

**COVER SHEET FOR  
ELA/ELD STANDARDS CORRELATION MATRIX FOR  
SUPPLEMENTAL ELD MATERIALS  
(SB 1113 – BUDGET ACT 2004-05)**

SB 1113 requires that “the department shall develop a correlation matrix that shall be used to determine if the instructional materials correlate to the standards adopted by the State Board of Education. The contents of the matrix will be divided into the English language development levels of proficiency, and indicate how the English language development standards will be used to provide a path to obtaining grade level skills in reading, writing, and speaking.”

**Publisher: Mondo Publishing**  
980 Avenue of the Americas  
New York, NY 10018  
[www.mondopub.com](http://www.mondopub.com)  
888-88-MONDO

**Program Title: Let’s Sing About It!**

**Grade Level(s): Grade 2 – Reading**

**Program Description:**

The Let’s Sing About It! collection of songs and poems provides opportunities for students to tune into the sounds and structures of language, build oral language, develop print concept, enhance phonemic awareness and phonics and increase fluency.

**Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers’ edition, WB = workbook, etc.)**

**LB= Lesson Booklets**

**On this page, please list the components of the instructional materials addressed on the attached matrix, including the ISBN number for each component.** A separate International Standard Book Number (ISBN) facilitates the identification of each program or separate component satisfying the ISBN evaluation criteria. For information regarding assignment and use of ISBNs, contact:

U.S. ISBN Agency  
630 Central Avenue  
New Providence, NJ 07974  
Tel: 877-310-7333  
Fax: 908-219-0188  
[isbn-san@bowker.com](mailto:isbn-san@bowker.com)

**Programs or separate program components that do not meet ISBN evaluation criteria and/or have not been assigned ISBNs should be identified by some other unique number/letter combination. Publishers are asked to limit this identifier to no more than 13 characters.**

<b><u>COMPONENT TITLE</u></b>	<b><u>ISBN NUMBER</u></b>
Let's Sing About It! Grade 2	1593361092

Publisher: Mondo Publishing				Program Title: Let's Sing About It! Grade 2			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s			
X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

Grades K-2 ELD Reading						ELA Standards							
Beginning		Early Intermediate		Intermediate		Grade 2		Primary Citation	Supporting Citation				
<input type="checkbox"/>	<b>Word Analysis</b> B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.	<input type="checkbox"/>	<b>Word Analysis</b> EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.	<input type="checkbox"/>	<b>Word Analysis</b> I1. Pronounce most English phonemes correctly while reading aloud.  <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b>	<input type="checkbox"/>	<b>Word Analysis</b> EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).  <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b>	<input type="checkbox"/>	<b>Word Analysis</b> A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).  <b>English-Language Arts content Standards Kindergarten</b>	<input type="checkbox"/>	<b>Reading</b> 1.0 <b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>  Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Decoding and Word Recognition</i>	<b>B8-ELD &amp; 1.6 ELA Standard</b> <i>Off to Squintum's</i> Lesson Booklet (LB) Session 1. <i>The Four Musicians</i> (LB) Session 1.	<b>B8-ELD &amp; 1.6 ELA Standard</b> <i>The Ant Chant</i> Lesson Booklet (LB) Session 1. <i>Come On!</i> (LB) Session 1.
<input type="checkbox"/>	<b>Fluency and Systematic Vocabulary Development</b> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	<input type="checkbox"/>	<b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b> EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and	<input type="checkbox"/>	I2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/,j, d, j/).	<input type="checkbox"/>	EA2. Track (move sequentially from sound to sound) and represent	<input type="checkbox"/>	A2. Match all consonant and short-vowel sounds to appropriate letters.	<input type="checkbox"/>	A3. Read simple one-syllable and high-frequency words (i.e., sight words).	<b>B13-ELD &amp; 2.4 ELA Standard</b> <i>The Platypus</i> Lesson Booklet (LB) Session 2. <i>Something is There</i> (LB) Session 2.	<b>B13-ELD &amp; 2.4 ELA Standard</b> <i>Witches' Menu</i> Lesson Booklet (LB) Session 2. <i>Hiccup Hiccup</i> (LB) Session 2.
	<b>English-Language Arts Content Standards</b>											<b>B14-ELD &amp; 3.4 ELA Standard</b> <i>Off to Squintum's</i> (LB) Session 4. <i>The Ant Chant</i> (LB) Session 5.	<b>B14-ELD &amp; 3.4 ELA Standard</b> <i>Follow the Leader</i> (LB) Session 4. <i>Witches' Menu</i> (LB) Session 5.

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

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<input type="checkbox"/> <b>Kindergarten</b>  <input type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods).  <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).  <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.  <input type="checkbox"/> B6. Retell simple stories by using drawings, words,	<input type="checkbox"/> three isolated phonemes (e.g., /f, s, th/, /j, d, j/).  <input type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt.  <b>Grade One: Phonemic Awareness</b>  <input type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words.  <input type="checkbox"/> EI5. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants).	<input type="checkbox"/> <b>Grade One: Phonemic Awareness</b>  <input type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ).  <input type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends.  <input type="checkbox"/> I5. Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).  <input type="checkbox"/> I6. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i> ).	<input type="checkbox"/> changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).  <input type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables.  <input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	<input type="checkbox"/> A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One</b>  <input type="checkbox"/> A5. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words.  <input type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	<input type="checkbox"/> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.  <input type="checkbox"/> 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant / consonant-vowel = <i>sup/per</i> ).  <input type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words.  <input type="checkbox"/> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).	<b>EI13 Reading Comprehension-ELD &amp; 2.3 ELA Standard</b> <i>The Platypus</i> Lesson Booklet (LB) Session 2. <i>Something is There</i> (LB) Session 2.  <b>EI19 Literary Response and Analysis-ELD &amp; 3.4 ELA Standard</b> <i>Come On</i> (LB) Session 3. <i>Follow the Leader</i> (LB) Session 4.  <b>EI21 Literary Response and Analysis -ELD &amp;</b>	<b>EI13 Reading Comprehension-ELD &amp; 2.3 ELA Standard</b> <i>Witches' Menu</i> Lesson Booklet (LB) Session 2. <i>Hiccup Hiccup</i> (LB) Session 2  <b>EI19 Literary Response and Analysis-ELD &amp; 3.4 ELA Standard</b> <i>Piñata Song</i> (LB) Session 3. <i>What's That?</i> (LB) Session 3.  <b>EI21 Literary Response and Analysis -ELD &amp;</b>	

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X	Intermediate (I)		

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

Grades K-2 ELD Reading				ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2		
<input type="checkbox"/> or phrases.  <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).  <b>Reading Comprehension</b>  <input checked="" type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer,	<input type="checkbox"/> <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b>  <input type="checkbox"/> EI6. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).  <input type="checkbox"/> EI7. Identify and produce rhyming words in response to an oral prompt.  <b>Grade One: Phonemic Awareness</b>	<input type="checkbox"/> 17. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).  <input type="checkbox"/> 18. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.  <b>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</b>  <input type="checkbox"/> 19. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	<input type="checkbox"/> EA5. Track auditorily each word in a sentence and each syllable in a word.  <input type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words.  <p style="text-align: center;"><b>Grade Two</b></p> <input type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.  <input type="checkbox"/> EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-	<input type="checkbox"/> A7. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.  <input type="checkbox"/> A8. Read compound words and contractions.  <input type="checkbox"/> A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).  <input type="checkbox"/> A10. Read common word families (e.g., -ite, -ate).  <input type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech.	<input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).  <input type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <i>Vocabulary and Concept Development</i>  <input type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms.  <input type="checkbox"/> 1.8 Use knowledge of individual words in unknown compound words to	<b>2.4 ELA Standard</b> <i>The Ant Chant</i> LB Session 2. <i>Witches' Menu</i> LB) Session 2.  <b>130 Literary Response and Analysis -ELD &amp; 3.4 ELA Standard</b> <i>The Ant Chant</i> Lesson Booklet (LB) Session 1. <i>The Platypus</i> (LB) Session 1.  <b>EA32 Literary Response and Analysis -ELD &amp; 3.4 ELA Standard</b> <i>Something is There</i> (LB) Session 1. <i>Follow the Leader</i> LB)	<b>2.4 ELA Standard</b> <i>Piñata Song</i> LB Session 2.  <b>130 Literary Response and Analysis -ELD &amp; 3.4 ELA Standard</b> <i>Something is There</i> Lesson Booklet (LB) Session 1. <i>Hiccup Hiccup</i> (LB) Session 1.  <b>EA32 Literary Response and Analysis -ELD &amp; 3.4 ELA Standard</b> <i>Come On!</i> (LB) Session 1. <i>Sunshine</i> (LB) Session 1.

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> drawing pictures).  <input type="checkbox"/> B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.  <input type="checkbox"/> B10. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).  <input type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities.  <input type="checkbox"/> B12. Identify, using key words or	<input type="checkbox"/> EI8. Distinguish initial, medial, and final sounds in single-syllable words.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EI9. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.  <input type="checkbox"/> EI10. Read simple vocabulary, phrases, and sentences independently.  <input type="checkbox"/> EI11. Read aloud an increasing number of English words.	<input type="checkbox"/> I10. Recognize and name all uppercase and lowercase letters of the alphabet.  <b>English-Language Arts Content Standards Kindergarten</b>  <input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book.  <input type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page.  <input type="checkbox"/> I13. Understand that printed materials provide information.  <input type="checkbox"/> I14. Recognize that sentences in print are made up of	vowel = <i>su/per</i> ; vowel-consonant/ consonant-vowel = <i>sup/per</i> .  <input type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words.  <input type="checkbox"/> EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).  <input type="checkbox"/> EA11. Read aloud fluently and accurately and with appropriate intonation and expression.	<b>Grade Two</b>  <input type="checkbox"/> A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.  <input type="checkbox"/> A13. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> ).  <input type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words.  <input type="checkbox"/> A15. Recognize common abbreviations (e.g.,	<input type="checkbox"/> predict their meaning.  <input type="checkbox"/> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i> ).  <input type="checkbox"/> 1.10 Identify simple multiple-meaning words.  <input type="checkbox"/> <b>2.0 Reading Comprehension</b>  Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions,	Session 1.  <b>A42 Literary Response and Analysis -ELD &amp; 3.4 ELA Standard</b> <i>What's That</i> (LB) Session 4. <i>Sunshine</i> (LB) Session 4.	<b>A42 Literary Response and Analysis -ELD &amp; 3.4 ELA Standard</b> <i>The Four Musicians</i> (LB) Session 4. <i>The Ant Chart</i> (LB) Session 4.	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<p>pictures, the basic sequence of events in stories read aloud.</p> <p><b>Literary Response and Analysis</b></p> <p><input checked="" type="checkbox"/> B13. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p><input checked="" type="checkbox"/> B14. Draw pictures related to a work of literature identifying setting and characters.</p>	<p><input type="checkbox"/> EI12. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p><b>Reading Comprehension</b></p> <p><input checked="" type="checkbox"/> EI13. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p> <p><input type="checkbox"/> EI14. Draw and label pictures related to a story topic or one's own experience.</p>	<p><input type="checkbox"/> I15. Distinguish letters from words.</p> <p><b>Grade One</b></p> <p><input type="checkbox"/> I16. Match spoken words to printed words.</p> <p><input type="checkbox"/> I17. Identify letters, words, and sentences.</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or</p>	<p><input type="checkbox"/> EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p><b>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</b></p> <p><input type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters.</p> <p><input type="checkbox"/> EA14. Read simple one-syllable and high-frequency</p>	<p><i>Jan., Sun., Mr., St.</i></p> <p><input type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input type="checkbox"/> A17. Explain common antonyms and synonyms.</p> <p><b>English-Language Arts Content Standards Grade Two</b></p> <p><input type="checkbox"/> A18. Understand and explain common antonyms and synonyms.</p>	<p>making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g.,</p>			

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	<input type="checkbox"/> EI15. Understand and follow simple two-step directions for classroom activities.  <input type="checkbox"/> EI16. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.  <input type="checkbox"/> EI17. Draw logical inferences from a story read aloud.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> EI18. Respond orally to factual comprehension questions about stories by answering in simple sentences.  <input checked="" type="checkbox"/> EI19. Recite simple	<input type="checkbox"/> I19. Use decoding skills to read more complex words independently.  <b>English-Language Arts Content Standards Grade One</b>  <input type="checkbox"/> I20. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).  <input type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g.,	<input type="checkbox"/> EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One: Decoding and Word Recognition</b>  <input type="checkbox"/> EA16. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into	<input type="checkbox"/> A19. Recognize words that have multiple meanings in texts.  <b>English-Language Arts Content Standards Grade Two</b>  <input type="checkbox"/> A20. Identify simple multiple-meaning words.  <input type="checkbox"/> A21. Apply knowledge of academic and social vocabulary to achieve independent reading.  <b>English-Language Arts Content Standards Grade Two</b>	<input type="checkbox"/> classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal. <i>Structural Features of Informational Materials</i>  <input type="checkbox"/> 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>  <input type="checkbox"/> 2.2 State the purpose in reading (i.e., tell what			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
	poems. <input checked="" type="checkbox"/> EI21. Identify orally the setting and characters by using simple sentences and vocabulary.	classroom discussions, mediation of conflicts).  <b>English-Language Arts Content Standards Kindergarten</b>  <input type="checkbox"/> I22. Describe common objects and events in both general and specific language.  <input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading.  <input type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are attached to	<input type="checkbox"/> recognizable words.  <input type="checkbox"/> EA17. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).  <input type="checkbox"/> EA18. Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words.  <input type="checkbox"/> EA19. Read compound words and contractions.  <input type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).	<input type="checkbox"/> A22. Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> A23. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.  <b>English-Language Arts Content Standards Kindergarten</b>  <input type="checkbox"/> A24. Match all consonant and short-vowel sounds to appropriate letters.  <input type="checkbox"/> A25. Read simple one-syllable and high-frequency words (i.e., sight words).	<input type="checkbox"/> information is sought).  <input type="checkbox"/> 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.  <input type="checkbox"/> 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i> ).  <input type="checkbox"/> 2.5 Restate facts and details in the text to clarify and organize ideas.  <input type="checkbox"/> 2.6 Recognize cause-and-effect relationships in a text.			

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**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
		<p>known vocabulary (e.g., <i>remove, jumping</i>).</p> <p><b>Reading Comprehension</b></p> <p><input type="checkbox"/> I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</p> <p><input type="checkbox"/> I26. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> I27. Draw inferences about stories read aloud and use simple phrases or</p>	<p><input type="checkbox"/> EA21. Read common word families (e.g., <i>-ite -ate</i>).</p> <p><input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech.</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p>	<p><input type="checkbox"/> A26. Understand that as letters change, so do the sounds (i.e., the alphabetic principle).</p> <p><b>Grade One</b></p> <p><input type="checkbox"/> A27. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p><input type="checkbox"/> A28. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input type="checkbox"/> A29. Use knowledge of vowel diagrams</p>	<p><input type="checkbox"/> 2.7 Interpret information from diagrams, charts, and graphs.</p> <p><input type="checkbox"/> 2.8 Follow two-step written instructions.</p> <p><input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature</i>,</p>			

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
				<input type="checkbox"/> sentences to communicate the inferences.  <input type="checkbox"/> I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related activities.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.  <input checked="" type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual	<input type="checkbox"/> EA24. Use simple prefixes and suffixes when they are attached to known vocabulary. <b>English-Language Arts Content Standards Grade Two</b>  <input type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> .  <input type="checkbox"/> EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.  <b>Reading</b>	and <i>r</i> -controlled letter-sound associations to read words.  <input type="checkbox"/> A30. Read compound words and contractions. <input type="checkbox"/> A31. Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).  <input type="checkbox"/> A32. Read common word families (e.g., <i>-ite, -ate</i> ).  <input type="checkbox"/> A33. Read aloud with fluency in a manner that sounds like natural speech.  <b>Grade Two</b>  <input type="checkbox"/> A34. Recognize and use knowledge of spelling patterns (e.g.,	<i>Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.1 Compare and contrast plots, settings, and characters presented by different authors. <input type="checkbox"/> 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. <input type="checkbox"/> 3.3 Compare and contrast different versions of the same stories that		

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		comprehension questions.	<input type="checkbox"/> <b>Comprehension</b> EA27. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.  <input type="checkbox"/> EA28. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.  <input type="checkbox"/> EA29. Write a brief summary (three or four complete sentences) of a story.	<input type="checkbox"/> diphthongs, special vowel spellings) when reading.  <input type="checkbox"/> A35. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> ).  <input type="checkbox"/> A36. Decode two-syllable nonsense words and regular multisyllable words.  <input type="checkbox"/> A37. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).  <input type="checkbox"/> A38. Identify and correctly use regular plurals (e.g., -s, -es,	<input type="checkbox"/> reflect different cultures. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.			

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					<input type="checkbox"/> EA30. Read and use basic text features, such as the title, table of contents, and chapter headings.  <input type="checkbox"/> EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.  <b>Literary Response and Analysis</b>  <input checked="" type="checkbox"/> EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	-ies) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i> ).  <b>Reading Comprehension</b>  <input type="checkbox"/> A39. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.  <input type="checkbox"/> A40. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.			

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Beginning		Early Intermediate		Intermediate		Grade 2			
				<input type="checkbox"/> EA33. Read a literary selection and orally identify the literary elements of plot, setting, and characters.  <input type="checkbox"/> EA34. Read a story and identify the beginning, middle, and end.	<b>Literary Response and Analysis</b>  <input type="checkbox"/> A41. Read a variety of children's literature and respond to it both orally and in writing.  <input checked="" type="checkbox"/> A42. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).  <input type="checkbox"/> A43. Compare and contrast different authors' use of literary elements.				

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