

ELD-ELA Standards Map
Grades K-2

ELD-ELA Standards Map

Grades K-2: Listening & Speaking

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	1.1 Recognize and use complete, coherent sentences when speaking (written and oral English language conventions). 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.		1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
EI	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 <i>he/she</i>).			
I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).			
EA	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.			
A	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.			
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.			
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.			
EI	Recite familiar rhymes, songs, and simple stories.		2.1 Recite poems, rhymes, songs, and stories.	

- = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades K-2: Listening & Speaking

ELD Standards		ELA Standards		
Level	K-2	K	1	2
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.		1.1 Listen attentively.	1.1 Determine the purpose or purposes for listening (e.g., to obtain information, to solve problems, for enjoyment).
EA	Listen attentively to stories/information and orally identify key details and concepts.		1.4 Stay on topic when speaking.	
A	Listen attentively to stories/information on new topics and identify orally and in writing key details and concepts.		1.5 Use descriptive words when speaking about people, places, things, and events.	
B	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	1.1 Understand and follow one- and two-step directions.	1.3 Give, restate, and follow simple two-step directions.	1.4 Give and follow three- and four-step directions.
EI	Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.		2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.	1.8 Retell stories, including characters, setting, and plot.
I	Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.		2.3 Relate an important life event or personal experience in a simple sequence.	
EA	Retell stories in greater detail including characters, setting, and plot.		2.4 Provide descriptions with careful attention to sensory detail.	
A	Narrate and paraphrase events in greater detail, using more extended vocabulary.			1.7 Recount experiences in a logical sequence.

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ELD-ELA Standards Map

Grades K-2: Listening & Speaking

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Answer simple questions with one- or two-word responses.	2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. 2.2 Recite short poems, rhymes, and songs. 2.3 Relate an experience or creative story in a logical sequence.	1.2 Ask questions for clarification and understanding.	1.2 Ask for clarification and explanation of stories and ideas. 1.3 Paraphrase information that has been shared orally by others. 1.5 Organize presentations to maintain a clear focus. 1.9 Report on a topic with supportive facts and details. 2.1 Recount experiences or present stories. 2.2 Report on a topic with facts and details, drawing from several sources of information.
EI	Ask and answer questions using phrases or simple sentences.			
I	Ask and answer instructional questions using simple sentences.			
EA	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).			
A	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).			
B	Independently use common social greetings and simple repetitive phrases (e.g., “Thank you.” “You’re welcome.”).			
EI	Orally communicate basic needs (e.g., “May I get a drink?”).			
I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.			
EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.			
A	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.			

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ELD-ELA Standards Map

Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards			
Level	K-2	K	1	2	
I	Identify the front cover, back cover, and title page of a book.	1.1 Same as ELD standard.	1.2 Identify the title and author of a reading selection.		
I	Follow the words from left to right and from top to bottom on the printed page.	1.2 Same as ELD standard.			
I	Understand that printed materials provide information.	1.3 Same as ELD standard.			
I	Recognize that sentences in print are made up of separate words.	1.4 Same as ELD standard.			
I	Distinguish letters from words.	1.5 Same as ELD standard.			
I	Identify letters, words, and sentences.				1.3 Same as ELD standard.
I	Match oral words to printed words.				1.1 Same as ELD standard.
I	Recognize and name all uppercase and lowercase letters of the alphabet.	1.6 Same as ELD standard.			
B	Recognize English phonemes that correspond to phonemes students already hear and produce.				
EI	Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., “a” in “cat” and final consonants).				
EI	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.				
EI	Identify and produce rhyming words in response to an oral prompt.	1.10 Same as ELD standard.			
I	Create and state a series of rhyming words, including consonant blends.		1.6. Same as ELD standard.		

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ELD-ELA Standards Map

Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards		
Level	K-2	K	1	2
EI	Distinguish initial, medial, and final sounds in single-syllable words.		1.4 Same as ELD standard.	
I	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).		1.5 Same as ELD standard.	
I	Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an).		1.7 Same as ELD standard.	
I	Pronounce most English phonemes correctly while reading aloud.			
I	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).		1.8 Same as ELD standard.	
I/EA	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentence, or simple text.			
EA	Blend vowel-consonant sounds orally to make words or syllables.	1.9 Same as ELD standard.		
EA/A	Match all consonant and short-vowel sounds to appropriate letters.	1.14 Same as ELD standard.		
EA/A	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	1.16 Same as ELD standard.		
EA/A	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (e.g., phonograms), and blend those sounds into recognizable words.		1.10 Same as ELD standard.	

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Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards		
Level	K-2	K	1	2
I	Segment single-syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).		1.9 Same as ELD standard.	
EA	Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	1.11 Same as ELD standard.		
EA	Count the number of sounds in syllables and syllables in words.	1.13 Same as ELD standard.		
EI	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/, /i/).	1.7 Same as ELD standard.		
EA	Track (move sequentially from sound to sound) and represent 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-vowel, or consonant-vowel-consonant).	1.8 Same as ELD standard.		
EA	Track auditorily each word in a sentence and each syllable in words.	1.12 Same as ELD standard.		
I/A	Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>).			1.4 Same as ELD standard.
EA/A	Read simple one-syllable and high-frequency words (i.e., sight words).	1.15 Same as ELD standard.		
EA/A	Read common, irregular sight words (e.g., <i>the</i> , <i>have</i> , <i>said</i> , <i>come</i> , <i>give</i> , <i>of</i>).		1.11 Same as ELD standard.	
EA/A	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.			1.1 Same as ELD standard.
EA/A	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>).			1.2 Same as ELD standard.
EA/A	Decode two-syllable nonsense words and regular multisyllable words.			1.3 Same as ELD standard.
EA/A	Read compound words and contractions.		1.13 Same as ELD standard.	
EA/A	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.		1.12 Same as ELD standard.	

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Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards		
Level	K-2	K	1	2
EA	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).			
A	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).			
EA/A	Read inflectional forms (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i>) and root words (e.g., <i>look</i> , <i>looked</i> , <i>looking</i>).		1.14 Same as ELD standard.	
EA/A	Read common word families (e.g., <i>-ite</i> , <i>-ate</i>).		1.15 Same as ELD standard.	
EA/A	Identify and correctly use regular plurals (e.g., <i>-s</i> , <i>-es</i> , <i>-ies</i>) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i>).			1.5 Same as ELD standard.
EA/A	Read aloud with fluency in a manner that sounds like natural speech.		1.16 Same as ELD standard.	
EA	Read aloud fluently and accurately and with appropriate intonation and expression.			1.6 Same as ELD standard.

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ELD-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	1.18 Describe common objects and events in both general and specific language.	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
B	Demonstrate comprehension of simple vocabulary with an appropriate action.			
B	Retell simple stories using drawings, words, or phrases.			
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).			
EI	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.			
I	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).			
I	Apply knowledge of content-related vocabulary to discussions and reading.			
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.			
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.			

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ELD-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	K-2	K	1	2
A	Read simple one-syllable and high-frequency words (i.e., sight words).	1.15 Same as ELD standard.		
A	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).		1.11 Same as ELD standard.	
A	Read compound words and contractions.		1.13 Same as ELD standard.	
A	Match all consonant and short-vowel sounds to appropriate letters.	1.14 Same as ELD standard.		
A	Understand that as letters change, so do the sounds (i.e., the alphabetic principle).	1.16 Same as ELD standard.		
A	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.		1.10 Same as ELD standard.	
A	Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.		1.12 Same as ELD standard.	
A	Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).		1.14 Same as ELD standard.	
A	Read common word families (e.g., <i>-ite, -ate</i>).		1.15 Same as ELD standard.	
A	Read aloud with fluency in a manner that sounds like natural speech.		1.16 Same as ELD standard.	
		1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	

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ELD-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	K-2	K	1	2
A	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.			1.1 Same as ELD standard.
A	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/consonant = sup/per).			1.2 Same as ELD standard.
A	Decode two-syllable nonsense words and regular multisyllable words.			1.3 Same as ELD standard.
A	Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).			1.4 Same as ELD standard.
A	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly-flies, wife/wives</i>).			1.5 Same as ELD standard.
A	Read narrative and texts aloud with appropriate pacing, intonation, and expression.			1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
EA	Recognize simple antonyms and synonyms in stories and games (e.g., good, bad; blend, mix).			1.7 Understand and explain common antonyms and synonyms.
A	Explain common antonyms and synonyms.			
A	Recognize words that have multiple meanings in texts.			1.10 Identify simple multiple-meaning words.

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Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Read aloud simple words in stories or games (e.g., nouns and adjectives).			1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
EI	Read simple vocabulary, phrases, and sentences independently.			
EI	Read aloud an increasing number of English words.			
I	Use decoding skills to read more complex words independently.			
EA	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.			
A	Apply knowledge of academic and social vocabulary to achieve independent reading.			
I	Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., <i>remove</i> , <i>jumping</i>).			1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>).
EA	Use simple prefixes and suffixes when attached to known vocabulary.			

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ELD-ELA Standards Map

Grades K-2: Reading Comprehension

ELD Standards		ELA Standards			
Level	K-2	K	1	2	
B	Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	2.2 Use pictures and context to make predictions about story content.	2.6 Relate prior knowledge to textual information.		
EI	Draw and label pictures related to a story topic or own experience.				
I	Write captions of words or phrases for drawings related to a story.				
B	Respond orally to stories read to them, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	2.5 Ask and answer questions about essential elements of a text.	2.2 Respond to <i>who, what, when, when, and how</i> questions.	2.2 State the purpose in reading (i.e., tell what information is sought).	
B	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.		2.4 Use context to resolve ambiguities about word and sentence meanings.		
EI	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.				2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
I	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.				
EA	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.				2.5 Restate facts and details in the text to clarify and organize ideas. 2.7 Interpret information from diagrams, charts and graphs.

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ELD-ELA Standards Map

Grades K-2: Reading Comprehension

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Identify the basic sequence of events in stories read to them, using key words or pictures.	2.4 Retell familiar stories.	2.7 Retell the central ideas of simple expository or narrative passages.	
EI	Orally identify the basic sequence of text read to them using key words or phrases.			
I	Write captions of words or phrases for drawings related to a story.			
EA	Write a brief story summary (three or four complete sentences).			
A	Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.			
EI	Use the content of a story to draw logical inferences.		2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what, if, how</i>).
I	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.			
EA	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.			
EA	Read and orally respond to stories and texts by answering factual comprehension questions about cause-and-effect relationships.			2.6 Recognize cause-and-effect relationships in a text.

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ELD-ELA Standards Map

Grades K-2: Reading Comprehension

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Understand and follow simple one-step directions for classroom or work-related activities.		2.1 Identify text that uses sequence or other logical order. 2.3 Follow one-step written directions.	2.8 Follow two-step written instructions.
EI	Understand and follow simple two-step directions of classroom or work-related activities.			
I	Understand and follow some multi-step directions for classroom-related activities.			
I	While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	2.1 Locate the title, table of contents, name of author, and name of illustrator.		2.1 Use titles, tables of content, and chapter headings to locate information in expository text.
EA	Read and use basic text features such as title, table of contents, and chapter headings.			
A	Locate and use text features such as title, table of contents, chapter headings, diagrams, and index.			

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ELD-ELA Standards Map

Grades K-2: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Copy the English alphabet legibly.	1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	1.3 Print legibly and space letters, words, and sentences appropriately.	1.2 Create readable documents with legible handwriting.
I EA	Write a friendly letter of a few lines. Write a formal letter.			2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.
I EA A A	Write simple sentences appropriate for language arts and other content areas. Use complex vocabulary and sentences appropriate for language arts and other content areas. Write short narratives that include examples of writing appropriate for language arts and other content areas. Produce independent writing using correct grammatical forms.	1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).		2.1 Write brief narratives based on their experience: move through a logical sequence of events; describe the setting, characters, objects, and events in detail.
B EI I EA A	Write a few words or phrases about an event or character from a story read by the teacher. Write simple sentences about events or characters from familiar stories read by the teacher. Write short narrative stories that include the elements of setting and character. Write short narratives that include elements of setting, character, and events. Write short narratives that describe the setting, character, objects, and events.	1.3 Write by moving from left to right and from top to bottom.	1.1 Select a focus when writing. 1.2 Use descriptive words when writing. 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	1.1 Group related ideas and maintain a consistent focus.

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ELD-ELA Standards Map

Grades K-2: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Copy words posted and commonly used in the classrooms.			
B	Write a phrase or simple sentence about an experience generated from a group story.	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	1.4 Revise original drafts to improve sequence and provide more descriptive detail.
EI	Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months: "Today is Tuesday.>").			
I	Following a model, use the writing process to independently write short paragraphs of at least three lines.			
I	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.			
EA	Use the writing process to write short paragraphs that maintain a consistent focus.			
A	Use the writing process to write clear and coherent sentences that maintain a consistent focus.			
				1.3 Understand the purposes of various reference materials.

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ELD-ELA Standards Map

Grades K-2: Writing Conventions

ELD Standards		ELA Standards		
Level	K-2	K	1	2
B	Use capital letters when writing own name.	1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
EI	Use capital letters to begin sentences and proper nouns.			
EI	Use a period or question mark at the end of a sentence.			
I	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.			
EA	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.			
A	Produce writing that demonstrates a command of the conventions of standard English.			
EI	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	1.5 Use a period, exclamation point, or question mark at the end of sentences.	1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
EA	Edit writing for some conventions (e.g., capital letters and periods).			
A	Edit writing for punctuation, capitalization, and spelling.			
			1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	
			1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	1.5 Use quotation marks correctly.
				1.7 Spell frequently used, irregular words correctly.

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ELD-ELA Standards Map

Grades K-2: Writing Conventions

ELD Standards		ELA Standards		
Level	K-2	K	1	2
I	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).		1.1 Write and speak in complete, coherent sentences.	1.1 Distinguish between complete and incomplete sentences.
EA	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).		1.2 Identify and correctly use singular and plural nouns.	1.2 Recognize and use the correct word order in written sentences.
A	Use complete sentences and correct word order.		1.3 Identify and correctly use contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i> , <i>won't</i>) and singular possessive pronouns (e.g., <i>my/mine</i> , <i>his/her</i> , <i>hers</i> , <i>your/s</i>) in writing and speaking.	1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
A	Use correct parts of speech, including correct subject/verb agreement.			

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ELD-ELA Standards Map

Grades K-2: Literary Response & Analysis

ELD Standards		ELA Standards				
Level	K-2	K	1	2		
B	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	3.3 Identify characters, settings, and important events.	3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	3.1 Compare and contrast plots, settings, and characters presented by different authors.		
B	Draw pictures related to a work of literature identifying setting and characters.					
EI	Orally respond to stories by answering factual comprehension questions, using simple sentences.				3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, alternatives.	
EI	Orally identify setting and characters using simple sentences and vocabulary.					
I	Use expanded vocabulary and descriptive words for oral and written responses to simple texts.				3.2 Describe the roles of authors and illustrators and their contributions to print materials.	3.3 Compare and contrast different versions of the same stories that reflect different cultures.
EA	Read and orally identify literary elements of plot, setting, and characters.					
EA	Read and identify beginning, middle, and end of story.					
A	Read and respond both orally and in writing to a variety of children's literature.	3.1 Distinguish fantasy from realistic text.	3.3 Recollect, talk, and write about books read during the school year.			
EI	Recite simple poems.	3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).		3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.		
I	Read simple poetry and respond to factual comprehension questions using simple sentences.					
EA	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).					
A	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).					

— = Heavy line separates clusters of standards

B = Beginning **EA** = Early Advanced

EI = Early Intermediate **A** = Advanced

I = Intermediate