–325, 335, 345c, 374–375, 381, 399c 6.4: 410–411, 419, 419c, 458–459, 469, 477c, 480–481, 489, 499c 6.5: 538–539, 545, 561c, 564–565, 571, 581c, 584–585, 593, 599c, 602–603, 611, 619c 6.6: 674–675, 685, 697c, 700–701, 709, 723c, 739, 749c, 752–753, 769c

Arizona English Language Proficiency Standards Grade 6	Scott Foresman Reading Street
3. Consistently determine the meaning of figurative language, including similes, metaphors, personification, and idioms, and how the writer's word choice affects the meaning of the text. (ss)	6.1: 65c 6.2: 202, 219b, 230 6.3: 290, 297b, 313, 321b 6.4: 508 6.5: 599b, 643b 6.6: 769b, 757
4. Use general and specific dictionaries and other reference aids to determine the meanings, pronunciations, syllabication, synonyms and antonyms, parts of speech, and correct spellings of words. (s) (m) (ss)	6.1: 20, 44, 65l, 90, 114 6.2: 148, 170, 196–197, 211, 219c, 222, 243l, 246 6.3: 276, 300, 324, 348, 374, 399l 6.4: 410, 432–433, 443, 458, 480, 502 6.5: 538, 564, 584, 622–623, 633, 643l 6.6: 654, 671l, 674, 700, 709, 726–727, 752
5. Interpret the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, and contrast. (s) (m) (ss)	6.2: 222b, 243c 6.4: 432b, 489b, 480–481, 489, 499c 6.6: 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c
6. Know the meaning of most multiple-meaning grade-level words that have a different meaning in mathematics. (m)	Related content: 6.2: 222b, 243c 6.4: 432b, 489b, 480–481, 489, 499c 6.6: 700b, 700–701, 709, 723c, 726b, 726–727, 739, 749c
7. Consistently recognize words that signal the following text organizational structures: <ul style="list-style-type: none"> •cause and effect (e.g., because, if...then, for this reason, consequently, due to, accordingly); and, (s) (m) (ss) •chronological sequences (e.g., first, after, following, during, when, then); (s) (m) (ss) •comparison/contrast (e.g., but, however, similar to, in common, on the other hand, less than); (s) (m) (ss) •description (e.g., as in, such as, appears to be, above, under); (s) (m) (ss) •problem and solution (e.g., one answer, a resolution, therefore, in order to.) (s) (m) (ss) 	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769

Arizona English Language Proficiency Standards Grade 6	Scott Foresman Reading Street
Comprehending Text	
Standard:	
The student will analyze text for expression, enjoyment, and response to other related content areas.	
Beginning	
<p>1. Follow the sequence of narration in text (e.g., popular newspaper, magazine articles, and popular easy fiction). (s) (ss)</p>	<p>6.1: 18–19, 31, 42–43, 66l–66m, 66–67, 88l–88m, 88–89, 112–113 6.2: 146l–146m, 146–147, 168–169, 180, 194l–194m, 194–195, 205, 209, 219, 220–221, 229, 244–245, DI 26, DI 27 6.3: 274l–274m, 274–275, 281, 289, 295, 297b, 298l–298m, 298–299, 307, 322l–322m, 322–323, 346–347, 361, 372l–372m, 372–373, 379, 383, 385, 389, 395, 399b, 399, DI 46, DI 47, DI 56 6.4: 408l–408m, 408–409, 415, 423, 429, 429b, 430–431, 456l–456m, 456–457, 463, 471, 477, 478l–478m, 478–479, 485, 491, 497, 499b, 500–501, 509, 519, DI 36, DI 37, DI 55 6.5: 536l–536m, 536–537, 547, 553, 562–563, 575, 582l–582m, 582–583, 589, 591, 599, 599b, 600l–600m, 600–601, 609, 613, 619, 620l–620m, 620–621, 627, 635, 641, 643b, DI 26, DI 27, DI 36, DI 37, DI 52, DI 54 6.6: 652–653, 671l, 672l–672m, 672–673, 681, 698–699, 707, 715, 724l–724m, 724–725, 731, 737, 741, 747, 749b, 750–751, DI 36, DI 37, DI 55</p>
<p>2. Identify major and minor characters in literary works. (ss)</p>	<p>These pages prepare students to meet this standard. 6.1: 42l–42m, 42–43, 49, 55, 59, 65b, 79, DI 16, DI 17, DI 53 6.4: 456l–456m</p>
<p>3. Identify some structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).</p>	<p>6.1: 140–141 6.2: 266 6.3: 387 6.5: 593</p>
<p>4. Identify the main ideas, key words, and important details in short expository text on a familiar topic. (s) (m) (ss)</p>	<p>These pages provide opportunities for students to meet this standard. 6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769</p>

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5. Follow a set of written multiple-step instructions to perform routine procedures, answer questions, or solve problems. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Related content: 6.2: 167g–167h, 265l, WA7 6.3: 345g–345h 6.6: 723d, 723l
6. Identify persuasive words in text intended to influence readers' opinions and actions. (s) (ss)	6.1: 111b 6.4: 455b
7. Access and locate specific information from informational and functional text by using organizational features of text, including table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, headings, captions, and key words. (s) (m) (ss)	6.1: 38, 64, 86, 108, 134 6.2: 164, 190, 217, 240, 264, 265l 6.3: 294, 318, 342, 398 6.4: 428, 450, 454, 496 6.5: 560, 616 6.6: 620, 671l, 694, 720, 746, 764, 768
8. Navigates text that includes factual information with a few unfamiliar names and events. (ss)	6.1: 38-41, 64-65, 92-105, 108-111, 116-131, 134-137 6.2: 150-161, 164-167, 172-187, 190-193, 198-213, 248-261, 264-265 6.3: 294-297, 302-315, 318-321, 326-329, 398-399 6.4: 412-425, 428-429, 434-447, 451-455, 460-473, 504-521, 524-527 6.5: 560-561, 566-577, 604-613 6.6: 676-691, 720-723, 728-743, 754-761, 764-769
9. Interpret a few graphic sources of information such as charts, timelines, and simple tables. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
10. Translate a written phrase to a simple mathematical statement. (m)	This standard can be introduced on these pages. 6.1: 111g–111h 6.2: 167g–167h, WA2–WA9
11. Comprehend one or two grade-level mathematic word problems. (m)	Students can write and solve word problems on these pages. 6.1: 111g–111h
12. Comprehend one or two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
Early Intermediate	
1. Describe the plot and its components, and the setting of a literary selection. (ss)	6.3: 279, 285 6.5: 536l–536m, 536–537, 543, 549, 555, 561, DI 6, DI 7

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2. Distinguish between major and minor characters and identify qualities of key characters. (ss)	6.1: 42l–42m, 42–43, 49, 55, 59, 65b, 79, DI 16, DI 17, DI 53 6.2: 226, 228 6.3: 356, 360 6.4: 456l–456m 6.6: 662, 664, 682, 706
3. Identify many structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	6.1: 138–141 6.2: 266–269 6.3: 400–403 6.4: 476–477, 528–531 6.5: 580–581, 644–647 6.6: 770–773
4. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference. (s) (m) (ss)	These pages provide opportunities for students to meet this standard. 6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
5. Follow a set of written multiple-step instructions to perform routine and less routine procedures. (s) (m)	Related content: 6.2: 167g–167h, 265l, WA7 6.3: 345g–345h 6.6: 723d, 723l
6. Explain the intended effect of persuasive words and strategies to influence readers’ opinions and actions. (s) (ss)	6.1: 111b 6.4: 455b
7. Access and locate specific information from informational and functional text by using organizational structures of text, including chronological order, comparison and contrast. (s) (m) (ss)	6.2: 180, 194–195, 205, 209, 219, DI 26, DI 27 6.3: 372–373, 385, 389, 395, 399, DI 46, DI 47 6.5: 600–601, 613, 619, DI 36, DI 37 6.6: 671l
8. Navigates text that includes factual information with some unfamiliar names and events. (ss)	6.1: 38-41, 64-65, 92-105, 108-111, 116-131, 134-137 6.2: 150-161, 164-167, 172-187, 190-193, 198-213, 248-261, 264-265 6.3: 294-297, 302-315, 318-321, 326-329, 398-399 6.4: 412-425, 428-429, 434-447, 451-455, 460-473, 504-521, 524-527 6.5: 560-561, 566-577, 604-613 6.6: 676-691, 720-723, 728-743, 754-761, 764-769
9. Interpret some graphic sources of information such as charts, timelines, tables, and simple maps and graphs. (s) (m) (ss)	6.1: 111l 6.2: 194–195, 244, 245 6.3: 345l 6.5: 599l, 672–673 6.6: 697b, 697l

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10. Translate a written phrase to a simple algebraic expression. (m)	This standard can be introduced on these pages. 6.1: 111g–111h 6.2: 167g–167h, WA2–WA9
11. Comprehend a few grade-level mathematics word problems. (m)	Students can write and solve word problems on these pages. 6.1: 111g–111h
12. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
Intermediate	
1. Identify the theme (e.g., moral, lesson, meaning, message, view or comment on life) and point of view of a literary selection. (ss)	6.1: 34, 60, 71, 138 6.2: 259 6.3: 329, 402 6.6: 697b, 734
2. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations). (ss)	6.1: 42l–42m, 42–43, 49, 55, 59, 65b, 79, DI 16, DI 17, DI 53 6.2: 226, 228 6.3: 356, 360 6.4: 456l–456m 6.6: 662, 664, 682, 706
3. Describe the structural elements of poetry (e.g., stanza, verse, rhyme scheme, rhythm, line breaks).	6.1: 138–141 6.2: 266–269 6.3: 400–403 6.4: 476–477, 528–531 6.5: 580–581, 644–647 6.6: 770–773
4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. (s) (m)	6.2: 167g–167h, 265l, 274, 281, 289, 297b, 322m, 322–323, 337, WA7 6.3: 345g–345h 6.5: 620–621, 643b 6.6: 723d, 723l
6. Distinguish fact from opinion in persuasive text by providing supporting evidence from text. (s) (ss)	6.1: 38, 109, 111b 6.4: 439

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7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
8. Navigates text that includes factual information with many unfamiliar names and events. (ss)	6.1: 38-41, 64-65, 92-105, 108-111, 116-131, 134-137 6.2: 150-161, 164-167, 172-187, 190-193, 198-213, 248-261, 264-265 6.3: 294-297, 302-315, 318-321, 326-329, 398-399 6.4: 412-425, 428-429, 434-447, 451-455, 460-473, 504-521, 524-527 6.5: 560-561, 566-577, 604-613 6.6: 676-691, 720-723, 728-743, 754-761, 764-769
9. Interpret many graphic sources of information such as charts, timelines, tables, maps, graphs, and diagrams. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
10. Translate a sentence written in context into an algebraic equation involving one operation. (m)	This standard can be introduced on these pages. 6.1: 111g–111h 6.2: 167g–167h, WA2–WA9
11. Comprehend some grade-level mathematics word problems. (m)	Students can write and solve word problems on these pages. 6.1: 111g–111h
12. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
Early Advanced	
1. Recognize and describe multiple themes in literary works from various cultures. (ss)	6.1: 19, 45, 64–65, 66m 6.2: 168m, 190–193, 194m, 244m, 264–265 6.3: 298m, 318–321, 346m, 366–371, 372m, 398–399 6.4: 408m, 428–429, 456m, 500m, 524–527 6.5: 620l–620m, 621, 623, 640–643 6.6: 655, 670–671

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2. Describe characters' motivations and how a character's traits influence a character's actions. (ss)	6.1: 42l–42m, 42–43, 49, 55, 59, 65b, 79, DI 16, DI 17, DI 53 6.2: 226, 228 6.3: 356, 360 6.4: 456l–456m 6.6: 662, 664, 682, 706
3. Identify the characteristics of alliteration, assonance, and figurative language in various selections of poetry.	6.1: 140-141 6.2: 266 6.3: 282, 381, 387 6.5: 581c, 593, 599h, 636 6.6: 705
4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
5. Evaluate the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous. (s) (m)	These pages prepare students to meet this standard. 6.2: 265l 6.3: 342-345, 399l 6.6: 723l
6. Determine author's perspective; distinguish between sound generalizations and oversimplifications or bias. (s) (ss)	6.4: 443 6.5: 581b 6.6: 697b
7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order, description and problem-solution. (s) (m) (ss)	6.2: 180, 194-195, 205, 209, 219, DI 26, DI 27 6.3: 372-373, 385, 389, 395, 399, DI 46, DI 47 6.5: 600-601, 613, 619, DI 36, DI 37 6.6: 671l
8. Navigates text that includes factual information with many unfamiliar names, events, and concepts. (ss)	6.1: 38-41, 64-65, 92-105, 108-111, 116-131, 134-137 6.2: 150-161, 164-167, 172-187, 190-193, 198-213, 248-261, 264-265 6.3: 294-297, 302-315, 318-321, 326-329, 398-399 6.4: 412-425, 428-429, 434-447, 451-455, 460-473, 504-521, 524-527 6.5: 560-561, 566-577, 604-613 6.6: 676-691, 720-723, 728-743, 754-761, 764-769
9. Interpret the components of various graphic sources of information such as legends, keys, scales, and captions. (s) (m) (ss)	6.2: 201, 209, DI 27 6.4: 429l 6.6: 671, 679, 687, 689, 697

Arizona English Language Proficiency Standards Grade 6	Scott Foresman Reading Street
10. Translate a sentence written in context into an algebraic equation involving two operations. (m)	This standard can be introduced on these pages. 6.1: 111g–111h 6.2: 167g–167h, WA2–WA9
11. Comprehend many grade-level mathematics word problems. (m)	Students can write and solve word problems on these pages. 6.1: 111g–111h
12. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
Advanced	
1. Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood and tone of the text. (ss)	6.1: 87b 6.3: 337 6.4: 337, 429b 6.6: 671b, 749b
2. Compare and contrast character’s key qualities, points of view, and themes across a variety of literary works from different cultures. (ss)	6.1: 42j, 66j, 86, 87 6.3: 359, 367 6.5: 536m, 619, 629, 638 6.6: 659, 672m, 677, 698m, 724j
3. Describe meaning and characteristics of various forms of poetry (e.g., epic, lyric, sonnet, free verse) and fiction (novel, short story, essay).	6.1: 22–35, 46–65, 70–83, 138–141 6.2: 179, 224–237, 240–243, 266–269 6.3: 278–291, 400–403 6.4: 476–477, 528–531, 540–557, 598–599, 624–637, 586–595 6.5: 580–581, 644–647 6.6: 656–667, 702–717, 770–773
4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence. (s) (m) (ss)	6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question. (s) (m) (ss)	6.2: 265l 6.3: 342–345, 399l 6.6: 723l
6. Evaluate the adequacy and effectiveness of the supporting facts and details, including identifying instances of propaganda and bias. (s) (ss)	6.1: 112l–112m 6.2: 146, 159, 161, 167d, 168l–168m, 168–169, 194l–194m, 244l–244m, 253 6.3: 372l–372m 6.4: 417, 443 6.5: 581b, 607, 652–653 6.6: 697b, 724

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7. Compare and contrast the organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order, description and problem/solution to aid comprehension. (s) (m) (ss)	This standard can be introduced on these pages. 6.1: 38–41, 64–65, 108–111 6.2: 164–167, 172–187, 198–214, 248–261, 264–265 6.3: 294–297, 318–321 6.4: 428–429, 434–447 6.5: 460–473 6.6: 676–691, 720–723, 754–761, 764–769
8. Navigates text that includes a wealth of factual information replete with unfamiliar names, events, and concepts. (ss)	6.1: 38-41, 64-65, 92-105, 108-111, 116-131, 134-137 6.2: 150-161, 164-167, 172-187, 190-193, 198-213, 248-261, 264-265 6.3: 294-297, 302-315, 318-321, 326-329, 398-399, 6.4: 412-425, 428-429, 434-447, 451-455, 460-473, 504-521, 524-527 6.5: 560-561, 566-577, 604-613 6.6: 676-691, 720-723, 728-743, 754-761, 764-769
9. Interpret a wide variety of graphic sources of information, including political cartoons and other types of illustrations. (s) (m) (ss)	6.2: 201, 209, DI 27 6.6: 679, 687, 689, 697
10. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa. (m)	This standard can be introduced on these pages. 6.1: 111g–111h 6.2: 167g–167h, WA2–WA9
11. Comprehend most grade-level mathematics word problems. (m)	Students can write and solve word problems on these pages. 6.1: 111g–111h
12. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	6.1: 38, 90b, 108, 134 6.2: 148b, 164, 170b, 190 6.3: 294, 300b, 318, 345c, 368, 374b, 398, 399c 6.4: 428, 450, 502b, 524, 527c 6.5: 560, 598, 619c, 622b 6.6: 670, 694, 720, 752b, 764
ELL Proficiency Standards in Writing	
ELL IV	
Writing Applications	
Standard:	
The student will express his or her thinking and ideas in a variety of writing genres.	
Beginning	
Narrative	
1. Write a narrative based on imagined or real events, observations, or memories that includes characters and plot in some detail.	6.1: 41g–41h, WA2–WA9 6.4: 455g–455h, WA2–WA9

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Expository	
2. Write an expository paragraph or a simple report based on research using a topic sentence.	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
3. Write a book report or review that identifies the main events.	6.5: 561g-561h
4. Record new questions and predictions based upon the data collected in a scientific investigation. (s)	6.2: 193g-193h
Functional	
5. Write letters, such as thank-you notes, friendly letters, and messages and invitations that address the audience, stated purpose, and context.	6.2: 219g–219h 6.5: 581g–581h
Persuasive	
6. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	6.1: 111g–111h 6.5: 581g–581h, 643g–643h, WA2–WA9
Early Intermediate	
Narrative	
1. Write a narrative based on imagined or real events that includes characters, setting, and well-chosen details to develop the plot	6.1: 41g–41h, WA2–WA9 6.4: 455g–455h, WA2–WA9
Expository	
2. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
3. Write a book report that identifies the main ideas, characters, and events.	6.5: 561g-561h
4. Accurately record data that students collect (e.g., facts they learn or procedures they conduct) in an organized and appropriate format. (s) (m)	6.2: 193g-193h
Functional	
5. Write a variety of functional text (e.g., directions, recipes, labels, graphs/tables) that address the audience, stated purpose, and context. (s) (m)	6.2: 167g–167h
Persuasive	
6. Write persuasive text that states a clear position in support of a proposition.	6.1: 111g–111h 6.5: 581g–581h, 643g–643h, WA2–WA9
Intermediate	
Narrative	
1. Write a narrative based on imagined or real events that include characters, setting, and sensory details, and logical sequencing to develop the plot.	6.1: 41g–41h, WA2–WA9 6.4: 455g–455hm WA2–WA9

Arizona English Language Proficiency Standards Grade 6	Scott Foresman Reading Street
Expository	
2. Write expository essays and informational reports based on research that frame a key question about an issue and include facts and details that illuminate the main ideas.	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
3. Write a book report that reflects on the main idea, characters, events, setting, and plot.	6.1: 36, 62, 84, 106, 132 6.2: 162, 188, 215, 238, 262, 6.3: 292, 316, 340, 364, 396, 6.4: 426, 448, 474, 494, 522, 6.5: 558, 578, 596, 614, 638 6.6: 668, 692, 718, 744, 762
4. Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., What insights did I gain after reading today’s reading? How can I use what I have learned in my everyday life?) (s) (m)	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
Functional	
5. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables) that address the audience, stated purpose, and context. (s) (m)	6.2: 167g–167h
Persuasive	
6. Write persuasive text that states a clear position in support of a proposition and includes relevant evidence.	6.1: 111g–111h 6.5: 581g–581h, 643g–643h, WA2–WA9
Early Advanced	
Narrative	
1. Write a narrative that includes an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate.	6.1: 41g–41h, WA2–WA9 6.4: 455g–455hm WA2–WA9
Expository	
2. Write a process essay that includes a thesis statement, supporting details, as well as proper introductory, body, and concluding paragraphs.	6.2: WA2–WA9 6.3: 297g–297h
3. Write a response to literature that demonstrates an understanding of the literary work through references to the text and prior knowledge.	6.1: 36, 62, 84, 106, 132 6.2: 162, 188, 215, 238, 262, 6.3: 292, 316, 340, 364, 396, 6.4: 426, 448, 474, 494, 522, 6.5: 558, 578, 596, 614, 638 6.6: 668, 692, 718, 744, 762

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4. Write scientific documents that include <ul style="list-style-type: none"> • simple, understandable language, • words that are defined, • procedures that are broken into enough steps, and • transitional words that help readers follow the sequence, organization, and detail suitable to reader's purpose. (s) 	6.2: 193g-193h
5. Compare and contrast symbols or procedures student used in native country to read and solve equations or problems with those used in the US (e.g., use of a comma rather than a decimal point). (m)	This standard can be introduced on these pages. 6.1: 111e-111f 6.6: 697f, 723e-723f
Functional	
6. Write a business letter that presents information purposefully and follows a conventional format (e.g., block, modified block, e-mail).	6.5: 581g–581h
Persuasive	
7. Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, and excludes irrelevant information.	6.1: 111g–111h 6.5: 581g–581h, 643g–643h, WA2–WA9
Advanced	
Narrative	
1. Write in a variety of expressive forms (poetry, skit) true to form that include, as appropriate, figurative language, rhythm, dialogue, characterization, and plot.	6.1: 87g–87h 6.2: 219g–219h 6.3: 371g–371h 6.4: 499g–499h 6.5: 599g–599h
Expository	
2. Write a summary based on information gathered that includes a topic sentence, supporting details, and relevant information.	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
3. Write a response to literature that organizes the interpretation around several clear ideas and supports the interpretation with textual evidence.	6.1: 36, 62, 84, 106, 132 6.2: 162, 188, 215, 238, 262, 6.3: 292, 316, 340, 364, 396, 6.4: 426, 448, 474, 494, 522, 6.5: 558, 578, 596, 614, 638 6.6: 668, 692, 718, 744, 762

Arizona English Language Proficiency Standards Grade 6	Scott Foresman Reading Street
4. Write scientific documents that include <ul style="list-style-type: none"> • step-by-step instructions; • accurate information; • specific wording; • formatting techniques, such as heading and sub headings to make it easier for the reader to follow; and • relevant information and excludes unnecessary information. (s) 	6.2: 193g-193h
5. Create or restate in words or sentences the relation between the symbols in an equation and the symbols being modeled. (m)	Related content: 6.1: 111g-111h
Functional	
6. Write a formal letter that presents information purposefully and succinctly and follows a conventional business letter format, including proper addressing of an envelope.	6.5: 581g–581h Related content: 6.2: 219g–219h 6.5: 581g–581h
Persuasive	
7. Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, excludes irrelevant information, includes persuasive techniques, and attributes sources of information as needed.	6.1: 111g–111h 6.5: 581g–581h, 643g–643h, WA2–WA9
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Identify and use correct capitalization, including proper nouns (names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.	6.1: WA6–WA7 6.2: 265l
2. Identify and use, with some errors, punctuation, including	
• sentence endings;	6.1: 41e-41f
• commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words;	6.1: 111e–111f 6.2: 219g–219h 6.5: 581g–581h 6.6: 697f, 723e–723f
• quotation marks for dialogue and titles;	6.6: 749e–749f
• colons to punctuate time; and	6.6: 769e
• apostrophes to punctuate contractions and singular possessives.	6.2: 193e–193f 6.5: 561e–561f

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3. Identify and use correct spelling, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong and vowel digraphs; irregular plurals; affixes, and homonyms.	6.1: 41i–41j, 65i–65j, 87i–87j, 111i–111j, 137i–137j 6.2: 167i–167, 193i–193j, 219i–219j, 243i–243j, 265i–265j 6.3: 297i–297j, 321i–321j, 345i–345j, 371i–371j, 399i–399j 6.4: 429i–429j, 455i–455j, 477i–477j, 499i–499j, 527i–527j 6.5: 561i–561j, 564b, 564–565, 571, 581c, 581i–581j, 599i–599j, 619i–619j, 643i–643j 6.6: 671i–671j, 697i–697j, 723i–723j, 749i–749j, 769i–769j
4. Identify and use, with some errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	6.2: 265e–265f 6.3: 297e–297f
5. Identify and use, with some errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.	6.1: 87c, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f 6.4: 466e–477f, 499e–499f, 527e–527f 6.5: 581e–581f 6.6: 671e–671f
6. Identify and use, with few errors, basic subject-verb agreement in simple sentences and, with several errors, in compound sentences.	6.2: 243e–243f, WA6
Early Intermediate	
1. Identify and use correct capitalization, including proper nouns (names, dates, holidays, languages, historical events, organizations), titles (including literary titles), abbreviations, and words used as names (e.g., Grandpa).	6.1: WA6–WA7 6.2: 265l
2. Identify and use, with few errors, punctuation, including	
• sentence endings;	6.1: 41e–41f
• commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words;	6.1: 111e–111f 6.2: 219g–219h 6.5: 581g–581h 6.6: 697f, 723e–723f
• quotation marks for dialogue and titles;	6.6: 749e–749f
• colons to punctuate time and business letters; and	Related content: 6.3: 346k 6.6: 769e
• apostrophes to punctuate contractions and singular possessives.	6.2: 193e–193f 6.5: 561e–561f

Arizona English Language Proficiency Standards Grade 6	Scott Foresman Reading Street
3. Identify and use correct spelling, including high frequency words; silent e, i before e, words ending in -y, and doubling final consonant.	6.1: 41i–41j, 65i–65j, 87i–87j, 111i–111j, 137i–137j 6.2: 167i–167, 193i–193j, 219i–219j, 243i–243j, 265i–265j 6.3: 297i–297j, 321i–321j, 345i–345j, 371i–371j, 399i–399j 6.4: 429i–429j, 455i–455j, 477i–477j, 499i–499j, 527i–527j 6.5: 561i–561j, 564b, 564–565, 571, 581c, 581i–581j, 599i–599j, 619i–619j, 643i–643j 6.6: 671i–671j, 697i–697j, 723i–723j, 749i–749j, 769i–769j
4. Identify and use, with some errors, verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	6.2: 265e–265f 6.3: 297e–297f
5. Identify and use, with few errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.	6.1: 87c, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f 6.4: 466e–477f, 499e–499f, 527e–527f 6.5: 581e–581f 6.6: 671e–671f
6. Identify and use, with few errors, basic subject-verb agreement in simple sentences and, with some errors, in compound sentences.	6.2: 243e–243f, WA6
Intermediate	
1. Identify and use correct capitalization, including proper nouns (product names, academic courses, place, and regional names), titles, and proper adjectives (German Shepherd).	6.1: WA6–WA7 6.2: 265l
2. Identify and use, with some errors, punctuation, including	
<ul style="list-style-type: none"> •commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences; 	6.1: 111e–111f 6.2: 219g–219h 6.5: 581g–581h 6.6: 697f, 723e–723f
<ul style="list-style-type: none"> •quotation marks for dialogue, titles, and exact words from sources; 	6.6: 749e–749f
<ul style="list-style-type: none"> •colons to punctuate time and business letters; and 	Related content: 6.3: 346k 6.6: 769e
<ul style="list-style-type: none"> •apostrophes to punctuate contractions and singular possessives. 	6.2: 193e–193f 6.5: 561e–561f

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3. Use common spelling pattern and generalizations to spell words correctly.	<p>6.1: 41i–41j, 65i–65j, 87i–87j, 111i–111j, 137i–137j 6.2: 167i–167, 193i–193j, 219i–219j, 243i–243j, 265i–265j 6.3: 297i–297j, 321i–321j, 345i–345j, 371i–371j, 399i–399j 6.4: 429i–429j, 455i–455j, 477i–477j, 499i–499j, 527i–527j 6.5: 561i–561j, 564b, 564–565, 571, 581c, 581i–581j, 599i–599j, 619i–619j, 643i–643j 6.6: 671i–671j, 697i–697j, 723i–723j, 749i–749j, 769i–769j</p>
4. Identify and use, with few errors, verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	<p>6.2: 265e–265f 6.3: 297e–297f</p>
5. Identify and use, with some errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.	<p>6.1: 41h, 87c, 111e–111f, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f, 219e–219f 6.3: 399e–399f 6.5: 561e–561f, 581e–581f, 643e–643f 6.6: 671e–671f, 697e–697f</p>
6. Identify and use, with few errors, subject-verb agreement in simple and compound sentences.	<p>6.2: 243e–243f, WA6</p>
7. Use paragraph breaks correctly to indicate an organizational structure some of the time.	<p>6.1: 41g, 63, 65g–65h, 87g, 111g, 137g, WA1, WA3, WA5, WA7 6.2: 163, 167g–167h, 193g, 219g, 243g, WA1, WA5, WA7 6.3: 297g, 321g, 341, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7 6.4: 429g, 455g, 477g, 495, 499g–499h, 527g, WA1, WA3, WA4, WA5, WA7 6.5: 561g, 581g, 599g, 619g, 639, WA1, WA3, WA5, WA7, 6.6: 671g, 697g, 749g, 769g, WA1, WA3, WA5, WA7</p>
Early Advanced	
1. Identify and use correct capitalization.	<p>6.1: WA6–WA7 6.2: 265l</p>
2. Identify and use, with some errors, punctuation, including	
<ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue; 	<p>6.1: 111e–111f 6.2: 219g–219h 6.5: 581g–581h 6.6: 697f, 723e–723f</p>
<ul style="list-style-type: none"> • quotation marks for dialogue, titles, and exact words from sources; 	<p>6.6: 749e–749f</p>
<ul style="list-style-type: none"> • colons to punctuate time and business letters; 	<p>Related content: 6.3: 346k 6.6: 769e</p>

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<ul style="list-style-type: none"> • apostrophes to punctuate contractions and singular and plural possessives; and • italics and underlining to indicate titles. 	6.2: 193e–193f 6.5: 561e–561f
3. Spell correctly.	Related content: 6.1: WA6–WA7 6.2: 265l
4. Identify and use, with some errors, verb tenses, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three part phrasal verbs.	6.1: 41i–41j, 65i–65j, 87i–87j, 111i–111j, 137i–137j 6.2: 167i–167, 193i–193j, 219i–219j, 243i–243j, 265i–265j 6.3: 297i–297j, 321i–321j, 345i–345j, 371i–371j, 399i–399j 6.4: 429i–429j, 455i–455j, 477i–477j, 499i–499j, 527i–527j 6.5: 561i–561j, 564b, 564–565, 571, 581c, 581i–581j, 599i–599j, 619i–619j, 643i–643j 6.6: 671i–671j, 697i–697j, 723i–723j, 749i–749j, 769i–769j
5. Identify and use, with some errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.	6.2: 265e–265f 6.3: 297e–297f
6. Use subject-verb agreement in compound sentences and employ, with few errors, proper word order in sentences.	6.1: 41h, 87c, 111e–111f , 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f, 219e–219f 6.3: 399e–399f 6.5: 561e–561f , 581e–581f, 643e–643f 6.6: 671e–671f, 697e–697f
7. Use paragraph breaks correctly to indicate an organizational structure some of the time.	6.2: 243e–243f, WA6
7. Use paragraph breaks correctly to indicate an organizational structure some of the time.	6.1: 41g, 63, 65g–65h, 87g, 111g, 137g, WA1, WA3, WA5, WA7 6.2: 163, 167g–167h, 193g, 219g, 243g, WA1, WA5, WA7 6.3: 297g, 321g, 341, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7 6.4: 429g, 455g, 477g, 495, 499g–499h, 527g, WA1, WA3, WA4, WA5, WA7 6.5: 561g, 581g, 599g, 619g, 639, WA1, WA3, Wa5, WA7 6.6: 671g, 697g, 749g, 769g, WA1, WA3, WA5, WA7
Advanced	
1. Identify and use correct capitalization.	6.1: WA6–WA7 6.2: 265l

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2. Identify and use, with few errors, punctuation, including	
<ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue; 	6.1: 111e–111f 6.2: 219g–219h 6.5: 581g–581h 6.6: 697f, 723e–723f
<ul style="list-style-type: none"> • quotation marks for dialogue, titles, and exact words from sources; 	6.6: 749e–749f
<ul style="list-style-type: none"> • colons to punctuate time and business letters; 	Related content: 6.3: 346k 6.6: 769e
<ul style="list-style-type: none"> • semi-colons to punctuate compound and compound-complex sentences; 	6.1: 111f 6.6: 697f, 769e–769f
<ul style="list-style-type: none"> • apostrophes to punctuate contractions and singular and plural possessives; and 	6.2: 193e–193f 6.5: 561e–561f
<ul style="list-style-type: none"> • italics and underlining to indicate titles. 	Related content: 6.1: WA6–WA7 6.2: 265l
3. Spell correctly.	6.1: 41i–41j, 65i–65j, 87i–87j, 111i–111j, 137i–137j 6.2: 167i–167, 193i–193j, 219i–219j, 243i–243j, 265i–265j 6.3: 297i–297j, 321i–321j, 345i–345j, 371i–371j, 399i–399j 6.4: 429i–429j, 455i–455j, 477i–477j, 499i–499j, 527i–527j 6.5: 561i–561j, 564b, 564–565, 571, 581c, 581i–581j, 599i–599j, 619i–619j, 643i–643j 6.6: 671i–671j, 697i–697j, 723i–723j, 749i–749j, 769i–769j
4. Identify and use, with few errors, verb tenses, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three part phrasal verbs.	6.2: 265e–265f 6.3: 297e–297f
5. Identify and use, with few errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.	6.1: 41h, 87c, 111e–111f, 137e–137f, WA6–WA7 6.2: 167e–167f, 193e–193f, 219e–219f 6.3: 399e–399f 6.5: 561e–561f, 581e–581f, 643e–643f 6.6: 671e–671f, 697e–697f
6. Use subject-verb agreement in compound and complex sentences and employ, with few errors, proper word order.	6.2: 243e–243f, WA6

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7. Use paragraph breaks correctly to indicate an organizational structure.	<p>6.1: 41g, 63, 65g–65h, 87g, 111g, 137g, WA1, WA3, WA5, WA7</p> <p>6.2: 163, 167g–167h, 193g, 219g, 243g, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 341, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7</p> <p>6.4: 429g, 455g, 477g, 495, 499g–499h, 527g, WA1, WA3, WA4, WA5, WA7</p> <p>6.5: 561g, 581g, 599g, 619g, 639, WA1, WA3, Wa5, WA7</p> <p>6.6: 671g, 697g, 749g, 769g, WA1, WA3, WA5, WA7</p>
Writing Process	
Standard:	
Students use the steps of the writing process as a writing piece moves toward completion.	
Beginning	
1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.	<p>6.1: 41h, 65h, 87h, 111h, 137h, WA3</p> <p>6.2: 167h, 193h, 219h, 243h, 265h, WA3</p> <p>6.3: 297h, 321h, 345h, 371h, 399h, WA3</p> <p>6.4: 429h, 455h, 477h, 499h, 527h, WA3</p> <p>6.5: 561h, 581h, 599h, 619h, 643h, WA3</p> <p>6.6: 671h, 697h, 723h, 749h, 769h, WA3</p>
2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece.	<p>6.1: 41h, 65h, 87h, 111h, 137h, WA3</p> <p>6.2: 167h, 193h, 219h, 243h, 265h, WA3</p> <p>6.3: 297h, 321h, 345h, 371h, 399h, WA3</p> <p>6.4: 429h, 455h, 477h, 499h, 527h, WA3</p> <p>6.5: 561h, 581h, 599h, 619h, 643h, WA3</p> <p>6.6: 671h, 697h, 723h, 749h, 769h, WA3</p>
3. Use a prewriting plan to develop a draft with main ideas, including a few organizational strategies (e.g., graphic organizer) to plan writing.	<p>6.1: 41h, 65h, 87h, 111h, 137h, WA4</p> <p>6.2: 167h, 193h, 219h, 243h, 265h, WA4</p> <p>6.3: 297h, 321h, 345h, 371h, 399h, WA4</p> <p>6.4: 429h, 455h, 477h, 499h, 527h, WA4</p> <p>6.5: 561h, 581h, 599h, 619h, 643h, WA4</p> <p>6.6: 671h, 697h, 723h, 749h, 769h, WA4</p>
4. Know and understand time-management strategies to produce a writing product within a set time period.	<p>6.1: 41h, 65h, 87h, 111h, 137h, WA3</p> <p>6.2: 167h, 193h, 219h, 243h, 265h, WA3</p> <p>6.3: 297h, 321h, 345h, 371h, 399h, WA3</p> <p>6.4: 429h, 455h, 477h, 499h, 527h, WA3</p> <p>6.5: 561h, 581h, 599h, 619h, 643h, WA3</p> <p>6.6: 671h, 697h, 723h, 749h, 769h, WA3</p>
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	<p>6.1: 41h, 65h, 87h, 111h, 137h, WA5</p> <p>6.2: 167h, 193h, 219h, 243h, 265h, WA5</p> <p>6.3: 297h, 321h, 345h, 371h, 399h, WA5</p> <p>6.4: 429h, 455h, 477h, 499h, 527h, WA5</p> <p>6.5: 561h, 581h, 599h, 619h, 643h, WA5</p> <p>6.6: 671h, 697h, 723h, 749h, 769h, WA5</p>

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6. Sometimes prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
Early Intermediate	
1. Generate and organize ideas for writing and maintain a record.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect the purpose and audience.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
3. Use a prewriting plan to develop a draft with main ideas, including some organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	6.1: 41h, 65h, 87h, 111h, 137h, WA4 6.2: 167h, 193h, 219h, 243h, 265h, WA4 6.3: 297h, 321h, 345h, 371h, 399h, WA4 6.4: 429h, 455h, 477h, 499h, 527h, WA4 6.5: 561h, 581h, 599h, 619h, 643h, WA4 6.6: 671h, 697h, 723h, 749h, 769h, WA4
4. Use time-management strategies, when appropriate, to produce a writing product within a set time period	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	6.1: 41h, 65h, 87h, 111h, 137h, WA5 6.2: 167h, 193h, 219h, 243h, 265h, WA5 6.3: 297h, 321h, 345h, 371h, 399h, WA5 6.4: 429h, 455h, 477h, 499h, 527h, WA5 6.5: 561h, 581h, 599h, 619h, 643h, WA5 6.6: 671h, 697h, 723h, 749h, 769h, WA5
6. Often prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3

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Intermediate	
1. Generate and organize ideas for writing and maintain a record.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
3. Use a prewriting plan to develop a draft with main ideas, including many organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	6.1: 41h, 65h, 87h, 111h, 137h, WA4 6.2: 167h, 193h, 219h, 243h, 265h, WA4 6.3: 297h, 321h, 345h, 371h, 399h, WA4 6.4: 429h, 455h, 477h, 499h, 527h, WA4 6.5: 561h, 581h, 599h, 619h, 643h, WA4 6.6: 671h, 697h, 723h, 749h, 769h, WA4
4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	6.1: 41h, 65h, 87h, 111h, 137h, WA5 6.2: 167h, 193h, 219h, 243h, 265h, WA5 6.3: 297h, 321h, 345h, 371h, 399h, WA5 6.4: 429h, 455h, 477h, 499h, 527h, WA5 6.5: 561h, 581h, 599h, 619h, 643h, WA5 6.6: 671h, 697h, 723h, 749h, 769h, WA5
6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
Early Advanced	
1. Generate and organize ideas for writing and maintain a record.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3

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2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	6.1: 41h, 65h, 87h, 111h, 137h, WA5 6.2: 167h, 193h, 219h, 243h, 265h, WA5 6.3: 297h, 321h, 345h, 371h, 399h, WA5 6.4: 429h, 455h, 477h, 499h, 527h, WA5 6.5: 561h, 581h, 599h, 619h, 643h, WA5 6.6: 671h, 697h, 723h, 749h, 769h, WA5
6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
7. Sometimes delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	6.1: 41h, 65h, 87h, 111h, 137h, WA5 6.2: 167h, 193h, 219h, 243h, 265h, WA5 6.3: 297h, 321h, 345h, 371h, 399h, WA5 6.4: 429h, 455h, 477h, 499h, 527h, WA5 6.5: 561h, 581h, 599h, 619h, 643h, WA5 6.6: 671h, 697h, 723h, 749h, 769h, WA5
Advanced	
1. Generate and organize ideas for writing and maintain a record.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3

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3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	6.1: 41h, 65h, 87h, 111h, 137h, WA5 6.2: 167h, 193h, 219h, 243h, 265h, WA5 6.3: 297h, 321h, 345h, 371h, 399h, WA5 6.4: 429h, 455h, 477h, 499h, 527h, WA5 6.5: 561h, 581h, 599h, 619h, 643h, WA5 6.6: 671h, 697h, 723h, 749h, 769h, WA5
6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	6.1: 41h, 65h, 87h, 111h, 137h, WA3 6.2: 167h, 193h, 219h, 243h, 265h, WA3 6.3: 297h, 321h, 345h, 371h, 399h, WA3 6.4: 429h, 455h, 477h, 499h, 527h, WA3 6.5: 561h, 581h, 599h, 619h, 643h, WA3 6.6: 671h, 697h, 723h, 749h, 769h, WA3
7. Often delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	6.1: 41h, 65h, 87h, 111h, 137h, WA5 6.2: 167h, 193h, 219h, 243h, 265h, WA5 6.3: 297h, 321h, 345h, 371h, 399h, WA5 6.4: 429h, 455h, 477h, 499h, 527h, WA5 6.5: 561h, 581h, 599h, 619h, 643h, WA5 6.6: 671h, 697h, 723h, 749h, 769h, WA5
Writing Elements	
Standard:	
The student will integrate elements of effective writing to develop engaging and focused text.	
Beginning	
1. Use the writing process to produce text in various genres (defined in the previous section) that includes (s) (ss)	
a. topics and ideas that are broad and simplistic,	6.1: 41g, 63, 65g–65h, 87g, 107, 111g–111h, 137g, WA1, WA5, WA7 6.2: 167g, 193g, 219g, 243g, WA1, WA6, WA7 6.3: 293, 297g–297h, 321g, 345g, 371g, 399g, WA1, WA6, WA7, 6.4: 427, 429g–429h, 455g, 477g, 499g, 527g, WA1, WA6, WA7 6.5: 559, 561g–561h, 581g, 599g, 619g, WA1, WA6, WA7, 6.6: 671g, 697g, 745, 749g–749h, 769g, WA1, WA6, WA7

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b. marginally recognizable organization that show a sense of beginning,	<p>6.1: 41g, 63, 65g–65h, 87g, 111g, 137g, WA1, WA3, WA5, WA7</p> <p>6.2: 163, 167g–167h, 193g, 219g, 243g, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 341, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7</p> <p>6.4: 429g, 455g, 477g, 495, 499g–499h, 527g, WA1, WA3, WA4, WA5, WA7</p> <p>6.5: 561g, 581g, 599g, 619g, 639, WA1, WA3, WA5, WA7</p> <p>6.6: 671g, 697g, 749g, 769g, WA1, WA3, WA5, WA7</p>
c. a voice that shows some awareness of audience through word choice and style,	<p>6.1: 41g, 65g, 85, 87g–87h, 111g, 137g, WA1, WA4, WA5, WA7</p> <p>6.2: 167g, 193g, 216, 219g–219h, 243g, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 345g, 371g, 397, 399g–399h, WA1, WA3, WA5, WA7</p> <p>6.4: 429g, 455g, 477g, 499g, 527g, WA1, WA5, WA7</p> <p>6.5: 561g, 581g, 597, 599g–599h, 619g, WA1, WA5, WA7</p> <p>6.6: 671g, 697g, 719, 749g, 769g, WA1, WA5, WA7</p>
d. word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say, and	<p>6.1: 37, 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7</p> <p>6.2: 167g, 193g, 219g, 243g, WA1, WA5, WA7</p> <p>6.3: 297g, 317, 321g–321h, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7</p> <p>6.4: 429g, 449, 455g–455h, 477g, 499g, 527g, WA1, WA4, WA5, WA7</p> <p>6.5: 561g, 579, 581g–581h, 599g, 619g, WA1, WA5, WA7</p> <p>6.6: 671g, 697g, 749g, 763, 769g–769h, WA1, WA5, WA7</p>
e. little variation in sentence types and a significant number of awkward or rambling constructions.	<p>6.1: 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7</p> <p>6.2: 167g, 189, 193g–193h, 219g, 243g, 263, 265g–265h, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 345g, 371g, 399g, WA1, WA3, WA5, WA7</p> <p>6.4: 429g, 455g, 477g–477h, 499g, 527g, WA1, WA5, WA7</p> <p>6.5: 561g, 581g, 599g, 615, 619g–619h, WA1, WA5, WA7</p> <p>6.6: 671g, 693, 697g–697h, 749g, 763, 769g, WA1, WA5, WA7</p>

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Early Intermediate	
1. Use the writing process to produce a single paragraph in various genres (defined in the previous section) that includes (s) (ss)	
a. identifiable main ideas although not defined meaningfully;	<p>6.1: 41g, 63, 65g–65h, 87g, 107, 111g–111h, 137g, WA1, WA5, WA7 6.2: 167g, 193g, 219g, 243g, WA1, WA6, WA7 6.3: 293, 297g–297h, 321g, 345g, 371g, 399g, WA1, WA6, WA7 6.4: 427, 429g–429h, 455g, 477g, 499g, 527g, WA1, WA6, WA7 6.5: 559, 561g–561h, 581g, 599g, 619g, WA1, WA6, WA7 6.6: 671g, 697g, 745, 749g–749h, 769g, WA1, WA6, WA7</p>
b. recognizable organization with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully;	<p>6.1: 41g, 63, 65g–65h, 87g, 111g, 137g, WA1, WA3, WA5, WA7 6.2: 163, 167g–167h, 193g, 219g, 243g, WA1, WA5, WA7 6.3: 297g, 321g, 341, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7 6.4: 429g, 455g, 477g, 495, 499g–499h, 527g, WA1, WA3, WA4, WA5, WA7 6.5: 561g, 581g, 599g, 619g, 639, WA1, WA3, WA5, WA7 6.6: 671g, 697g, 749g, 769g, WA1, WA3, WA5, WA7</p>
c. a voice that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic;	<p>6.1: 41g, 65g, 85, 87g–87h, 111g, 137g, WA1, WA4, WA5, WA7 6.2: 167g, 193g, 216, 219g–219h, 243g, WA1, WA5, WA7 6.3: 297g, 321g, 345g, 371g, 397, 399g–399h, WA1, WA3, WA5, WA7 6.4: 429g, 455g, 477g, 499g, 527g, WA1, WA5, WA7 6.5: 561g, 581g, 597, 599g–599h, 619g, WA1, WA5, WA7 6.6: 671g, 697g, 719, 749g, 769g, WA1, WA5, WA7</p>
d. word choices and descriptive phrases that are accurate, yet lack variety; and	<p>6.1: 37, 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7 6.2: 167g, 193g, 219g, 243g, WA1, WA5, WA7 6.3: 297g, 317, 321g–321h, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7 6.4: 429g, 449, 455g–455h, 477g, 499g, 527g, WA1, WA4, WA5, WA7 6.5: 561g, 579, 581g–581h, 599g, 619g, WA1, WA5, WA7 6.6: 671g, 697g, 749g, 763, 769g–769h, WA1, WA5, WA7</p>

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e. satisfactory control over simple sentence structures.	<p>6.1: 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7</p> <p>6.2: 167g, 189, 193g–193h, 219g, 243g, 263, 265g–265h, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 345g, 371g, 399g, WA1, WA3, WA5, WA7</p> <p>6.4: 429g, 455g, 477g–477h, 499g, 527g, WA1, WA5, WA7</p> <p>6.5: 561g, 581g, 599g, 615, 619g–619h, WA1, WA5, WA7</p> <p>6.6: 671g, 693, 697g–697h, 749g, 763, 769g, WA1, WA5, WA7</p>
Intermediate	
2. Use the writing process to produce up to three paragraphs in various genres (defined in the previous section) that include (s) (ss)	
a. identifiable main ideas that are clear and related to the topic, use sufficient relevant detail suited to audience and purpose to support those ideas;	<p>6.1: 41g, 63, 65g–65h, 87g, 107, 111g–111h, 137g, WA1, WA5, WA7</p> <p>6.2: 167g, 193g, 219g, 243g, WA1, WA6, WA7</p> <p>6.3: 293, 297g–297h, 321g, 345g, 371g, 399g, WA1, WA6, WA7</p> <p>6.4: 427, 429g–429h, 455g, 477g, 499g, 527g, WA1, WA6, WA7</p> <p>6.5: 559, 561g–561h, 581g, 599g, 619g, WA1, WA6, WA7</p> <p>6.6: 671g, 697g, 745, 749g–749h, 769g, WA1, WA6, WA7</p>
b. an organization that develops a strong beginning or introduction that engages the reader with some relationship among ideas present, and uses transitional or signal words and appropriately placed details;	<p>6.1: 41g, 63, 65g–65h, 87g, 111g, 137g, WA1, WA3, WA5, WA7</p> <p>6.2: 163, 167g–167h, 193g, 219g, 243g, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 341, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7</p> <p>6.4: 429g, 455g, 477g, 495, 499g–499h, 527g, WA1, WA3, WA4, WA5, WA7</p> <p>6.5: 561g, 581g, 599g, 619g, 639, WA1, WA3, WA5, WA7</p> <p>6.6: 671g, 697g, 749g, 769g, WA1, WA3, WA5, WA7</p>
c. a voice that shows a developing awareness of audience and conveys a sense of originality and sincerity;	<p>6.1: 41g, 65g, 85, 87g–87h, 111g, 137g, WA1, WA4, WA5, WA7</p> <p>6.2: 167g, 193g, 216, 219g–219h, 243g, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 345g, 371g, 397, 399g–399h, WA1, WA3, WA5, WA7</p> <p>6.4: 429g, 455g, 477g, 499g, 527g, WA1, WA5, WA7</p> <p>6.5: 561g, 581g, 597, 599g–599h, 619g, WA1, WA5, WA7, 6.6: 671g, 697g, 719, 749g, 769g, WA1, WA5, WA7</p>

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d. varied word choices that are specific, accurate, and powerful in a manner that effectively conveys the intended message; and	<p>6.1: 37, 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7 6.2: 167g, 193g, 219g, 243g, WA1, WA5, WA7 6.3: 297g, 317, 321g–321h, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7 6.4: 429g, 449, 455g–455h, 477g, 499g, 527g, WA1, WA4, WA5, WA7 6.5: 561g, 579, 581g–581h, 599g, 619g, WA1, WA5, WA7 6.6: 671g, 697g, 749g, 763, 769g–769h, WA1, WA5, WA7</p>
e. good control over simple and compound sentence structures with a variety of sentence beginnings and lengths that enhance the flow of the writing, with occasional attempts at more complex structures.	<p>6.1: 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7 6.2: 167g, 189, 193g–193h, 219g, 243g, 263, 265g–265h, WA1, WA5, WA7 6.3: 297g, 321g, 345g, 371g, 399g, WA1, WA3, WA5, WA7 6.4: 429g, 455g, 477g–477h, 499g, 527g, WA1, WA5, WA7 6.5: 561g, 581g, 599g, 615, 619g–619h, WA1, WA5, WA7 6.6: 671g, 693, 697g–697h, 749g, 763, 769g, WA1, WA5, WA7</p>
Early Advanced	
1. Use the writing process to produce to four paragraphs in various genres (defined in the previous section) that include (s) (ss)	
a. main ideas that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, and are well-suited to audience and purpose;	<p>6.1: 41g, 63, 65g–65h, 87g, 107, 111g–111h, 137g, WA1, WA5, WA7 6.2: 167g, 193g, 219g, 243g, WA1, WA6, WA7 6.3: 293, 297g–297h, 321g, 345g, 371g, 399g, WA1, WA6, WA7 6.4: 427, 429g–429h, 455g, 477g, 499g, 527g, WA1, WA6, WA7 6.5: 559, 561g–561h, 581g, 599g, 619g, WA1, WA6, WA7 6.6: 671g, 697g, 745, 749g–749h, 769g, WA1, WA6, WA7</p>
b. an organization that creates a beginning that captures the reader’s interest and an ending that provides a sense of resolution, places details appropriately, and creates smooth transitions between ideas;	<p>6.1: 41g, 63, 65g–65h, 87g, 111g, 137g, WA1, WA3, WA5, WA7 6.2: 163, 167g–167h, 193g, 219g, 243g, WA1, WA5, WA7 6.3: 297g, 321g, 341, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7, 6.4: 429g, 455g, 477g, 495, 499g–499h, 527g, WA1, WA3, WA4, WA5, WA7, 6.5: 561g, 581g, 599g, 619g, 639, WA1, WA3, WA5, WA7, 6.6: 671g, 697g, 749g, 769g, WA1, WA3, WA5, WA7</p>

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c. a voice that conveys originality, sincerity, and liveliness as well an awareness of audience and purpose, and an appropriate connection with, or distance from, the audience;	<p>6.1: 41g, 65g, 85, 87g–87h, 111g, 137g, WA1, WA4, WA5, WA7</p> <p>6.2: 167g, 193g, 216, 219g–219h, 243g, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 345g, 371g, 397, 399g–399h, WA1, WA3, WA5, WA7</p> <p>6.4: 429g, 455g, 477g, 499g, 527g, WA1, WA5, WA7</p> <p>6.5: 561g, 581g, 597, 599g–599h, 619g, WA1, WA5, WA7</p> <p>6.6: 671g, 697g, 719, 749g, 769g, WA1, WA5, WA7</p>
d. accurate and specific word choices and phrases appropriate to topic, audience, and style of writing, with some experimental use of figurative language that energizes the writing; and	<p>6.1: 37, 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7</p> <p>6.2: 167g, 193g, 219g, 243g, WA1, WA5, WA7</p> <p>6.3: 297g, 317, 321g–321h, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7</p> <p>6.4: 429g, 449, 455g–455h, 477g, 499g, 527g, WA1, WA4, WA5, WA7</p> <p>6.5: 561g, 579, 581g–581h, 599g, 619g, WA1, WA5, WA7</p> <p>6.6: 671g, 697g, 749g, 763, 769g–769h, WA1, WA5, WA7</p>
e. variety in sentence beginnings, lengths, and structures to enhance the flow of the writing with sound control of simple and compound sentence structures and some control over complex sentences.	<p>6.1: 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7</p> <p>6.2: 167g, 189, 193g–193h, 219g, 243g, 263, 265g–265h, WA1, WA5, WA7</p> <p>6.3: 297g, 321g, 345g, 371g, 399g, WA1, WA3, WA5, WA7</p> <p>6.4: 429g, 455g, 477g–477h, 499g, 527g, WA1, WA5, WA7</p> <p>6.5: 561g, 581g, 599g, 615, 619g–619h, WA1, WA5, WA7</p> <p>6.6: 671g, 693, 697g–697h, 749g, 763, 769g, WA1, WA5, WA7</p>
Advanced	
1. Use the writing process to produce up to four paragraphs in various genres (defined in the previous section) that include (s) (ss)	
a. main ideas that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, show original perspective, and are well-suited to audience and purpose;	<p>6.1: 41g, 63, 65g–65h, 87g, 107, 111g–111h, 137g, WA1, WA5, WA7</p> <p>6.2: 167g, 193g, 219g, 243g, WA1, WA6, WA7</p> <p>6.3: 293, 297g–297h, 321g, 345g, 371g, 399g, WA1, WA6, WA7</p> <p>6.4: 427, 429g–429h, 455g, 477g, 499g, 527g, WA1, WA6, WA7</p> <p>6.5: 559, 561g–561h, 581g, 599g, 619g, WA1, WA6, WA7</p> <p>6.6: 671g, 697g, 745, 749g–749h, 769g, WA1, WA6, WA7</p>

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<p>b. an organization that enhances the central ideas with a logical organizing principle, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between all elements of the writing (sentences, paragraphs, ideas);</p>	<p>6.1: 41g, 63, 65g–65h, 87g, 111g, 137g, WA1, WA3, WA5, WA7 6.2: 163, 167g–167h, 193g, 219g, 243g, WA1, WA5, WA7 6.3: 297g, 321g, 341, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7 6.4: 429g, 455g, 477g, 495, 499g–499h, 527g, WA1, WA3, WA4, WA5, WA7 6.5: 561g, 581g, 599g, 619g, 639, WA1, WA3, WA5, WA7 6.6: 671g, 697g, 749g, 769g, WA1, WA3, WA5, WA7</p>
<p>c. an individual, engaging voice that uses language appropriate to audience, purpose, and topic (e.g., formal, informal, academic discourse);</p>	<p>6.1: 41g, 65g, 85, 87g–87h, 111g, 137g, WA1, WA4, WA5, WA7 6.2: 167g, 193g, 216, 219g–219h, 243g, WA1, WA5, WA7 6.3: 297g, 321g, 345g, 371g, 397, 399g–399h, WA1, WA3, WA5, WA7 6.4: 429g, 455g, 477g, 499g, 527g, WA1, WA5, WA7 6.5: 561g, 581g, 597, 599g–599h, 619g, WA1, WA5, WA7 6.6: 671g, 697g, 719, 749g, 769g, WA1, WA5, WA7</p>
<p>d. original, varied, and natural word choices and phrases that convey the intended meaning and support the style and type of writing as well as use figurative language where effective and appropriate to purpose; and</p>	<p>6.1: 37, 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7 6.2: 167g, 193g, 219g, 243g, WA1, WA5, WA7 6.3: 297g, 317, 321g–321h, 345g, 371g, 399g, WA1, WA3, WA4, WA5, WA7 6.4: 429g, 449, 455g–455h, 477g, 499g, 527g, WA1, WA4, WA5, WA7 6.5: 561g, 579, 581g–581h, 599g, 619g, WA1, WA5, WA7 6.6: 671g, 697g, 749g, 763, 769g–769h, WA1, WA5, WA7</p>
<p>e. variety in sentence length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud.</p>	<p>6.1: 41g–41h, 65g, 87g, 111g, 137g, WA1, WA5, WA7 6.2: 167g, 189, 193g–193h, 219g, 243g, 263, 265g–265h, WA1, WA5, WA7 6.3: 297g, 321g, 345g, 371g, 399g, WA1, WA3, WA5, WA7 6.4: 429g, 455g, 477g–477h, 499g, 527g, WA1, WA5, WA7 6.5: 561g, 581g, 599g, 615, 619g–619h, WA1, WA5, WA7 6.6: 671g, 693, 697g–697h, 749g, 763, 769g, WA1, WA5, WA7</p>

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Research	
Standard:	
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.	
Beginning	
1. Locate information from various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet). (s) (ss)	6.1: 20a, 89l, 90a, 114a 6.2: 170a, 196a, 222a 6.4: 432a, 455d, 477l 6.5: 536a, 538 6.6: 697g–697h, 726a, 752a
2. Record observations and other data; reword information into simple sentences arranged sequentially. (s)	6.1: 20a, 89l, 90a, 114a 6.2: 170a, 196a, 222a 6.4: 432a, 455d, 477l 6.5: 536a, 538 6.6: 697g–697h, 726a, 752a
3. List resources used by title. (s) (ss)	6.3: 321h 6.6: WA2–WA9
Early Intermediate	
1. Locate and record relevant information (e.g., notes, graphs, tables) from a variety of research materials, using own sentences arranged logically. (s) (ss)	6.1: 20a, 89l, 90a, 114a 6.2: 170a, 196a, 222a 6.4: 432a, 455d, 477l 6.5: 536a, 538 6.6: 697g–697h, 726a, 752a
2. Record questions for further inquiry based on the conclusions of a scientific investigation. (s)	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
3. List resources used by author and title. (s) (ss)	6.2: WA2–WA9 6.6: WA2–WA9
Intermediate	
1. Collect information and logically organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers). (s) (ss)	6.1: 38, 41k, 41l, 64, 65k, 65l, 87k, 87l, 111k, 111l, 137k, 137l 6.2: 164, 167k, 167l, 172, 193k, 193l, 198, 219k, 219l, 243k, 243l, 248, 264, 265k, 265l 6.3: 294, 297k, 297l, 318, 321k, 321l, 399k, 399l, 345k, 345l, 371k, 371l, 399k, 399l 6.4: 428, 429k, 429l, 434, 455k, 455l, 477k, 477l, 499k, 499l, 527k, 527l 6.5: 460, 561k, 561l, 581k, 581l, 599k, 599l, 619k, 619l, 643k, 643l 6.6: 671k, 671l, 697k, 697l, 720, 723k, 723l, 749k, 749l, 754, 764, 769k, 769l

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2. Record new questions and predictions based upon the data collected in a scientific investigation. (s)	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9, 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h, 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
3. List resources using a consistent format. (s) (ss)	6.2: WA2–WA9 6.6: WA2–WA9
4. Paraphrase information from at least one source (e.g., Internet, reference materials). (s) (ss)	6.1: 20a, 89l, 90a, 114a 6.2: 170a, 196a, 222a 6.4: 432a, 455d, 477l 6.5: 536a, 538 6.6: 697g–697h, 726a, 752a
5. Produce group interactive reports, including: <ul style="list-style-type: none"> • understanding the purpose of the project, • selecting a recorder, and • assigning other roles. 	These pages prepare students to meet this standard. 6.1: 41l, 65l, 87l, 111l, 137l 6.2: 167l, 193l, 219l, 243l, 265l 6.3: 297l, 321l, 345l, 371l, 399l 6.4: 429l, 455l, 477l, 499l, 527l 6.5: 561l, 581l, 599l, 619l, 643l 6.6: 671l, 697l, 723l, 749l, 769l
Early Advanced	
1. Research information on academic topics using a broad range of reference materials (e.g., informational trade books, multimedia sources) and record relevant information from multiple sources in own words using independent learning strategies (e.g., graphic organizers). (s) (ss)	6.1: 38, 41k, 41l, 64, 65k, 65l, 87k, 87l, 111k, 111l, 137k, 137l 6.2: 164, 167k, 167l, 172, 193k, 193l, 198, 219k, 219l, 243k, 243l, 248, 264, 265k, 265l 6.3: 294, 297k, 297l, 318, 321k, 321l, 399k, 399l, 345k, 345l, 371k, 371l, 399k, 399l 6.4: 428, 429k, 429l, 434, 455k, 455l, 477k, 477l, 499k, 499l, 527k, 527l 6.5: 460, 561k, 561l, 581k, 581l, 599k, 599l, 619k, 619l, 643k, 643l 6.6: 671k, 671l, 697k, 697l, 720, 723k, 723l, 749k, 749l, 754, 764, 769k, 769l
2. Record reflections and questions around a controlling idea researched (e.g., What insights did I gain after reading today’s reading? How can I use what I have learned in my everyday life?). (s) (m)	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
3. List resources using a consistent format and quote information, supplying citations. (s) (ss)	6.2: WA2–WA9 6.6: WA2–WA9

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4. Paraphrase information from a variety of sources using independent learning strategies (e.g., graphic organizers). (s) (ss)	6.1: 20a, 41l, 89l, 90a, 114a 6.2: 170a, 196a, 222a 6.4: 432a, 455d, 477l 6.5: 536a, 538 6.6: 697g–697h, 726a, 752a
5. Produce group interactive reports, including: <ul style="list-style-type: none"> •understanding the purpose of the project, •selecting a recorder, •assigning other roles, and •coming to consensus. (s) 	These pages prepare students to meet this standard. 6.1: 41l, 65l, 87l, 111l, 137l 6.2: 167l, 193l, 219l, 243l, 265l 6.3: 297l, 321l, 345l, 371l, 399l 6.4: 429l, 455l, 477l, 499l, 527l 6.5: 561l, 581l, 599l, 619l, 643l 6.6: 671l, 697l, 723l, 749l, 769l
Advanced	
1. Locate specific information by using various organizational and graphic features of text (e.g., table of contents, headings, captions, italics, glossaries, indices, key and/or guide words, topic sentences and notes, footnotes, bibliographic references, maps, diagrams, tables), and organize the notes in meaningful sequence. (s) (ss)	6.1: 38, 41k, 41l, 64, 65k, 65l, 87k, 87l, 111k, 111l, 137k, 137l 6.2: 164, 167k, 167l, 172, 193k, 193l, 198, 219k, 219l, 243k, 243l, 248, 264, 265k, 265l 6.3: 294, 297k, 297l, 318, 321k, 321l, 399k, 399l, 345k, 345l, 371k, 371l, 399k, 399l 6.4: 428, 429k, 429l, 434, 455k, 455l, 477k, 477l, 499k, 499l, 527k, 527l 6.5: 460, 561k, 561l, 581k, 581l, 599k, 599l, 619k, 619l, 643k, 643l 6.6: 671k, 671l, 697k, 697l, 720, 723k, 723l, 749k, 749l, 754, 764, 769k, 769l
2. Accurately record reflections, questions, hypotheticals, decisions, and conclusions structured around a controlling idea (e.g., What insights did I gain after reading today’s reading? How can I use what I have learned in my everyday life?) (s) (ss)	6.1: 193g–193h, 243g–243h, 265g–265h, WA2–WA9 6.3: 297g–297h, 321g–321h, 345g–345h, 399g–399h, WA2–WA9 6.4: 429g–429h, 527g–527h 6.5: 561g–561h, 619g–619h 6.6: 671g–671h, 697g–697h, 723g–723h, 749g–749h, WA2–WA9
3. Quote or paraphrase information sources, supplying citations. (s) (ss)	6.1: 20a, 89l, 90a, 114a 6.2: 170a, 196a, 222a, WA2–WA9 6.4: 432a, 455d, 477l 6.5: 536a, 538 6.6: 697g–697h, 726a, 752a, WA2–WA9
4. Paraphrase and integrate information from a variety of sources, distinguishing between relevant and/or extraneous information. (s) (ss)	These pages provide opportunities for students to meet this standard. 6.1: 20a, 89l, 90a, 114a 6.2: 170a, 196a, 222a 6.4: 432a, 455d, 477l 6.5: 536a, 538 6.6: 697g–697h, 726a, 752a

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5. Produce group interactive reports, including: <ul style="list-style-type: none"> •reviewing the purpose of the product, •assigning roles, •locating essential information, •coherently summarizing information, and •setting and meeting deadlines. (s) 	These pages prepare students to meet this standard. 6.1: 41l, 65l, 87l, 111l, 137l 6.2: 167l, 193l, 219l, 243l, 265l 6.3: 297l, 321l, 345l, 371l, 399l 6.4: 429l, 455l, 477l, 499l, 527l 6.5: 561l, 581l, 599l, 619l, 643l 6.6: 671l, 697l, 723l, 749l, 769l