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Word Analysis ☐ B1. Recognize and correctly pronounce most English phonemes while reading aloud. ☐ B2. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). **Fluency and Systematic Vocabulary Development** ☐	**Word Analysis** ☐ EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. ☐ EI2. Use common English morphemes in oral and silent reading. ☐ EI3. Recognize obvious cognates (e.g., *education, educación; university, universidad*) in phrases, simple sentences, literature, and content area texts.	**Word Analysis** ☐ I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. ☐ I2. Identify cognates (e.g., *agonía, agony*) and false cognates (e.g., *éxito, exit*) in literature and texts in content areas. **Fluency and Systematic Vocabulary Development** ☐ I3. Use a standard	**Word Analysis** ☒ EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., *remove, extend*). ☐ EA2. Distinguish between cognates and false cognates in literature and texts in content areas. **Fluency and Systematic Vocabulary Development** ☐ EA3. Use	**Word Analysis** ☐ A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. ☐ A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. **Fluency and Systematic Vocabulary Development** ☐ A3. Recognize that some words have	**Reading** ☒ **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development** Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. *Vocabulary and Concept Development* 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. ☐ 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of ☐	**EA1 ELD and ELA 1.0 Standards** SB, *Strategic Reading 3,* pp. 80, 96, 112.	

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B3. Recognize simple affixes (e.g., *educate, education*), prefixes (e.g., *dislike*), synonyms (e.g., *big, large*), and antonyms ☒ (e.g., *hot, cold*). B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence ☐ responses. B5. Respond with appropriate short phrases or sentences in	**Fluency and Systematic Vocabulary Development** ☐ EI4. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. ☐ EI5. Recognize simple idioms, analogies, and figures of speech (e.g., "the last word") in literature and subject-matter texts. ☐ EI6. Read simple paragraphs and passages	dictionary to derive the meaning of unknown vocabulary. ☒ I4. Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words. ☐ I5. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. ☐ I6. Demonstrate internalization of	knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. ☐ EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts. ☐ EA5. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.	multiple meanings and apply this knowledge consistently in reading literature and texts in content areas ☒ A4. Apply knowledge of academic and social vocabulary to achieve independent reading. ☐ A5. Use common idioms and some analogies (e.g., "shine like a star," "let the cat out of the bag") and metaphors. ☐ A6. Use a standard	words. 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo). **2.0 Reading Comprehension (Focus on Informational Materials)** ☒ Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in	**A4 ELD and 2.0 ELA Standards** SB, *Strategic Reading 3,* pp. 18, 26, 36, 44. **I4 ELD and ELA 1.0 Standards** SB, *Strategic Reading 3,* p. 80, 96, 112.	**A4 ELD and 2.0 ELA Standards** SB, *Strategic Reading 3,* pp. 50, 54, 82.

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various social and academic settings (e.g., answer simple questions). ☐ B6. Use an English dictionary to find the meaning of simple known ☐ vocabulary. B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). **Reading Comprehension** ☐ B8. Understand	independently. ☐ EI7. Recognize that some words have multiple meanings and apply this ☐ knowledge to texts. EI8. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some ☐ errors when speaking or reading aloud. EI9. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.	English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. ☐ I7. Use decoding skills and knowledge of both academic and social vocabulary to read ☐ independently. I8. Apply knowledge of text connectors to make inferences. **Reading Comprehension** ☐ I9. In detailed sentences identify	☒ EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). ☐ EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. ☐ EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	dictionary to determine the meaning of unknown words. ☒ **Reading Comprehension** A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text in content areas. ☐ A8. Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and devices.	*Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal. *Structural Features of Informational Materials* 2.1 Analyze the structure and format of functional, workplace documents, including	**A7 and 2.3 ELA Standards** SB, *Strategic Reading 3,* pp. 5, 29, 59, 61.	**A7 and 2.3 ELA Standards** SB, *Strategic Reading 3,* pp. 27, 75, 77.

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and follow simple multiple-step oral directions for classroom or work-related activities. B9. Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. B10. Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochure) by using key words or	☐ EI10. Use a standard dictionary to find the meaning of unknown vocabulary. ☐ EI11. Use appropriate connectors (e.g., *first, then, after that, finally*) to sequence written text. **Reading Comprehension** ☐ EI12. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.	orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax. ☐ I10. Present a brief report that verifies and clarifies facts in two to three forms of expository text. ☒ I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas.	☐ EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. **Reading Comprehension** ☐ EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas. ☐ EA11. Analyze the structure and format of workplace	☐ A9. Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas. ☐ A10. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.	the graphics and headers, and explain how authors use the features to achieve their purposes. 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. *Comprehension and Analysis of Grade-Level-Appropriate Text* ☒ 2.3 Generate relevant questions about readings on issues that can be researched. 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas ☐ and connect them to other sources and	**I11 ELD and 2.1 ELA Standards** SB, *Strategic Reading 3*, pp.10-11, 14-15, 31, 37, 43, 106-107.	

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☐ phrases. B11. Point out text features, such as the title, table of contents, and ☐ chapter headings. B12. Identify the vocabulary, syntax, and grammar used in public and work-place documents (e.g., speeches, debates, manuals, and contracts). **Literary Response and Analysis** ☐ B13. Identify orally the beginning, middle, and end of ☐ a simple literary text.	☐ EI13. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. ☐ EI14. Orally identify the features of simple excerpts of public documents by using key words or phrases. ☐ EI15. Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text. ☐	I12. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out ☐ simple applications. I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence ☐ by using simple sentences. ☐ I14. Read workplace documents and orally identify the structure and format (e.g., graphics and	documents and the way in which authors use structure and format to achieve their purposes. ☐ EA12. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography). ☐ EA13. Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and ☐ word choice.	A11. Prepare a brief ☐ research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography. **Literary Response and Analysis** A12. Describe the functions of ☐ dialogue, scene design, asides, and soliloquies in drama. A13. Explain the significance of several literary	related topics to demonstrate comprehension. 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. 2.6 Demonstrate use of ☒ sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software ☐ problems and in access guides to World Wide Web sites on the Internet). *Expository Critique* 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in		

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☐ B14. Read a simple selection and orally identify the speaker or narrator. ☐ B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences. ☐ B16. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. B17. Recognize the difference in points of view between first	EI16. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers). ☐ EI17. Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product. ☐ **Literary Response and Analysis** EI18. Respond	headers) and give one brief example of how the author uses the feature to achieve his or her purpose. ☐ I15. Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and work-place documents and content area texts. ☐ **Literary Response and Analysis** I16. Use expanded vocabulary and descriptive words in paraphrasing ☐ oral and written	EA14. Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks). ☐ **Literary Response and Analysis** EA15. Identify several literary elements and techniques (e.g., ☐ figurative language, imagery, and symbolism).	☐ elements and techniques (e.g., figurative language, imagery, allegory, and symbolism). ☐ A14. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic. A15. Analyze the interaction between characters and ☐ subordinate characters in literary texts (e.g., motivations and reactions). A16. Analyze recognized works of American literature	anticipation of possible reader ☐ misunderstandings. 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and ☐ evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). **3.0 Literary Response and Analysis** Students read and ☐ respond to historically or culturally significant		

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☐ person and third person by using phrases or simple sentences. B18. Recite simple poems	orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy). ☐ EI19. Read literary texts and orally identify the main events of the plot by using simple sentences. ☐ EI20. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences. ☐ EI21. Distinguish the characteristics	responses to texts. I17. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature. ☐ I18. Read literary texts and use detailed sentences to describe orally the sequence of events. ☐ I19. Apply knowledge of language to analyze and derive meaning from literary texts and ☐ comprehend them.	EA16. Read and identify ways in which poets use personification, figures of speech, ☐ imagery, and the "sound" of language. EA17. Identify the functions of dialogue, scene ☐ design, and asides in dramatic literature. EA18. Compare and contrast orally and in writing a similar theme or topic across ☐ several genres by using detailed sentences. EA19. Identify	☐ and identify their genre to contrast major periods and trends. A17. Relate the literary works of authors to the major ☐ themes and issues of their eras.	works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. *Structural Features of Literature* 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).		

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	of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables. ☐ EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama. ☐ EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	I20. Use detailed sentences to compare and contrast orally a similar theme or topic across three genres. ☐ I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. ☐ I22. Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic ☐	recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends. ☐ EA20. Identify recognized works of world literature and contrast the major literary forms and techniques. ☐ EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres. ☐ EA22. Identify techniques that		3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. *Narrative Analysis of Grade-Level-Appropriate Text* 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, ☐		

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		monologue. I23. Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.	have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).		dramatic monologue, and soliloquy. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. ☐ 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. ☐ 3.8 Interpret and evaluate the impact of ambiguities, subtleties,		

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									contradictions, ironies, and incongruities in a text.		
								☐	3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. *Literary Criticism*		
								☐	3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) 3.12 Analyze the way in		

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					☐ which a work of literature is related to the themes and issues of its historical period. (Historical approach) ☐ ☐		

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