

## ELA/ELD Standards Correlation Matrix for ELD Materials Grade 6 Reading

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

Publisher Pearson Education Program Title Pearson California Language Central

ELA Standards Grade 6 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p><i>Word Recognition</i></p> <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p><b>Word Analysis</b></p> <p>B1. Recognize and correctly pronounce most English phonemes while reading aloud.</p> <p>B2. Recognize the most common English morphemes in phrases and simple sentences.</p>	<p><b>Word Analysis</b></p> <p>EI1. Produce most English phonemes comprehensibly while reading aloud one’s own writing, simple sentences, or simple texts.</p> <p>EI2. Use common English morphemes in oral and silent reading.</p> <p>EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and content area texts.</p>	<p><b>Word Analysis</b></p> <p>I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p>I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas.</p>	<p><b>Word Analysis</b></p> <p>EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p> <p>EA2. Distinguish between cognates and false cognates in literature and texts in content areas.</p>	<p>ELA V 1.0, ELD EI3, I2, EA2: LC SE/TE, p. 5</p> <p>ELA V 1.1, ELD B1, EI1, I1, EA1: LC SE/TE, pp. 18–19</p> <p>ELA V 1.1, ELD B1, B2, EI1, EI2: LC SE/TE, p. 128</p> <p>ELA V 1.1, ELD B1, B2, EI1, EI2, I1: LC SE/TE, p. 182</p>	<p>ELA V 1.1, ELD B2, EI2, EI3: LC SE/TE, pp. 52–53</p> <p>ELA V 1.1, ELD B1, B2, I1: LC SE/TE, pp. 86–87</p> <p>ELA V 1.1, ELD EI3, LC SE/TE, p. 182</p>

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<p><i>Vocabulary and Concept Development</i></p> <p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i>).</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p>B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.</p> <p>B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).</p> <p>B5. Create a simple dictionary of words frequently used by the student.</p> <p>B6. Retell stories by using phrases and sentences.</p> <p>B7. Produce simple vocabulary</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p>EI4. Use knowledge of literature and content areas to understand unknown words.</p> <p>EI5. Read simple paragraphs and passages independently.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>EI7. Read aloud with appropriate pacing, intonation, and expression one’s own writing of narrative and expository texts.</p> <p>EI8. Use a standard dictionary to find the meaning of</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p>I3. Use a standard dictionary to determine meanings of unknown words.</p> <p>I4. Use knowledge of English morphemes, phonics, and syntax to decode text.</p> <p>I5. Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas.</p> <p>I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I7. Use decoding</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p>EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.</p> <p>EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).</p> <p>EA6. Use decoding skills and knowledge of academic and social vocabulary</p>	<p>ELA V 1.2, ELD I4, EA3: LC SE/TE, p. 5</p> <p>ELA V 1.2, ELD I8, EA4, EA5: LC SE/TE, p. 73</p> <p>ELA V 1.2, ELD B4, EI4, EI6, I8, EA3, EA4: LC SE/TE, p. 116</p> <p>ELA V 1.3, ELD B3, EI4, EA3: LC SE/TE, p. 4</p> <p>ELA V 1.3, ELD I3: LC SE/TE, p. 5</p> <p>ELA V 1.3, ELD B3: LC SE/TE, p. 30</p> <p>ELA V 1.3, ELD B4, EI4: LC SE/TE, p. 31</p> <p>ELA V 1.3, ELD EI8, I3: LC SE/TE, p. 141</p> <p>ELD V 1.4, ELD B5: LC SE/TE p. 6</p> <p>ELA V 1.4, ELD B7: LC SE/TE, pp. 6–7, 30</p> <p>ELA V 1.4, ELD B3, B7, EI4, EI5, I8, EA4, EA6, EA8: LC SE/TE, pp. 6–7</p> <p>ELA V 1.4, ELD B6, EI7: LC SE/TE, pp. 11, 113, 181, 145</p> <p>ELA V 1.4, ELD B3, B4, EI4, EI5, EI6, I4, I6, I7, I8, EA3, EA4, EA6, EA8: LC SE/TE,</p>	<p>ELA V 1.2, ELD B3, EI4, I7: LC SE/TE, p. 5</p> <p>ELA V 1.2, ELD EI4, I5, EA5: LC TE, pp. 52–53</p> <p>ELA V 1.2, ELD B4, EI4, I3, I4: LC SE/TE, p. 73</p> <p>ELA V 1.3, ELD I4, EA3, EA6: LC SE/TE, p. 31</p> <p>ELA V 1.3, ELD EI4, I4, EA3, EA4: LC SE/TE, p. 141</p> <p>ELA V 1.4, ELD B4, EI5, EA6, EA8: LC SE/TE, pp. 40–41</p> <p>ELA V 1.4, ELD B4, EI5: LC SE/TE, pp. 46–47, 58–59</p> <p>ELA V 1.4, ELD B3, B4, EI5, EA6: LC SE/TE, pp. 74–75</p> <p>ELA V 1.4, ELD B4, I7: LC SE/TE, p. 76</p> <p>ELA V 1.4, ELD B3: LC SE/TE, pp. 80–81</p> <p>ELA V 1.4, ELD B4, EI5, EI4, EA3, EA4, EA6: LC SE/TE, pp. 142–143</p> <p>ELA V 1.4, ELD B4, EI5, I4, I5, I7, EA3, EA4: LC SE/TE, pp. 148–149</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
	(single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	known vocabulary.	skills and knowledge of both academic and social vocabulary to read independently.  I8. Recognize that some words have multiple meanings.	to achieve independent reading.  EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.  EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	pp. 12–13, 24–25  ELA V 1.4, ELD B3, E14, I4, I8, EA3, EA4: LC SE/TE, p. 30  ELA V 1.4, ELD E14, EA3, EA6: LC SE/TE, p. 76  ELA V 1.4, ELD E14: LC SE/TE, pp. 80–81  ELA V 1.4, ELD B4, E15, EA6: LC SE/TE, pp. 92–93  ELA V 1.4, ELD EA7: LC SE/TE, p. 107  ELA V 1.4, ELD B4, E14, E15, I4, I7, EA6: LC SE/TE, pp. 108–109  ELA V 1.4, ELD B4, E15, EA6: LC SE/TE, pp. 110, 114–115  ELA V 1.4, ELD B4: LC SE/TE, pp. 120–121  ELA V 1.4, ELD B3, E15, I4, I5, EA4, EA6: LC SE/TE, pp. 126–127  ELA V 1.4, ELD B3, E14, E15, I6, EA6: LC SE/TE, p. 129  ELA V 1.4, ELD B4, E15: LC SE/TE, p. 188  ELA V 1.5, ELD B3, B7, E14, I4, I8, EA3,	ELA V 1.4, ELD B4, E15, I4, I5, I7: LC SE/TE, pp. 154–155  ELA V 1.4, ELD B4, B3, B7, E14, E15, E16, I4, I5, I7, EA3, EA4, EA6: LC SE/TE, pp. 160–161  ELA V 1.4, ELD B4, E14, E15, I4, I5, I7, EA4: LC SE/TE, pp. 176–177  ELA V 1.4, ELD B3, B4, E15, I5, I7, EA3, EA4: LC SE/TE, pp. 194–195

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					EA4: LC SE/TE, p. 30	
<p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Identify the structural features of popular media (e.g., newspapers,</p>	<p><b>Reading Comprehension</b></p> <p>B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases.</p> <p>B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities.</p> <p>B10. Recognize categories of common informational materials (e.g., newspaper, brochure).</p> <p>B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts.</p> <p>B12. Point out text features, such as the title, table of contents,</p>	<p><b>Reading Comprehension</b></p> <p>EI9. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.</p> <p>EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.</p> <p>EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.</p> <p>EI12. Read text and orally identify the main ideas and details of informational materials, literary</p>	<p><b>Reading Comprehension</b></p> <p>I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.</p> <p>I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas.</p> <p>I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.</p> <p>I12. Identify and use detailed sentences to explain orally the differences among some</p>	<p><b>Reading Comprehension</b></p> <p>EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.</p> <p>EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).</p> <p>EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).</p>	<p>ELA R 2.0, ELD B12: LC SE/TE, pp. 1, 35, 69, 103, 137, 171</p> <p>ELA R 2.1, ELD B10, B14, EI14: LC TE/SE, p. 26</p> <p>ELA R 2.1, ELD B10, EI11, I13, EA11: LC SE, pp. IC1, IC4, IC8</p> <p>ELA R 2.1, B10, B13, EI11, EI14, I13, EA11: LC SE, p. IC2</p> <p>ELA R 2.1, ELD B10, B12, EI11, I13, EA10, EA11: LC SE, p. IC3</p> <p>ELA R 2.1, ELD B10, B12, EI11, EI12, I13, EA11: LS SE, p. IC5</p> <p>ELA R 2.2, ELD B8, B9, B13, B14, EI9, I9: LC SE/TE, p. 156</p> <p>ELA R 2.2, ELD B8, B9, B13, EI9, EI12, EI14, I9, I10: LC SE/TE, p. 163</p> <p>ELA R 2.3, ELD B8, B11, EI9, EI12, I9, EA9: LC SE/TE, pp. 6–7</p> <p>ELA R 2.3, ELD B8, EI9, I9, EA10: LC SE/TE, pp. 18–19, 24–25</p> <p>ELA R 2.3, ELD B10, B11, B14, EI13, I10, EA9, EA10: LC</p>	<p>ELA R 2.1, ELD B11, EI12, I10, EA9: LC SE/TE, pp. 54, 55</p> <p>ELA R 2.2, ELD B8, B11, EI10, EA9: LC SE/TE, p. 167</p> <p>ELA R 2.3, ELD B9, B11, EI9, I10, EA9: LC SE/TE, p. 42</p> <p>ELA R 2.3, ELD B8, EI9, I9, I10, EA9: LC SE/TE, pp. 46–47</p> <p>ELA R 2.3, ELD B8, B9, EI9, I9, EA9: LC SE/TE, pp. 52–53, 58–59</p> <p>ELA R 2.3, ELD B8, B9, B11, EI9, EI12, I9, I10, EA9: LC SE/TE, pp. 176–177</p> <p>ELA R 2.3, ELD B8, EI9, I9: LC SE/TE, pp. 183, 189</p> <p>ELA R 2.4, ELD B11, EI12, I10, EA9: LC SE/TE, p. 32</p> <p>ELA R 2.4, ELD B9, B11, EI9, I10, EA9: LC SE/TE, p. 43</p> <p>ELA R 2.4, B8, B9, I10, EA9: LC SE/TE, pp. 48, 49, 61</p> <p>ELA R 2.4, ELD B8, I10, EA9: LC SE/TE, p. 60</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>magazines, online information) and use the features to obtain information.</p> <p>2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p> <p><i>Expository Critique</i></p> <p>2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>2.8 Note instances of</p>	<p>and chapter headings.</p> <p>B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.</p> <p>B14. Orally identify examples of fact and opinion and cause and effect in simple texts.</p>	<p>text, and text in content areas by using simple sentences.</p> <p>EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.</p> <p>EI14. Orally identify the factual components of simple informational materials by using key words or phrases.</p>	<p>categories of informational materials.</p> <p>I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books).</p>		<p>SE/TE, p. 27</p> <p>ELA R 2.3, ELD B10, B14, EI13, I10, I13, EA9, EA10: LC SE/TE, p. 32</p> <p>ELA R 2.3, ELD B8, B11, EI9, I9, EA9: LC SE/TE, pp. 74–75</p> <p>ELA R 2.3, ELD B8, EI9, I9, EA9: LC SE/TE, pp. 86–87, 121</p> <p>ELA R 2.3, ELD B8, B11, EI9, I10, EA9: LC SE/TE, p. 109</p> <p>ELA R 2.3, ELD B8, B9, EI9, I9: LC SE/TE, pp. 126–127</p> <p>ELA R 2.3, ELD B8, B11: LC SE/TE, pp. 142–143</p> <p>ELA R 2.3, ELD B8, B9, B11, EI9, EI12, I9, I10, EA9: LC SE/TE, pp. 154–155</p> <p>ELA R 2.3, ELD B11, EI12, I10, EA9: LC SE/TE, p. 183</p> <p>ELA R 2.3, ELD B11, I10, EA9: LC SE/TE, p. 189</p> <p>ELA R 2.4, ELD B8, EI9, EI12, I9, I10: LC SE/TE, p. 8</p> <p>ELA R 2.4, ELD B8, EI9, EI12, I9, EA9: LC</p>	<p>ELA R 2.4, ELD B9, EI9, I10, I12, EA9: LC SE/TE, p. 77</p> <p>ELA R 2.4, ELD B8, B9, B10, EI9, EI12, I10, EA9: LC SE/TE, p. 82</p> <p>ELA R 2.4, ELD B8, B9, EI9, I12: LC SE/TE, p. 88</p> <p>ELA E 2.4, ELD B9, EI9, I12: LC SE/TE, p. 89</p> <p>ELA R 2.4, EI9, I12: LC SE/TE, pp. 94, 95</p> <p>ELA R 2.4, ELD B8, B9, B11, I9, EA9: LC SE/TE, p. 167</p> <p>ELA R 2.4, ELD B9, B11, EI12, I10, EA9: LC SE/TE, p. 185</p> <p>ELA R 2.4, ELD B8, B9, B11, EI9, EI10, I10, EA9: LC SE/TE, p. 191</p> <p>ELA R 2.4, ELD B9, B11, EI10, I9: LC SE/TE, p. 197</p> <p>ELA R 2.6, ELD B8, B9, EI9, I9, I10, I12, EA9: LC SE/TE, p. 95</p> <p>ELA R 2.7, ELD B9, EI9, EI11: LC SE/TE, p. 83</p> <p>ELA R 2.7, ELD B8, EI9, I9, EA9: LC</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.					<p>SE/TE, p. 9</p> <p>ELA R 2.4, ELD B8, EI9, I9, EA9: LC SE/TE, pp. 14, 15</p> <p>ELA R 2.4, ELD B14, EI13, I10, EA9: LC SE/TE, pp. 20, 26</p> <p>ELA R 2.4, ELD B8, B9, EI9, I9, EA9: LC SE/TE, p. 31</p> <p>ELA R 2.4, ELD B13, EI10: LC SE/TE, p. 77</p> <p>ELA R 2.4, ELD B11, EI12, I10, EA9: LC SE/TE, p. 88</p> <p>ELA R 2.4, ELD B11, I10, EA9: LC SE/TE, p. 89</p> <p>ELA R 2.4, ELD B9, B11, I10, EA9: LC SE/TE, pp. 94, 95</p> <p>ELA R 2.4, ELD B9, EI9, I9: LC SE/TE, p. 111</p> <p>ELA R 2.4, ELD B9, EI9, I10, I12, EA9: LC SE/TE, p. 117</p> <p>ELA R 2.4, ELD B8, B9, B11: LC SE/TE, p. 122</p> <p>ELA R 2.4, B8, B9, EI9: LC SE/TE, p. 123</p> <p>ELA R 2.4, ELD B9, B11, EI9, I10, EA9: LC SE/TE, p. 145</p>	<p>SE/TE, p. 150</p> <p>ELA R 2.7, ELD B8, B9, B11, B13, EI10, EI12, I9, I11, EA9: LC SE/TE, p. 157</p> <p>ELA R 2.7, ELD B8, B9: LC SE/TE, p. 162</p> <p>ELA R 2.7, ELD B9, B11, EI10, EI11, I9, EA9: LC SE/TE, p3 179</p> <p>ELA R 2.7, ELD B9, B11, EI9, I10, EA9: LC SE/TE, pp. 184, 185</p> <p>ELA R 2.7, ELD B11, EI11, EI12, EI14, I10, EA9: LC SE/TE, p. 190</p> <p>ELA R 2.7, ELD B9, EI10, EI11, I9, EA9: LC SE/TE, p. 196</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
					<p>ELA R 2.4, ELD B9, EI10, I9, I10, EA9: LC SE/TE, p. 151</p> <p>ELA R 2.4, ELD B14, EI13: LC SE/TE, p. 185</p> <p>ELA R 2.4, ELD EI10: LC SE/TE, p. 191</p> <p>ELA R 2.5, ELD B9, B10, EI10, I11: LC SE, p. IC6</p> <p>ELA R 2.5, ELD B9, EI10, EI11, I11, I13, EA10, EA11: LC SE, p. IC9</p> <p>ELA R 2.6, ELD B8, EI9, EI12, I9, EA9: LC SE/TE, pp. 12–13</p> <p>ELA R 2.6, ELD B14, EI13, I10, EA9: LC SE/TE, p. 21</p> <p>ELA R 2.6, ELD EI13, EI14: LC SE/TE, p. 95</p> <p>ELA R 2.7, ELD B11, EI12, I10, EA9: LC SE/TE, p. 83</p> <p>ELA R 2.7, ELD B14, EI13: LC SE/TE, pp. 184, 185</p> <p>ELA R 2.7, ELD B12, B13: LC SE/TE, p. 190</p> <p>ELA R 2.8, ELD B8, B9, EI9, EI12, I9, I10, EA9: LC SE/TE, p. 115</p>	

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
					ELA R 2.8, ELD B8, B11, EI9, I9, EA9: LC SE/TE, pp. 194–195	
<p><b>3.0 Literary Response and Analysis</b></p> <p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Identify the forms of fiction and describe the major characteristics of each form.</p>	<p><b>Literary Response and Analysis</b></p> <p>B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.</p> <p>B20. Recite simple poems.</p>	<p><b>Literary Response and Analysis</b></p> <p>EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.</p>		<p><b>Literary Response and Analysis</b></p> <p>EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.</p>	<p>ELA LR 3.1, ELD B20: LC TE, pp. 2, 36, 70, 104, 138, 172</p> <p>ELA LR 3.1, ELD EI19, EA18: LC SE, p. L1</p> <p>ELA LR 3.1, ELD B19, EI19, EA18: LC SE, p. L2</p> <p>ELA LR 3.1, ELD EI19, EA18: LC SE/TE, pp. L1, L4</p> <p>ELA LR 3.1, ELD B19: LC SE/TE, p. L3</p> <p>ELA LR 3.1, ELD EI19, EA18: LC SE/TE, p. L4</p>	

ELA Standards Grade 6 Writing	ELD Standards Writing Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p><b>1.0 Writing Strategies</b></p> <p>Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p> <p><i>Organization and Focus</i></p> <p>1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>1.2 Create multiple-paragraph expository compositions:</p> <p>a. Engage the interest of the reader and state a clear purpose.</p> <p>b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</p> <p>c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast;</p>	<p><b>Writing Strategies</b></p> <p>B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.</p> <p>B2. Create simple sentences or phrases with some assistance.</p> <p>B3. Write a brief narrative by using a few simple sentences that include the setting and some details.</p> <p>B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.</p> <p>B5. Write simple compositions, such as descriptions and comparison and contrast, that</p>	<p><b>Writing Strategies</b></p> <p>EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text.</p> <p>EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.</p> <p>EI3. Create a draft of a paragraph by following an outline.</p> <p>EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p> <p>EI5. Write expository compositions, such as descriptions,</p>	<p><b>Writing Strategies</b></p> <p>I1. Narrate a sequence of events and communicate their significance to the audience.</p> <p>I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.</p> <p>I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.</p> <p>I4. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.</p>	<p><b>Writing Strategies</b></p> <p>EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.</p> <p>EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.</p> <p>EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.</p> <p>EA4. Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p>EA5. Write</p>	<p>ELA W 1.0, ELD B2, EI4, I5, I8, EA8: LC SE, p. WP1</p> <p>ELA W 1.0, ELD B2, EI2, EI6, I5, I8, EA8: LC SE, p. WP2</p> <p>ELA W 1.0, ELD B2, B3, B4, B5, EI3, EI7, I8: LC SE, p. WP3</p> <p>ELA W 1.0, ELD B1, B2, EI7, I9, EA8, EA9: LC SE, p. WP6</p> <p>ELA W 1.1, ELD B2, EI1, I4, EA3, EA4: LC SE/TE, p. 29</p> <p>ELA W 1.1, ELD EI3, I2, I4, EA3, EA4: LC SE/TE, p. 97</p> <p>ELA W 1.1, ELD EI8: LC SE, p. IC6</p> <p>ELA W 1.1, ELD EA5: LC SE, pp. IC6, IC7</p> <p>ELA W 1.1, ELD B6: LC SE, pp. IC6, IC7, IC8</p> <p>ELA W 1.1, ELD B4, EI3, EA1: LC SE, p. WP3</p> <p>ELA W 1.2, ELD B4, B5, EI5, EI6, EI7, I2, EA2, EA6, EA8, EA9: LC SE/TE, p. 91</p> <p>ELA W 1.2, ELD B1, B2, B3, EI1, EI2, EI3, EI4, I2, I6, I8, EA2, EA6, EA8: LC SE/TE, p. 125</p>	<p>ELA W 1.1, ELD B2, B3, B4, EI2, EI7, I7, EA4: LC SE/TE, p. 57</p> <p>ELA W 1.1, ELD B1, B2, EI1, EI2, EI7, EA1: LC SE/TE, p. 83</p> <p>ELA W 1.1, ELD B2, B5, EI1, EI4, I4, I9: LC SE/TE, p. 97</p> <p>ELA W 1.1, ELD B2, B4, B5, EI2, EI4, EI5, I4, I5, EA3: LC SE/TE, p. 165</p> <p>ELA W 1.2, ELD B1, EI3, I1, I3, I5: LC SE/TE, p. 91</p> <p>ELA W 1.2, ELD B1, EI3, EI4, EA8: LC SE/TE, p. 193</p> <p>ELA W 1.3, ELD B2, EI1, EI4, I1, I4, I8: LC SE/TE, p. 85</p> <p>ELA W 1.4, ELD B3, B4, EI4, I4, I6, EA3, EA4: LC SE/TE, p. 140</p>

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	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>organization by categories; and arrangement by spatial order, order of importance, or climatic order.</p> <p><i>Research and Technology</i></p> <p>1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p> <p><i>Evaluation and Revision</i></p> <p>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>have a main idea and some detail.</p> <p>B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.</p>	<p>comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.</p> <p>EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.</p> <p>EI7. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>EI8. Complete simple informational documents related to career development (e.g., bank forms</p>	<p>I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p> <p>I6. Write documents related to career development (e.g., business letter, job application).</p> <p>I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.</p> <p>I8. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical</p>	<p>pieces related to career development (e.g., business letter, job application, letter of inquiry).</p> <p>EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.</p> <p>EA7. Write detailed fictional biographies or autobiographies.</p> <p>EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.</p> <p>EA9. Write an essay or report that balances</p>	<p>ELA W 1.2, B4, B5, EI5, EI6, EI7, I2, I3, I4, I9, EA3: LC SE/TE, p. 193</p> <p>ELA W 1.2, ELD B2, EI1, EI2, EI4, I5, I8, EA1, EA6, EA8: LC SE, p. WP3</p> <p>ELA W 1.3, ELD B1, B5, EI5, EI6, I2, I9, EA6: LC SE/TE, p. 85</p> <p>ELA W 1.3, ELD B2, B3, B4, EI1, EI2, EI4, EI7, I3, I4, I5, I8: LC SE/TE, p. 159</p> <p>ELA W 1.3, ELD B2, EI2, EI6, I5, I8, EA8: LC SE, p. WP2</p> <p>ELA W 1.4, ELD B4, EI4, EI5, I4, I7, EA3, EA6: LC SE/TE, p. 110</p> <p>ELA W 1.4, ELA B1, EI6: LC SE/TE, p. 125</p> <p>ELA W 1.4, ELD EI6, I8: LC SE, p. WP2</p> <p>ELA W 1.5, ELD B2, B3, B4, EI2, EI7, I7, EA4, EA7: LC SE/TE, p. 57</p> <p>ELA W 1.5, ELA B1, EI6: LC SE/TE, p. 125</p> <p>ELA W 1.5, ELD B4, EI7, I9, EA9: LC SE, p. WP6</p> <p>ELA W 1.6, ELD B3, B5, EI1, EI4, I1, I4,</p>	

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	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
		and job applications).	forms (Some rules may not be followed.)  I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	EA3, EA4: LC SE/TE, p. 23  ELA W 1.6, ELD B2, B3, B4, E11, E12, E14, E17, I3, I4, I5, I8, EA3, EA6: LC SE/TE, p. 159  ELA W 1.6, ELD B2, E17, I5, I8, EA4: LC SE, p. WP4	
<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <p>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b. Include sensory details and concrete language to develop</p>					<p>ELA W 2.0: LC SE/TE, pp. 23, 57, 91, 125, 159, 193</p> <p>ELA W 2.1: LC SE/TE, p. 23</p> <p>ELA W 2.1: LC SE, p. WP4</p> <p>ELA W 2.2: LC SE, p. WP4</p> <p>ELD W 2.3: LC SE/TE, p. 91</p> <p>ELA W 2.4: LC SE/TE, pp. 11, 131, 63</p> <p>ELA W 2.5: LC SE/TE, pp. 125, 159</p>	

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	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, suspense).</p> <p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>a. State the thesis or purpose.</p> <p>b. Explain the situation.</p> <p>c. Follow an organizational pattern appropriate to the type of composition.</p> <p>d. Offer persuasive evidence to validate arguments and conclusions as needed.</p> <p>2.3 Write research reports:</p> <p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p> <p>2.4 Write responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading,</p>						

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<p>understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p> <p>2.5 Write persuasive compositions:</p> <p>a. State a clear position on a proposition or proposal.</p> <p>b. Support the position with organized and relevant evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p>						

ELA Standards Grade 6 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><b>1.0 Listening and Speaking Strategies</b></p> <p>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</p> <p><i>Comprehension</i></p> <p>1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>1.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>1.3 Restate and execute multiple-step oral instructions and directions.</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>1.5 Emphasize salient points to assist the listener in following the main ideas and</p>	<p><b>Strategies and Applications</b></p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Ask and answer questions by using simple sentences or phrases.</p> <p>B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).</p> <p>B4. Independently use common social greetings and simple</p>	<p><b>Strategies and Applications</b></p> <p>EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions by using phrases or simple sentences.</p> <p>EI3. Restate and execute multiple-step oral directions.</p> <p>EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content.</p> <p>EI5. Orally communicate basic needs (e.g., "I need to borrow</p>	<p><b>Strategies and Applications</b></p> <p>I1. Respond to messages by asking simple questions or by briefly restating the message.</p> <p>I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p> <p>I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in</p>	<p><b>Strategies and Applications</b></p> <p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details</p> <p>EA2. Retell stories in greater detail by including the characters, setting, and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p>	<p>ELA LS 1.0, ELD I2: LC SE/TE, pp. 51, 85, 153</p> <p>ELA LS 1.1, ELD B2, EI2, I4, EA4: LC SE/TE, p. 3</p> <p>ELA LS 1.2, ELD B1, B2, EI1, EI2, EI3, I1, I3, EA1, EA3, EA5: LC SE/TE, p. 11</p> <p>ELA LS 1.2, ELD B1, EI1, I2, EA2, EA3, EA5: LC SE/TE, p. 113</p> <p>ELA LS 1.2, ELD B1, B2, EI1, EI4, I3, I4, I5, EA2, EA3, EA4, EA5: LC SE/TE, p. 181</p> <p>ELA LS 1.3, ELD B1, B2, B3, EI1, EI2, EI3, I3, I4, EA4, EA5: LC SE/TE, p. 153</p> <p>ELA LS 1.3, ELD B4: Newcomer, pp. 2–3, 6–7, 42–43, 54–55</p> <p>ELA LS 1.3, ELD B4: Newcomer TE, pp. 2, 8, 56, 62, 80</p> <p>ELA LS 1.3, ELD EI5: Newcomer, pp. 2–3, 6–7, 42–43, 54–55</p> <p>ELA LS 1.3, ELD EI5: Newcomer TE, pp. 2, 8, 56, 62, 80</p> <p>ELA LS 1.4, ELD I1, EA4, EA5: LC SE/TE, p. 45</p>	<p>ELA LS 1.1, ELD B1, EI1, EI3, I1, I2, I3, EA3: LC SE/TE, p. 3</p> <p>ELA LS 1.4, ELD B1, B2, B3, EI4, EI5, I5: LS SE/TE, p. 3</p> <p>ELA LS 1.4, ELD B1, B2, EI1, EI2, I3, EA3: LC SE/TE, p. 45</p> <p>ELA LS 1.4, ELD B2, B3, EI1, EI2, EI3, I1, I2, I3, I4, EA1, EA2, EA3, EA4, EA5, EA6: LC SE/TE, p. 71</p> <p>ELA LS 1.4, ELD B2, B3, EI1, EI2, I3, I4, EA4, EA5: LC SE/TE, p. 79</p> <p>ELA LS 1.4, ELD B2, B3, EI1, EI2, I3, I4, EA4, EA5: LC SE/TE, p. 79</p> <p>ELA LS 1.4, ELD B1, B2, B3, EI1, EI2, EI3, I1, I2, I3, EA4, EA5, EA6: LC SE/TE, p. 139</p> <p>ELA LS 1.4, ELD B1, B2, B3, EI1, EI2, I1, I3, I4, I5, EA3, EA4, EA5: LC SE/TE, p. 147</p> <p>ELA LS 1.4, ELD B3, EI3, I1, I2, I3: LC SE/TE, p. 187</p> <p>ELA LS 1.5, ELD B1, B2, EI1, EI2, I1, I3,</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>concepts.</p> <p>1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p>	<p>repetitive phrases (e.g., “Good morning, Ms. _____”).</p>	<p>a pencil”).</p>	<p>social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.</p>	<p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.</p> <p>EA7. Use simple figurative language and idiomatic expressions</p>	<p>ELA LS 1.4, ELD EA1: LC SE/TE, p. 187</p> <p>ELA LS 1.5, ELD I4, EA4: LC SE/TE, p. 45</p> <p>ELA LS 1.5, ELD B4, E14, I4, I5, EA4, EA5, EA6: LC SE/TE, p. 51</p> <p>ELA LS 1.5, ELD I5, EA5: LC, SE/TE, p. 85</p> <p>ELA LS 1.5, ELD EA7: LC SE/TE, p. 107</p> <p>ELA LS 1.5, ELD EA5: LC SE/TE, p. 187</p> <p>ELA LS 1.6, ELD B3, I2, EA5: LC SE/TE, p. 85</p> <p>ELA LS 1.7, ELD B1, B3, E12, E15, I3, EA2, EA3, EA5: LC SE/TE, p. 11</p> <p>ELA LS 1.7, ELD B1, E11, I2, EA2, EA3, EA5: LC SE/TE, p. 113</p>	<p>EA3: LC SE/TE, p. 45</p> <p>ELA LS 1.5, ELD B1, B2, B3, I3, EA3: LC SE/TE, p. 51</p> <p>ELA LS 1.5, ELD B1, B2, E12, E13, E14, I2, EA3: LC SE/TE, p. 85</p> <p>ELA LS 1.5, ELD B3, E12, E13, I2, I3, EA3, EA4: LC SE/TE, p. 187</p> <p>ELA LS 1.6, ELD B1, B2, B3, E11, E12, I3, I4, EA4, EA5: LC SE/TE, p. 79</p> <p>ELA LS 1.6, ELD B2, E12, E14, I3, I5, EA3, EA4: LC SE/TE, p. 85</p> <p>ELA LS 1.7, ELD B1, B2, E11, E14, I3, I4, I5, EA2, EA3, EA4, EA5: LC SE/TE, p. 181</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
				(e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.		
<p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p> <p>1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>					ELA LS 1.9: LC SE/TE, pp. 114–115, 117, 119	
<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>		EL6. Prepare and deliver short oral presentations.	I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	EA8. Prepare and deliver presentations that use various sources.	<p>ELA LS 2.0, ELD EI6, I6, EA8: LC SE/TE, pp. 51, 79, 119, 153, 187</p> <p>ELA LS 2.1, ELD EI6: LC SE/TE, pp. 11, 181</p> <p>ELA LS 2.1, ELD EI6, I6, EA8: LC SE/TE, p. 113</p> <p>ELA LS 2.2, ELD EI6, I6, EA8: LC SE/TE, p. 119</p> <p>ELA LS 2.2, ELD EI6, EA8: LC SE/TE, p. 79</p> <p>ELA LS 2.2, ELD EA8: LC SE/TE, p. 187</p> <p>ELA LS 2.3, ELD EA8:</p>	ELA LS 2.3, EI6: LC SE/TE, p. 63

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<p>Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations:</p> <p>a. Establish a context, plot, and point of view.</p> <p>b. Include sensory details and concrete language to develop the plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p> <p>2.2 Deliver informative presentations:</p> <p>a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</p> <p>b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</p> <p>2.3 Deliver oral responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the selected interpretation around several</p>					<p>LC SE/TE, p. 97</p> <p>ELA LS 2.4, ELD E16: LC SE/TE, p. 45</p> <p>ELA LS 2.5, ELD E16, I6, EA8: LC SE/TE, pp. 51, 85, 153</p>	

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>clear ideas, premises, or images.</p> <p>c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.</p> <p>2.4 Deliver persuasive presentations:</p> <p>a. Provide a clear statement of the position.</p> <p>b. Include relevant evidence.</p> <p>c. Offer a logical sequence of information.</p> <p>d. Engage the listener and foster acceptance of the proposition or proposal.</p> <p>2.5 Deliver presentations on problems and solutions:</p> <p>a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.</p> <p>b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.</p>						

ELA Standards Grade 6 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><b>1.0 Written and Oral English Language Conventions</b></p> <p>Students write and speak with a command of standard English conventions appropriate to the grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><i>Grammar</i></p> <p>1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p><i>Punctuation</i></p> <p>1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p><i>Capitalization</i></p> <p>1.4 Use correct capitalization.</p> <p><i>Spelling</i></p> <p>1.5 Spell frequently misspelled words correctly (e.g., their they're, there).</p>	<p><b>English Language Conventions</b></p> <p>B7. Edit one's own work and correct the punctuation.</p> <p>B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.</p> <p>B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.</p>	<p><b>English Language Conventions</b></p> <p>EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p>EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.</p> <p>EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.</p>	<p><b>English Language Conventions</b></p> <p>I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>I11. Edit and correct basic grammatical structures and usage of the conventions of writing.</p>	<p><b>English Language Conventions</b></p> <p>EA10. Create coherent paragraphs through effective transitions.</p> <p>EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>EA12. Edit writing for grammatical structures and the mechanics of writing.</p>	<p>ELA LC 1.0, ELD B8, EI9, I10, EA12: LC SE/TE, pp. 10, 16, 33</p> <p>ELA LC 1.0, ELD B8: LC SE/TE, p. 33</p> <p>ELA LC 1.0, ELD EI10, I10: LC SE/TE, p. 78</p> <p>ELA LC 1.0, ELD B8, EI9: LC SE/TE, p. 96</p> <p>ELA LC 1.0, ELD B8, EI11: LC SE/TE, p. 118</p> <p>ELA LC 1.0, ELD B8: LC SE/TE, p. 124</p> <p>ELA LC 1.0, ELD EA10: LC SE/TE, p. 125</p> <p>ELA LC 1.0, ELD B7, B8, B9: LC SE, p. WP5</p> <p>ELA LC 1.0, ELD B9, EI9, I10, EA11: LC SE, p. SP3</p> <p>ELA LC 1.1, ELD B8, EI9, I11, EA12: LC SE/TE, p. 112</p> <p>ELA LC 1.1, ELD B8, EI11: LC SE/TE, p. 130</p> <p>ELA LC 1.1, ELD EI11: LC SE/TE, p. 186</p> <p>ELA LC 1.2, ELD B8, EI9, I11, EA12: LC SE/TE, p. 28</p>	<p>ELA LC 1.0, ELD B8: LC SE/TE, pp. 44, 50</p> <p>ELA LC 1.0, ELD B8, EI9, I10: LC SE/TE, p. 56</p> <p>ELA LC 1.0, ELD B8, EI11, EA12: LC SE/TE, p. 78</p> <p>ELA LC 1.0, ELD B8, I10, EA12: LC SE/TE, p. 84</p> <p>ELA LC 1.0, ELD B8, EI10, I11, EA12: LC SE/TE, p. 90</p> <p>ELA LC 1.0, ELD I10, EA12: LC SE/TE, p. 96</p> <p>ELA LC 1.0, ELD B8, EI11: LC SE/TE, p. 101</p> <p>ELA LC 1.0, ELD B8, EI11: LC SE/TE, pp. 146, 158, 164</p> <p>ELA LC 1.0, ELD B8: LC SE/TE, p. 152</p> <p>ELA LC 1.0, ELD B7, B8, B9, EI9, EA12: LC SE/TE, p. 169</p> <p>ELA LC 1.1, ELD B8, I11: LC SE/TE, p. 180</p> <p>ELA LC 1.1, ELD B8, I11, EA12: LC SE/TE, p. 186</p> <p>ELA LC 1.2, ELD B8, EI11: LC SE/TE, p. 62</p> <p>ELA LC 1.3, ELD B8:</p>

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					ELA LC 1.2, ELD EI9, I10, I11, EA11, EA12: LC SE, p. WP5  ELA LC 1.3, ELD EI9, EI11, I11, EA12: LC SE/TE, p. 192  ELA LC 1.4, ELD B9, EI9, I1, EA12: LC SE/TE, p. 10  ELA LC 1.4, ELD B9, EI9: LC SE/TE, p. 96  ELA LC 1.5, ELD EI9, I11, EA12: LC SE/TE, p. 33  ELA LC 1.5, ELD B7, B8, EI9, I10, EA11: LC SE, p. WP5  ELA LC 1.5, ELD B9, EI9, I10, EA11: LC SE, pp. SP1, SP2, SP4–12	LC SE/TE, p. 192  ELA LC 1.3, ELD B7, EI11, I11, EA12: LC SE/TE, p. 198  ELA LC 1.4, ELD B8, I10, EA12: LC SE/TE, p. 96

**Key:**

**LC:** Language Central

**SE:** Student Edition

**TE:** Teacher Edition