# Heinle Cengage Learning
# *Milestones Book B*
correlated to
# English Language Development Standards for California Public Schools
# Grades 6-8

| Grades 6-8 | |
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| **Listening and Speaking** | |
| **Strategies and Applications** | |
| **Beginning ELD Level** | |
| **Comprehension** | |
| Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). | N/A |
| Answer simple questions by using simple sentences or phrases. | 24, 52, 92, 118, 158, 182, 222, 250, 292, 320, 362, 390 |
| Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing). | N/A |
| **Comprehension and Organization and Delivery of Oral Communication** | |
| Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ___"). | 182 |
| **Early Intermediate ELD Level** | |
| **Comprehension** | |
| 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 *he* or *she*). | N/A |
| Ask and answer questions by using phrases or simple sentences. | 24, 52, 92, 118, 158, 182, 222, 250, 292, 320, 362, 390 |

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| Restate and execute multiple-step oral directions. | 92 |
| **Comprehension and Organization and Delivery of Oral Communication** | |
| Restate in simple sentences the main idea of oral presentations in subject-matter content. | 92, 127 |
| Orally communicate basic needs (e.g., "I need to borrow a pencil"). | N/A |
| Prepare and deliver short oral presentations. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| **Intermediate ELD Level** | |
| **Comprehension** | |
| Respond to messages by asking simple questions or by briefly restating the message. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| **Comprehension and Organization and Delivery of Oral Communication** | |
| 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). | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. | 35, 40-44, 92, 103, 127 |
| Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| **Early Advanced ELD Level** | |
| **Comprehension and Organization and Delivery of Oral Communication** | |
| Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. | 35, 40-44, 92, 103, 127 |
| Retell stories in greater detail by including the characters, setting, and plot. | 169 |
| Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. | 52, 132, 159, 390 |

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| 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. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. | 60-61, 126-127, 190-191, 258-259, 328-329, 398-399 |
| Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. | 53, 93, 212, 239, 248, 285, 315, 363, 389 |
| Prepare and deliver presentations that use various sources. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| **Advanced ELD Level** | |
| **Comprehension** | |
| Listen attentively to stories and information on topics; identify the main points and supporting details. | 35, 40-44, 92, 103, 127 |
| Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. | 53, 93, 212, 239, 248, 285, 315, 363, 389 |
| **Comprehension and Organization and Delivery of Oral Communication** | |
| Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. | 169 |
| Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. | 60-61, 126-127, 190-191, 258-259, 328-329, 398-399 |
| Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. | 24, 52, 60, 92, 118, 126, 158, 182, 190, 222, 250, 258, 292, 320, 328, 362, 390, 398 |
| Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation. | 52, 132, 159, 390 |

# Reading

## Word Analysis

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|---|---|
| **Beginning ELD Level** | |
| **Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development** | |
| Recognize and correctly pronounce most English phonemes while reading aloud. | N/A |
| **Phonemic Awareness and Decoding and Word Recognition** | |
| Recognize the most common English morphemes in phrases and simple sentences. | N/A |
| **Early Intermediate ELD Level** | |
| **Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development** | |
| Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. | N/A |
| **Decoding and Word Recognition and Vocabulary and Concept Development** | |
| Use common English morphemes in oral and silent reading. | N/A |
| Recognize obvious cognates (e.g., *education, educación; actually, actualmente*) in phrases, simple sentences, literature, and content area texts. | N/A |
| **Intermediate ELD Level** | |
| **Decoding and Word Recognition** | |
| Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. | N/A |
| Identify cognates (e.g., *agonía, agony*) and false cognates (e.g., *éxito, exit*) in literature and texts in content areas. | N/A |
| **Early Advanced ELD Level** | |
| **Phonemic Awareness and Decoding and Word Recognition** | |
| Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. | 106, 168, 172, 223, 251, 293, 379 |

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| Distinguish between cognates and false cognates in literature and texts in content areas. | N/A |
| **Advanced ELD level** | |
| **Decoding and Word Recognition** | |
| Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. | 106, 168, 172, 223, 251, 293, 379 |
| Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. | N/A |
| **Fluency and Systematic Vocabulary Development** | |
| **Beginning ELD Level** | |
| **Vocabulary and Concept Development** | |
| Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. | 25, 53, 92, 159, 182, 222, 251, 321, 391 |
| Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). | 24, 52, 92, 118, 158, 182, 222, 250, 292, 320, 362 |
| Create a simple dictionary of words frequently used by the student. | N/A |
| Retell stories by using phrases and sentences. | 169 |
| Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). | 182 |
| **Early Intermediate ELD Level** | |
| **Vocabulary and Concept Development** | |
| Use knowledge of literature and content areas to understand unknown words. | 18, 25, 46, 86, 112, 152, 178, 216, 242 |
| Read simple paragraphs and passages independently. | 9, 20, 37, 48, 77, 88, 105, 114, 143, 154, 171, 180, 207, 218, 235, 244, 275, 288, 305, 316, 345, 358, 375, 386 |
| Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. | 61, 127, 191, 259, 329, 399 |
| Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. | 227, 262, 325, 367, 390, 395, 402 |
| Use a standard dictionary to find the meaning of unknown vocabulary. | 25, 29, 162 |

| Intermediate ELD Level | |
|---|---|
| **Vocabulary and Concept Development** | |
| Use a standard dictionary to derive the meaning of unknown vocabulary. | 25, 29, 162 |
| Use knowledge of English morphemes, phonics, and syntax to decode text. | N/A |
| Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas. | 53, 93, 183, 212, 239, 248, 285, 315, 363, 389 |
| Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. | 61, 127, 191, 259, 329, 399 |
| Use decoding skills and knowledge of both academic and social vocabulary to read independently. | 4, 6-7, 16, 18, 32, 34, 44, 46, 72, 74-75, 84, 86 100, 102-103, 110, 112, 138, 140-141, 150, 152, 166, 168-169, 176, 178, 202, 204-205, 214, 230, 232-233, 240, 242, 270, 272-273, 285, 286, 300, 302-303, 312, 314, 340, 342-343, 354-356, 370, 372-373, 382, 384 |
| **Vocabulary and Concept Development and Decoding and Word Recognition** | |
| Recognize that some words have multiple meanings. | 25, 205 |

| Early Advanced ELD Level | |
|---|---|
| **Vocabulary and Concept Development** | |
| Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. | N/A |
| Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. | 25, 105 |
| Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). | 25, 29, 162 |
| Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. | 4, 6-7, 16, 18, 32, 34, 44, 46, 72, 74-75, 84, 86 100, 102-103, 110, 112, 138, 140-141, 150, 152, 166, 168-169, 176, 178, 202, 204-205, 214, 230, 232-233, 240, 242, 270, 272-273, 285, 286, 300, 302-303, 312, 314, 340, 342-343, 354-356, 370, 372-373, 382, 384 |
| Recognize idioms, analogies, and metaphors used in literature and texts in content areas. | 93, 183, 239, 353 |
| Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. | 25, 53, 92, 159, 182, 222, 251, 321, 391 |

| Advanced ELD Level | |
|---|---|
| **Vocabulary and Concept Development** | |
| Recognize words that have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. | 25, 105 |
| Apply knowledge of academic and social vocabulary to achieve independent reading. | 4, 6-7, 16, 18, 32, 34, 44, 46, 72, 74-75, 84, 86 100, 102-103, 110, 112, 138, 140-141, 150, 152, 166, 168-169, 176, 178, 202, 204-205, 214, 230, 232-233, 240, 242, 270, 272-273, 285, 286, 300, 302-303, 312, 314, 340, 342-343, 354-356, 370, 372-373, 382, 384 |
| Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. | 93, 183, 239 |
| Use a standard dictionary to determine the meaning of unknown words. | 25, 29, 162 |

# Reading Comprehension

| Beginning ELD Level | |
|---|---|
| **Comprehension** | |
| Read simple text and orally respond to factual comprehension questions by using key words or phrases. | 17, 23, 45, 51, 85, 91, 111, 117, 151, 157, 177, 181, 215, 221, 241, 249, 285, 291, 313, 319, 355, 361, 383, 389 |
| Understand and follow simple multiple-step oral directions for classroom or work-related activities. | 92 |
| **Comprehension and Analysis of Grade-Level-Appropriate Text** | |
| Recognize categories of common informational materials (e.g., newspaper, brochure). | 19, 87 |
| Orally identify, using key words or phrases, the main ideas and some details of familiar texts. | 35, 40-44, 92, 103, 127 |
| Point out text features, such as the title, table of contents, and chapter headings. | 36, 40, 87, 104, 111, 195, 304, 374 |
| **Structural Features of Informational Materials** | |
| Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns. | 41, 354 |
| **Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique** | |
| Orally identify examples of fact and opinion and cause and effect in simple texts. | 19, 23 |

| Early Intermediate ELD level | |
|---|---|
| **Comprehension** | |
| Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. | 17, 23, 45, 51, 85, 91, 111, 117, 151, 157, 177, 181, 215, 221, 241, 249, 285, 291, 313, 319, 355, 361, 383, 389 |
| Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. | N/A |
| **Comprehension and Analysis of Grade-Level-Appropriate Text** | |
| Identify and orally explain categories of familiar informational materials by using simple sentences. | 19, 36, 87, 104, 153, 170, 217, 234, 287 |
| Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences. | 23, 37-44, 91, 111, 157, 177, 221, 241, 291 |
| **Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique** | |
| Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences. | 19, 23 |
| **Structural Features of Informational Materials** | |
| Orally identify the factual components of simple informational materials by using key words or phrases. | 19, 36, 87, 104, 153, 170, 217, 234, 287 |
| **Intermediate ELD level** | |
| **Comprehension and Analysis of Grade-Level-Appropriate Text** | |
| Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences. | 19, 23 |
| Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. | 17, 23, 37-45, 51, 85, 91, 111, 117, 151, 157, 177, 181, 215, 221, 241, 249, 285, 291, 313, 319, 355, 361, 383, 389 |
| **Comprehension** | |
| Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. | N/A |
| **Structural Features of Informational Materials** | |
| Orally identify the factual components of simple informational materials by using key words or phrases. | 19, 36, 87, 104, 153, 170, 217, 234, 287 |

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| Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books) | 19, 65, 87, 153, 170 |
| **Early Advanced ELD level** | |
| **Comprehension and Analysis of Grade-Level-Appropriate Text** | |
| Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. | 17, 23, 37-45, 51, 85, 91, 111, 117, 151, 157, 177, 181, 215, 221, 241, 249, 285, 291, 313, 319, 355, 361, 383, 389 |
| **Structural Features of Informational Materials** | |
| Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials). | 19, 87, 287 |
| Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks). | 19, 87, 170 |
| **Advanced ELD level** | |
| **Comprehension and Analysis of Grade-Level-Appropriate Text** | |
| Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas. | 17, 23, 37-45, 51, 85, 91, 111, 117, 151, 157, 177, 181, 215, 221, 241, 249, 285, 291, 313, 319, 355, 361, 383, 389 |
| **Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique** | |
| Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks). | 19, 87, 170, 287 |
| **Structural Features of Informational Materials** | |
| Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). | 19, 87, 170, 287 |
| **Literary Response and Analysis** | |
| **Beginning ELD Level** | |
| **Narrative Analysis of Grade-Level-Appropriate Text** | |
| Respond orally in one or two words to factual comprehension questions about simple literary texts. | 17, 51, 85, 117, 151, 181, 215, 241, 249, 285, 319, 355, 361, 389 |

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| Identify orally different characters and settings in simple literary texts by using words or phrases | 8, 47, 76, 142, 206, 243, 344, 355, 385 |
| Role-play a character from a familiar piece of literature by using words or phrases. | 24, 158, 182, 292 |
| Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. | N/A |
| **Structural Features of Literature** | |
| Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry. | 319 |
| **Narrative Analysis of Grade-Level-Appropriate Text** | |
| Recite simple poems. | 132, 325 |
| **Early Intermediate ELD Level** | |
| **Narrative Analysis of Grade-Level-Appropriate Text** | |
| Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. | 17, 51, 85, 117, 151, 181, 215, 241, 249, 285, 319, 355, 361, 389 |
| Read literary texts and orally identify the main events of the plot by using simple sentences. | 51, 151, 249 |
| Read a selection and orally identify the speaker or narrator. | 17, 51, 276 |
| Identify the difference in points of view between first person and third person by using simple sentences. | 17, 344, 385 |
| **Structural Features of Literature** | |
| Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences. | 319 |
| **Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism** | |
| Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character. | 51, 151 |
| **Intermediate ELD Level** | |
| **Narrative Analysis of Grade-Level-Appropriate Text** | |
| Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. | 169 |

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| Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay). | 17, 51, 85, 117, 151, 181, 215, 241, 249, 285, 319, 355, 361, 389 |
| Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. | 17, 51, 85, 117, 151, 181, 215, 241, 249, 285, 319, 355, 361, 389 |
| **Early Advanced ELD Level** | |
| **Structural Features of Literature** | |
| Identify literary devices, such as narrative voice, symbolism, dialect, and irony | 17, 344, 385 |
| Describe orally the major characteristics of several forms of poetry by using detailed sentences. | 315 |
| **Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism** | |
| Describe the author's point of view in literary text by using detailed sentences. | 17, 51 |
| Compare and contrast a similar theme across several genres by using detailed sentences | 23, 51, 91, 117, 157, 181, 221, 249, 291, 319, 361, 389 |
| Describe orally and in writing a similar theme or topic by using detailed sentences. | 23, 51, 91, 117, 157, 181, 221, 249, 291, 319, 361, 389 |
| Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences. | 51, 151, 249 |
| Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic. | 113, 179, 344, 356-357, 385 |
| **Advanced ELD Level** | |
| **Structural Features of Literature** | |
| Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text. | 355 |
| **Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism** | |
| Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism). | 53, 212, 248, 285, 315, 363, 389 |
| Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic. | 23, 51, 91, 117, 157, 181, 221, 249, 291, 319, 361, 389 |
| Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). | 23, 51, 91, 117, 157, 181, 221, 249, 291, 319, 361, 389 |
| Compare and contrast the motivation and reactions of characters across a variety of literary texts. | 151 |

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| Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved. | 51 |

# Writing

## Strategies and Applications

### Beginning ELD level

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| **Penmanship and Organization and Focus** | |
| Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. | 284, 382 |
| **Organization and Focus** | |
| Create simple sentences or phrases with some assistance. | 28-29, 56-57, 96-97, 122-123, 162-163, 186-187, 226-227, 254-255, 296-297, 324-325, 366-367, 394-396 |
| Write a brief narrative by using a few simple sentences that include the setting and some details. | 122-123, 125, 254-255, 265, 394-395, 397, 400-402 |
| Use the writing process to write brief narratives with a few standard grammatical forms. | 122-123, 254-255, 265, 394-395, 400-402 |
| Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. | 99, 197, 229, 257 |
| Complete basic business forms in which information such as one's name, address, and telephone number is requested. | N/A |

### Early Intermediate ELD level

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|---|---|
| **Organization and Focus** | |
| Write simple sentences of brief responses to selected literature to show factual understanding of the text. | 17, 51, 85, 117, 151, 181, 215, 241, 249, 285, 319, 355, 361, 389 |
| Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. | 28-29, 56-57, 96-97, 122-123, 162-163, 186-187, 226-227, 254-255, 296-297, 324-325, 366-367, 394-396 |
| Create a draft of a paragraph by following an outline. | 226-227, 330-331 |
| Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science). | 28-29, 56-57, 96-97, 122-123, 162-163, 186-187, 226-227, 254-255, 296-297, 324-325, 366-367, 394-396 |
| Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. | 99, 197, 229, 257 |

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| Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. | 226-227, 330 |
| **Organization and Focus, Evaluation and Revision** | |
| 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. | 28-29, 56-57, 96-97, 122-123, 162-163, 186-187, 226-227, 254-255, 296-297, 324-325, 366-367, 394-396 |
| **Organization and Focus, Research and Technology** | |
| Complete simple informational documents related to career development (e.g., bank forms and job applications). | N/A |
| **Intermediate ELD level** | |
| **Organization and Focus** | |
| Narrate a sequence of events and communicate their significance to the audience. | 222 |
| 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. | 197, 229, 257 |
| Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts. | 56-57 |
| Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. | 333 |
| Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history–social science). | 28-29, 56-57, 96-97, 122-123, 162-163, 186-187, 226-227, 254-255, 296-297, 324-325, 366-367, 394-396 |
| Write documents related to career development (e.g., business letter, job application). | N/A |
| Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details. | 162-163 |
| **Organization and Focus, Research and Technology** | |
| Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.) | 226-227, 330-331 |
| Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. | 330-331 |

| Early Advanced ELD level | |
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| **Organization and Focus** | |
| Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting. | 122, 162, 254, 394-395, 400 |
| Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. | 128, 192, 331 |
| Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. | 333 |
| Use appropriate language variations and genres in writing for language arts and other content areas. | 28-29, 56-57, 96-97, 122-123, 162-163, 186-187, 226-227, 254-255, 296-297, 324-325, 366-367, 394-396 |
| Write pieces related to career development (e.g., business letter, job application, letter of inquiry). | 296, 299, 335 |
| **Organization and Focus, Evaluation and Revision** | |
| Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterarguments. | 128, 192, 331 |
| Write detailed fictional biographies or autobiographies. | N/A |
| **Organization and Focus, Research and Technology, Evaluation and Revision** | |
| Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. | 226-227, 330-331 |
| **Organization and Focus, Research and Technology** | |
| Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter. | 330-331 |
| **Advanced ELD level** | |
| **Organization and Focus** | |
| Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. | 128, 192, 331 |
| Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing. | 192, 394 |
| Use appropriate language variations and genres in writing for language arts and other content areas. | 28-29, 56-57, 96-97, 122-123, 162-163, 186-187, 226-227, 254-255, 296-297, 324-325, 366-367, 394-396 |

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|---|---|
| Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum). | 296, 299, 335 |
| **Organization and Focus, Evaluation and Revision** | |
| Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. | 333 |
| Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it. | 226-227, 330-331 |
| **Organization and Focus, Research and Technology** | |
| Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. | 226-227, 330-331 |
| Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense). | 162, 254-255, 397, 400-401 |
| Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography. | 330-331 |

## English-Language Conventions

### Beginning ELD level

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|---|---|
| **Punctuation** | |
| Edit one's own work and correct the punctuation. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |
| **Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling** | |
| Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |
| Revise one's writing for proper use of final punctuation, capitalization, and correct spelling. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |

### Early Intermediate ELD level

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|---|---|
| **Punctuation, Capitalization, and Spelling** | |
| Edit writing for basic conventions (e.g., punctuation, capitalization and spelling). | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |
| **Sentence Structure, Grammar, Punctuation, and Capitalization** | |
| Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |

| | |
|---|---|
| Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms. | 192, 253, 294-295, 322-323, 364-365, 392-393 |
| **Intermediate ELD level** | |
| **Sentence Structure, Grammar, and Spelling** | |
| Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |
| **Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling** | |
| Edit and correct basic grammatical structures and usage of the conventions of writing. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |
| **Early Advanced ELD level** | |
| **Capitalization, Punctuation, and Spelling** | |
| Create coherent paragraphs through effective transitions. | 123, 128, 163 |
| **Sentence Structure, Grammar, and Spelling** | |
| Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |
| **Punctuation, Capitalization, and Spelling** | |
| Edit writing for grammatical structures and the mechanics of writing. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |
| **Advanced ELD level** | |
| **Sentence Structure and Grammar** | |
| Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |
| **Grammar** | |
| Create coherent paragraphs through effective transitions and parallel constructions. | 123, 128, 163 |
| **Capitalization, Punctuation, and Spelling** | |
| Edit writing for the mechanics to approximate standard grammatical forms. | 64, 130, 194, 262, 297, 325, 332, 335, 367, 395, 402, 405, 436-437 |